PLANNING FOR DAY CARE CENTRES IN URBAN COMMUNITIES: A CASE STUDY OF DAGORETTI DIVISION, NAIROBI.

BY

NYONGESA G. EMILY, B.A (Hons) Anthropology, 1997, U.O.N

A Thesis submitted in part fulfilment for the degree of Master of Arts (Planning) in the Department of Urban and Regional Planning, Faculty of Architecture, Design and Development, University of Nairobi

October, 2002

Nairobi
DECLARATION

This thesis is my original work and has not been presented for a degree in any other University for examination

Signed..........................................................

Nyongesa G. Emily
(Candidate)

This thesis has been submitted for examination with my approval as the principal University Supervisor

Signed..........................................................

Professor. Peter M. Ngau
(Supervisor)
DEDICATION

To my husband Shiverenje, Papa Nelson Nyongesa Masika, ailing mum Marjorie Omuronji Masika, little Warren Shivairo and all the children aged 0-6 years.
ACKNOWLEDGEMENTS

The success of this study was facilitated by the support and assistance of many people. I am indebted to Gandhi Smarak Nidhi Fund whose sponsorship made it possible for me to undertake the Master of Arts Degree in Planning at the University of Nairobi, Department of Urban and Regional Planning.

I wish to thank my supervisor Professor Peter M. Ngau for guiding me through out the study. His constructive criticism, tireless reading and commenting on the many drafts I handed in to him is highly appreciated. I am grateful for the assistance given by both faculty members and fellow students who attended the thesis review seminars and offered suggestions as to how this work could be improved. Their remarks and comments proved very useful in my finalization of the study.

The considerable assistance and support I received from the day care centres in Dagoretti division in especially reaching out to the parents who take their children to day care centres in the area deserves a mention here.

Lastly, I am very grateful to my husband in a very special way for his constant love and financial support throughout the academic program. Little Warren is appreciated for being so patient with the mother throughout the study period. And for all those who deserve to be acknowledged I say “Thank You Very Much and May God Bless You.”
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>v</td>
</tr>
<tr>
<td>List of Tables</td>
<td>ix</td>
</tr>
<tr>
<td>List of Maps</td>
<td>xi</td>
</tr>
<tr>
<td>List of Figures</td>
<td>xii</td>
</tr>
<tr>
<td>List of Plates</td>
<td>xiv</td>
</tr>
<tr>
<td>Abstract</td>
<td>xvi</td>
</tr>
</tbody>
</table>

CHAPTER ONE
INTRODUCTION

1.1 Introduction
1.2 Problem Statement
1.3 Research Questions
1.4 Research Objectives
1.5 Research Hypothesis
1.6 Significance of Study
1.7 Basic Assumptions
1.8 Definition of Key Terms and Concepts
1.8.1 Planning
1.8.2 Day Care Centres
1.8.3 Urban Communities
1.8.4 A Child
1.8.5 Work
1.8.6 Childcare
1.9 Study Methodology
1.9.1 Study Population
1.9.2 Sample Size
1.9.3 Sample Procedure
1.9.4 Methods of Data Collection
1.9.4.1 Secondary Data
1.9.4.2 Primary Data
1.9.5 Methods of Data Analysis
1.9.6 Analytical Framework
1.9.7 Study Limitations
CHAPTER TWO
LITERATURE REVIEW

2.1 Childcare in Historical Perspective .......................................................... 30
2.1.1 Pre-Industrial ........................................................... 30
2.1.2 Industrial Period .................................................... 31
2.1.3 Post Industrial Period ........................................... 35
2.2 What Children Need at Different Stages of Life .................................... 38
2.3 Traditional Childcare Practices in Africa ........................................... 39
2.4 The Origins of Day Care Centres in Kenya .......................................... 40
2.5 Day Care Centres in Kenya Today .................................................. 44
2.6 Characteristics of a Good Day Care Centre ........................................ 46
2.7 Urbanization in Kenya ..................................................... 47
2.8 Employment in Kenya ................................................... 50
2.9 Women's Employment .......................................................................... 51
2.10 Planning for Day Care Centres in Kenya .......................................... 52
2.11 Theoretical Framework ....................................................... 54
2.12 Regulatory and Institutional Systems ........................................... 61
2.12.1 Policy Framework ................................................... 61
2.12.2 Institutional Framework ........................................... 66
2.12.3 Legal Framework .................................................... 71
2.13 Conceptual Framework ....................................................... 75

CHAPTER THREE
BACKGROUND OF THE STUDY AREA

3.1 Background and Development of Nairobi ........................................... 78
3.2 Geographical Position of Dagoretti Division ....................................... 85
3.3 Historical Development of Dagoretti Division .................................... 85
3.4 Population ................................................................................. 88
3.5 Administrative Boundaries ....................................................... 90
3.6 Soils ................................................................................... 92
3.7 Rainfall ................................................................................ 92
3.8 Prevailing Wind ..................................................................... 92
3.9 Employment and Income ....................................................... 92
3.10 Transport System .................................................................... 94
3.11 Land Use ............................................................................... 95
3.12 Institutions ............................................................................ 95
3.13 Housing ............................................................................... 96
3.14 Infrastructure and Services ................................................... 97
3.15 Recreation ............................................................................. 98
3.16 Development Control ................................................................... 98
# CHAPTER FOUR

## NUMBER, TYPES AND LOCATION OF DAY CARE CENTRES

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Establishment of Day Care Centres</td>
<td>100</td>
</tr>
<tr>
<td>4.2 Barriers to Entry into the Day Care Centre's Market</td>
<td>105</td>
</tr>
<tr>
<td>4.3 Types of Day Care Centres in Dagoretti</td>
<td>106</td>
</tr>
<tr>
<td>4.3.1 Day Care Centres by Sponsorship</td>
<td>107</td>
</tr>
<tr>
<td>4.3.2 Day Care Centres by Type of Facility</td>
<td>110</td>
</tr>
<tr>
<td>4.3.3 Day Care Centres by Age Group</td>
<td>113</td>
</tr>
<tr>
<td>4.3.4 Day Care Centres by Teaching Methods</td>
<td>113</td>
</tr>
<tr>
<td>4.3.5 Day Care Centres Plot Size</td>
<td>116</td>
</tr>
<tr>
<td>4.4 Location of Day Care Centres</td>
<td>124</td>
</tr>
<tr>
<td>4.4.1 Location of Day Care Centres from the Main Road</td>
<td>124</td>
</tr>
<tr>
<td>4.4.2 Location of Day Care Centres from the Main Bus Stage</td>
<td>125</td>
</tr>
<tr>
<td>4.4.3 Distance of Day Care Centres from the Residential Homes</td>
<td>127</td>
</tr>
<tr>
<td>4.4.4 Location Patterns of Day Care Centres</td>
<td>134</td>
</tr>
</tbody>
</table>

# CHAPTER FIVE

## ROLE OF DAY CARE CENTRES IN URBAN COMMUNITIES

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Objectives of Day Care Centres</td>
<td>140</td>
</tr>
<tr>
<td>5.2 Benefits of Day Care Centres</td>
<td>141</td>
</tr>
<tr>
<td>5.3 Activities Undertaken in Day Care Centres</td>
<td>142</td>
</tr>
<tr>
<td>5.4 Kind of Child Care Arrangement Made for Various Age Groups</td>
<td>149</td>
</tr>
<tr>
<td>5.4.1 Age Group 0-2 Years</td>
<td>149</td>
</tr>
<tr>
<td>5.4.2 Age Group 3-4 Years</td>
<td>150</td>
</tr>
<tr>
<td>5.4.3 Age Group 5-6 Years</td>
<td>151</td>
</tr>
<tr>
<td>5.5 Problems Experienced in the Day to Day Management of Day Care Centres</td>
<td>152</td>
</tr>
</tbody>
</table>

# CHAPTER SIX

## CHOICE OF DAY CARE CENTRES

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Background of the Parents Using Day Care Facilities</td>
<td>156</td>
</tr>
<tr>
<td>6.1.1 Parents Occupation</td>
<td>156</td>
</tr>
<tr>
<td>6.1.2 Age of the Parents</td>
<td>157</td>
</tr>
<tr>
<td>6.1.3 Sex of the Parents Much Involved in Day Care Activities</td>
<td>157</td>
</tr>
<tr>
<td>6.1.4 Marital Status of the Parents</td>
<td>158</td>
</tr>
<tr>
<td>6.1.5 Number of Children</td>
<td>159</td>
</tr>
<tr>
<td>6.1.6 Where the Parents Stay</td>
<td>160</td>
</tr>
<tr>
<td>6.1.7 Where the Parents Work</td>
<td>160</td>
</tr>
<tr>
<td>6.1.8 Income Levels of the Parents</td>
<td>161</td>
</tr>
<tr>
<td>6.2 Factors Parents Consider When Choosing Day Care Facilities for their Children</td>
<td>162</td>
</tr>
<tr>
<td>6.2.1 Costs of Day Care Centres</td>
<td>162</td>
</tr>
<tr>
<td>6.2.2 Qualifications of Teachers</td>
<td>164</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6.2.3 Student/Teacher Ratios</td>
<td>164</td>
</tr>
<tr>
<td>6.2.4 Length of the Day Care Centre Programme</td>
<td>166</td>
</tr>
<tr>
<td>6.2.5 Requirements for Recruitment in Day Care Centres</td>
<td>167</td>
</tr>
<tr>
<td>6.2.6 Transport to and from the Day Care Centre</td>
<td>168</td>
</tr>
<tr>
<td>6.2.7 Accessibility</td>
<td>169</td>
</tr>
<tr>
<td>6.3 Challenges Faced Between Work and Childcare</td>
<td>170</td>
</tr>
<tr>
<td>6.3.1 Missing Work</td>
<td>172</td>
</tr>
<tr>
<td>6.3.2 Lateness to Work</td>
<td>173</td>
</tr>
<tr>
<td>6.3.3 Leaving Work Early</td>
<td>174</td>
</tr>
<tr>
<td>6.3.4 Dealing with Personal Related Issues During Working Hours</td>
<td>175</td>
</tr>
<tr>
<td>6.4 Ways Devised for Coping with Challenges Faced Between Work and Childcare</td>
<td>175</td>
</tr>
<tr>
<td>6.5 Parents' Participation in the Running of Day Care Centres</td>
<td>177</td>
</tr>
<tr>
<td>6.6 Problems Faced by the Parents</td>
<td>178</td>
</tr>
<tr>
<td>6.7 Views of Parents on Solutions to the Mentioned Problems</td>
<td>180</td>
</tr>
</tbody>
</table>

CHAPTER SEVEN

POLICY RECOMMENDATIONS AND CONCLUSIONS

7.1 Policy and Recommendations                                      182
7.2 Conclusions                                                        187
7.3 Recommendations for Further Research                              188

REFERENCES                                                        190

APPENDICES

Appendix I                                                                 195
Appendix II                                                            200
Appendix III                                                           205
Appendix IV                                                           207
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Sampled Sub-locations for the Study</td>
<td>16</td>
</tr>
<tr>
<td>1.2</td>
<td>Sample Size for Day Care Centres and Parents for Each Sub-Location</td>
<td>17</td>
</tr>
<tr>
<td>1.3</td>
<td>Analytical Framework</td>
<td>25</td>
</tr>
<tr>
<td>2.1</td>
<td>Group Size and Child/Teacher Ratios in America</td>
<td>36</td>
</tr>
<tr>
<td>2.2</td>
<td>Child Requirements at Different Stages of Development</td>
<td>39</td>
</tr>
<tr>
<td>2.3</td>
<td>Staff/Child Ratio Requirements in Kenya</td>
<td>44</td>
</tr>
<tr>
<td>2.4</td>
<td>Persons Engaged in the Modern and Informal Employment</td>
<td>50</td>
</tr>
<tr>
<td>3.1</td>
<td>Population Distribution in Dagoretti Division Per Location</td>
<td>88</td>
</tr>
<tr>
<td>3.2</td>
<td>Pre-schools and Primary Schools in Each Division in Nairobi</td>
<td>96</td>
</tr>
<tr>
<td>4.1</td>
<td>Reasons for Establishing Day Care Centres</td>
<td>101</td>
</tr>
<tr>
<td>4.2</td>
<td>Total Number of Day Care Centres in Dagoretti Division</td>
<td>101</td>
</tr>
<tr>
<td>4.3</td>
<td>Expected Number of Day Care Centres by Populations per Location</td>
<td>102</td>
</tr>
<tr>
<td>4.4</td>
<td>Number of Day Care Centres Required per Sampled Sub-Location by Population According to the Planning Hand Book</td>
<td>103</td>
</tr>
<tr>
<td>4.5</td>
<td>Number of Children Aged 0-6 Years in the Study Area</td>
<td>104</td>
</tr>
<tr>
<td>4.6</td>
<td>Number of Existing Facilities Versus the Expected Number by 150 Total Children and Current 0-6 Population</td>
<td>105</td>
</tr>
<tr>
<td>4.7</td>
<td>Registration of Day Care Centres with the Ministry of Education</td>
<td>106</td>
</tr>
<tr>
<td>4.8</td>
<td>Sponsorship of Day Care Centres in the Sampled Sub-locations</td>
<td>108</td>
</tr>
<tr>
<td>4.9</td>
<td>Building Materials Used in Day Care Centres</td>
<td>111</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>4.10 Distance of Day Care Centres from the Main Bus Stage by Income Group Areas</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>5.1 Basic and Full Range Activities Undertaken in the Day Care Centre</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>6.1 The Parents’ Occupation</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>6.2 Parents’ Age Groups</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>6.3 Monthly Income Groups of the Parents</td>
<td>161</td>
<td></td>
</tr>
<tr>
<td>6.4 Monthly Costs of Day Care Services in Dagoretti Division</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>6.5 The National Standard Level of Pre-School Staff/Child Ratios in Kenya</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>6.6 Responses on Accessibility of Day Care Centres in Dagoretti Division</td>
<td>170</td>
<td></td>
</tr>
</tbody>
</table>
## LIST OF MAPS

<table>
<thead>
<tr>
<th>Map</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The Eight Divisions in Nairobi</td>
<td>19</td>
</tr>
<tr>
<td>1.2</td>
<td>Study Area</td>
<td>20</td>
</tr>
<tr>
<td>1.3</td>
<td>Income Groups Distribution in Dagoretti</td>
<td>21</td>
</tr>
<tr>
<td>1.4</td>
<td>Sampled Sub-locations for the Study</td>
<td>22</td>
</tr>
<tr>
<td>3.1</td>
<td>Nairobi in the National Context</td>
<td>79</td>
</tr>
<tr>
<td>3.2</td>
<td>Extension of Nairobi Boundaries Since its Inception</td>
<td>82</td>
</tr>
<tr>
<td>3.3</td>
<td>Nairobi’s Administrative Boundaries</td>
<td>84</td>
</tr>
<tr>
<td>3.4</td>
<td>Location of Dagoretti Division in Nairobi</td>
<td>86</td>
</tr>
<tr>
<td>3.5</td>
<td>Administrative Boundaries in Dagoretti Division</td>
<td>91</td>
</tr>
<tr>
<td>4.1</td>
<td>The Spatial Distribution of Day Care Centres in the Sampled Sub-Locations of Dagoretti Division</td>
<td>132</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Implications and that Came with Industrialisation and Industrial Revolution in Many Countries</td>
<td>32</td>
</tr>
<tr>
<td>2.2</td>
<td>The Institutional Framework</td>
<td>70</td>
</tr>
<tr>
<td>2.3</td>
<td>Conceptual Framework</td>
<td>76</td>
</tr>
<tr>
<td>3.1</td>
<td>Number of Children Aged 0-6 Years in Dagoretti Division</td>
<td>89</td>
</tr>
<tr>
<td>3.2</td>
<td>Children Aged 0-6 Years per Location in Dagoretti Division</td>
<td>89</td>
</tr>
<tr>
<td>4.1</td>
<td>Sponsorship of Day Care Centres in Dagoretti Division</td>
<td>107</td>
</tr>
<tr>
<td>4.2</td>
<td>Age Requirements for Recruitment in Day Care Centres</td>
<td>113</td>
</tr>
<tr>
<td>4.3</td>
<td>Sizes of Land Occupied by Day Care Centres</td>
<td>117</td>
</tr>
<tr>
<td>4.4</td>
<td>General Picture of Average Spaces Occupied by Children in the Sampled Day Care Centres</td>
<td>119</td>
</tr>
<tr>
<td>4.5</td>
<td>Observed Day Care Centre Layout; Type 1</td>
<td>120</td>
</tr>
<tr>
<td>4.6</td>
<td>Observed Day Care Centre Layout; Type 2</td>
<td>121</td>
</tr>
<tr>
<td>4.7</td>
<td>Observed Day Care Centre Layout; Type 3</td>
<td>122</td>
</tr>
<tr>
<td>4.8</td>
<td>Distance of Day Care Centres from the Main Road</td>
<td>124</td>
</tr>
<tr>
<td>4.9</td>
<td>Distance of Day Care Centres from the Main Bus Stage</td>
<td>126</td>
</tr>
<tr>
<td>4.10</td>
<td>Distance of Day Care Centres from the Residential Homes</td>
<td>128</td>
</tr>
<tr>
<td>4.11</td>
<td>Where the Parents Using Day Care Centres Stay</td>
<td>128</td>
</tr>
<tr>
<td>4.12</td>
<td>Where Parents Work</td>
<td>129</td>
</tr>
<tr>
<td>4.13</td>
<td>Distance from Home to Work Places</td>
<td>129</td>
</tr>
<tr>
<td>4.14</td>
<td>Locational Patterns of Day Care Centres</td>
<td>135</td>
</tr>
<tr>
<td>5.1</td>
<td>Types of Childcare Arrangement Made for Children Aged 0-2 Years</td>
<td>150</td>
</tr>
<tr>
<td>5.2</td>
<td>Types of Childcare Arrangements Made for Children Aged 3-4 Years</td>
<td>150</td>
</tr>
</tbody>
</table>
5.3 Types of Childcare Arrangements Made for Children Aged 5-6 Years............................................................. 151
5.4 Comparison of Day Care Centres with Other Types of Child Care Arrangements Made by the Parents.................. 152
6.1 Sex of the Parents Using Day Care Facilities.......................................................... 158
6.2 Marital Status of the Parents .................................................................................. 159
6.3 Family Sizes of Parents Using Day Care Facilities............................................. 159
6.4 Residence of Parents Using Day Care Facilities............................................... 160
6.5 Work Places of the Parents.................................................................................. 161
6.6 Reporting Time................................................................................................... 166
6.7 Leaving Time....................................................................................................... 167
6.8 Transport to and from Day Care Centres.......................................................... 169
6.9 Number of Times the Parents had Missed Work in Three Months.............................. 172
6.10 Number of Times the Parents had Been Late to Work in Three Months......................... 173
6.11 Number of Times the Parents had Left Work Early in Three Months......................... 174
6.12 The Number of Times the Parents had Dealt with Personal Related Issues during Working Hours................................. 175
# LIST OF PLATES

<table>
<thead>
<tr>
<th>Plate</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plates 1</td>
<td>A Day Care Centre Owned by a Church Organisation</td>
<td>108</td>
</tr>
<tr>
<td>Plate 2</td>
<td>Children in a Community Based Day Care Centre</td>
<td>109</td>
</tr>
<tr>
<td>Plate 3</td>
<td>A Day Care Centre Owned by a Private Entrepreneur</td>
<td>109</td>
</tr>
<tr>
<td>Plate 4</td>
<td>Disabled Children Learning Together with Normal but Orphaned Children in Dagoretti Children’s Home Sponsored by an NGO</td>
<td>110</td>
</tr>
<tr>
<td>Plate 5</td>
<td>A Stone Walled Day Care Centre Owned by a Private Entrepreneur</td>
<td>111</td>
</tr>
<tr>
<td>Plate 6</td>
<td>Children in a ‘Mabati’ Walled Day Care Centre Owned by a Private Entrepreneur</td>
<td>112</td>
</tr>
<tr>
<td>Plate 7</td>
<td>Children in a Wooden Walled Day Care Centre Owned by Kawangware Community</td>
<td>112</td>
</tr>
<tr>
<td>Plate 8</td>
<td>The Interior of One of the Day Care Centres</td>
<td>115</td>
</tr>
<tr>
<td>Plate 9</td>
<td>Group Type of Day Care Centres</td>
<td>116</td>
</tr>
<tr>
<td>Plate 10</td>
<td>A Kitchen Facility in One of the Day Care Centres</td>
<td>118</td>
</tr>
<tr>
<td>Plate 11</td>
<td>A Toilet Facility in One of the Day Care Centres</td>
<td>118</td>
</tr>
<tr>
<td>Plate 12</td>
<td>Children Undertaking an Out Door Free Movement Activity</td>
<td>144</td>
</tr>
<tr>
<td>Plate 13</td>
<td>Children Undertaking an Indoor Language Activity</td>
<td>144</td>
</tr>
<tr>
<td>Plate 14</td>
<td>Children Undertaking an Indoor Number Work Activity</td>
<td>145</td>
</tr>
<tr>
<td>Plates 15</td>
<td>Some of the Materials Used for Language and Number Work Activities</td>
<td>145</td>
</tr>
<tr>
<td>Plates 16</td>
<td>Some of the Play Materials Used in the Day Care Centres</td>
<td>146</td>
</tr>
<tr>
<td>Plate 17</td>
<td>Children Undertaking a Toileting Activity in a Day Care Centre</td>
<td>148</td>
</tr>
<tr>
<td>Plate 18</td>
<td>Children in a Computer Class</td>
<td>148</td>
</tr>
<tr>
<td>Plate 19</td>
<td>One of the Poor Roads in the Study Area</td>
<td>153</td>
</tr>
<tr>
<td>Plate 20</td>
<td>Children in Dagoretti Children's Home Day Care Centre</td>
<td>163</td>
</tr>
<tr>
<td>Plate 21</td>
<td>Children being Picked from Home by a School Transport in the Morning</td>
<td>169</td>
</tr>
</tbody>
</table>
ABSTRACT

The early years of life are very important in human growth and development. Should anything go wrong during this period, the individual's chances of success and contribution to national development will be limited. It is therefore imperative that we invest appropriately in the early years of childhood for proper human capital development.

This study examines the provision of day care centres for the children aged 0-6 years in Dagoretti division, Nairobi. Out of the 206 day care centres that exist in the area, a total of 40 were sampled randomly for interview, representing 19.32 percent of the total day care centres. In addition to this, a total of 140 households were selected randomly for interview. These totals were then distributed equally among the high, middle and low-income groups that exist in the area. Analysis done included: the number, types and location of day care centres in the area, the role of day care centres and the factors considered by the parents in the choice of day care facilities for their children among others.

Findings indicate that day care centres have been in existence in the area since the 1970s. Going by the planning standards set in the physical planning handbook for day care centres, the area has a deficit of 75 day care centres. In addition, research findings indicate that there exist two types of day care centres in the study area; public and non-public with the non-public day care centres being the majority in number. The non-public day care centres are sponsored by private entrepreneurs, Religious Based Organizations (RBOs), Non-Governmental Organizations (NGOs) and Community Groups. Those sponsored by private entrepreneurs were the majority representing 66 percent of the total sampled number. Likewise, it was realized that day care centres are not evenly distributed in the area. Therefore, some families have to travel long distances to drop their children to the day care
centres. There were no day care facilities for children aged 0-2 years as day care centres in the study area admit only children aged 2-6 years.

Majority of day care centres operate between 7.30 am and 3.30 pm. They close during the other school closing days and operate five days a week; Monday to Friday. With these, parents with children aged 0-6 years end up facing many challenges between work and childcare. The main challenges faced by the parents include: missing work, getting late to work, leaving work early and dealing with personal related issues during working hours. This affects their work productivity and family incomes negatively, which in turn adversely affects the national economy.

Planning for childcare facilities therefore has to be taken into account in physical planning. It is important that planners, considering the increase in demand for day care centres, allocate enough physical space for these facilities. Equity, social justice, landscape design, security and gender analysis have to be taken into account in planning for day care centres. Planning and provision for these facilities has to be in step with development and parents should be enabled to have a access to these facilities in both residential neighborhoods and at their work places too.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

The early years of childhood are the most crucial in the life of a human being. It is the time when the foundation for intellectual and character development of a human being are established (Mumina, 1983). It is the period of the fastest cognitive, psychomotor, social–emotional, aesthetic, moral, spiritual and cultural growth and development (NACECE, 2000). It is the most impressional period when the child is most vulnerable to environmental influences and the values, attitudes, norms and other social characteristics are best imparted during this period. Both the human and physical environmental experiences are therefore extremely important during this period because they may deter or help the individual realize his/her potential in life.

Like other human beings, children aged 0-6 years, who constitute 21.19 percent of the Kenyan population need a sense of accomplishment and activity to maintain their morale in their emergent selves (Bruner, 1980). These children, who form the base of the population of the country need a rich variety of experiences as they try to make sense out of the world in which they live in (Read et al, 1993). The children need to be in an environment and surrounding that is appropriate to their well-being and development (Leavitt et al, 1958). The children require decent social surroundings as well as safe and healthy physical environments for good care which leads to proper child development. The children need good health, nutrition, care, stimulation, education, protection, love, affection and good attention.

In many communities in Kenya, the family members have for a long time been the primary care givers to the pre-school children. Despite this, several factors have affected the family and thus prevented it from influencing early childhood
development in a positive way (NACECE, 2000). These factors include; changing family structures from the extended family to the nuclear family units, increasing number of single parenthood, female-headed households, divorce, separation, teenage mothers, child families, poverty and financial constraints, which has led to more mothers, who have for a long time been the child’s first teachers and supposed to direct the child’s first learning opportunities, go for employment outside the home and thus being unable to adequately care for their children (Read, 1993). With regard to these factors, alternatives have been sought by families for childcare. These include; having secondary caregivers such as house helps, older children and relatives in the home and the development of early childhood centres to assist the children develop positively in all aspects of life. Having house helps in the home is the most common childcare arrangement made by most of the parents with children aged 0-6 years to take care of in Kenya.

House helps in the home can provide excellent care for babies and toddlers aged 0-6 years old (Scarr, 1984). With this type of childcare arrangement, children can have a maximum opportunity for one to one interaction with a single caregiver. However, parents have least control over the house help’s behavior during the day and will never know what exactly goes on in the home when they are away for work. This is because there is usually no other responsible person in the home to observe what goes on during the day apart from the house help himself/herself. There is therefore a general lack of supervision and public examination of what goes on in the home during the day when the parents are away. Having relatives or older children in the home to take care of children is usually a short-term measure and thus very unreliable to many, especially working parents who have children to take of. This is because usually the older children have either finished school or college waiting to proceed on with the next level of education.

Day care centres provide for children with care, regular supervision and an opportunity to learn and play with other children of the same age away from home.
The children are segregated by age groups where they are offered with a variety of scheduled activities in an institution away from home. The children are provided for with adequate supervision and protection for regular periods of time when their parents are required to be away from home working, benefiting non working parents to especially join the labor force (NACECE, 2000). Day care centres are therefore likely to include the children of both working and non-working mothers providing a broad mix of benefits to both parents and children. (Robins et al, 1978).

Other types of childcare arrangements made for proper child development in Kenya include children’s homes which provide for the disabled, HIV/AIDS pandemic orphaned and neglected children with care and educational development. These children stay in the homes with adults who take care of them enabling them acquire skills for their future use according to their types of disability and needs. Examples of these types of homes in Kenya are Dagoretti Children’s Home for the disabled and orphaned children, Abandoned Children’s Home for the HIV/AIDS pandemic orphaned children and Cheryl Children’s Home for the neglected children, which are all located in Nairobi’s Dagoretti division.

Night childcare services are also made informally by parents who go to work at night. The parents leave their children with someone to look after at night only as they go to work and pay the person for the services offered. Juvenile Remand Homes run by the children’s department in the Ministry of Home Affairs and National Heritage also exist where the children below 16 years whose matters are pending before court while investigations are going on are provided with safety until the court passes verdict. Approved Schools that cater for the rehabilitation, discipline and care of children in need of special protection also exist in Kenya. Formal and informal skills and training such as carpentry, sign writing, masonry,
shoe making, tailoring, housekeeping, counseling and spiritual guidance are offered in these schools as part of rehabilitation for the children.

Although different types of childcare arrangements made by parents have their own diverse advantages and disadvantages for different children at different stages of development which pose differences in need, universal themes are supposed to be apparent in all quality childcare settings. These include opportunities for the children to play with other children, manipulate objects and materials, discover what works, make mistakes, image and be creative (Read, 1993). Children thus use play to discover themselves and their world making play a very vital aspect in the programme of each type of childcare arrangements made by the parents. This study focuses on day care centres in Kenya's urban communities, which is just, but one of the many forms of childcare arrangements made by parents with children aged 0-6 years.

1.2 Problem Statement

Day care centres play a very important role in the field of child welfare and proper child development throughout the country. Children need to be provided with a stable foundation for their social, emotional and physical development. Parents on the other hand need to be provided for an opportunity to long-term enrichment and outlets for employment in worthwhile professions. However, while more public provision of day care facilities exists in industrialized countries, most facilities in developing countries are inadequate, privately owned and very expensive making many workers especially those in the low income groups unable to enroll their children in good day care centres. In 1996, only 1 percent of eligible children in developing countries had enrolled in day care centres yet, as mentioned earlier, these facilities play a very important role in proper child development (Young, 1996). By contrast, 80 percent of 3 year olds in Belgium, Denmark, France and Italy were enrolled in day care centres by 1993 (Bennet, 1993).
The traditional family set up where the older family members and the extended family would provide for childcare has greatly disappeared with modernization and wage employment in many countries. With the disappearance of the traditional set up of childcare, the alternative phenomenon adapted by majority families with children aged 0-6 years include care in the homes by house helps. Majority of these house helps lack knowledge on child development and thus do not provide adequate care for the growing up children. The greatest disadvantage of this alternative arrangement is that there is usually no other responsible person left in the home to observe what goes on during the day, apart from the house help himself/herself, as the parents go to work. Lack of supervision and public examination of what goes on in the home is therefore a major risk and in case of a problem requiring police interventions, the children left with the house helps will not be accepted as suitable witnesses (Scarr, 1984).

A survey of children in especially difficult circumstances in Kenya in 1997 showed an increasing trend of single parent headed families. Child headed families consisted 5 percent of those interviewed, the extended family consisted 9 percent, the Nucleus family with both spouses presented 44 percent, Nucleus with single parents (mother) 31 percent, Nucleus with single parent (father) 8 percent and finally grandparents as the family heads consisted 3 percent (Republic of Kenya, 1997). These changes in patterns of family care have been shown to affect psychological adjustments and social integration of the growing up children (Read, 1993). These pattern changes are believed to have repercussions for children’s experiences of relationship, their understanding of their social world and their sense of self.

In Kenya today, many women who have always been the main caretakers of the young children are choosing to look for gainful occupations outside the home. Women are becoming numerous in middle and senior level cadres in the public and private sectors. Their entry into the labor market has however not yet had the
effect of relieving them of a share of childcare either through an increase in public or company provision or through men taking more responsibility in most of the developing countries (Bullock, 1994). Only 1 percent of mothers with children aged 0-6 years in developing countries, including Kenya, get help beyond that provided by the family in rearing their children (Republic of Kenya, 1997). Therefore, whether or not women are in paid employment, they still are generally responsible for the care of their children in most communities. Many female workers are therefore finding that their greatest problem and challenge in holding down a job outside the home is the fact that they must fit a range of domestic tasks into their day as well (Young, 1996). Whatever arrangements made in terms of leave and flexible working as a way of enabling the female workers hold jobs outside the home effectively, it has been realized that there will always be the need for safe and affordable arrangements for the care of children both before school starts and in tandem with school life (Bullock, 1994).

Single parent households, when compared with households with both parents, are confronted with worse conditions with one parent being the only person in charge to meet cost of livelihood and carrying the burden of childcare and development. The custodial parents thus end up relying strongly on alternative childcare arrangements to supplement their work related absence from their children (Boyd, 1984). These alternative arrangements in most cases are not sufficient for proper child development which in turn leads to overwhelming stress to the single parent workers with children to take care of, affecting their capacity to compete in the climb up career ladder and to some leading to resignations, affecting levels of family incomes and thus an increased conflict between work and childcare (Fernandez, 1986). While employment outside the home is now a necessity for a majority of parents with pre-school children to take care of, how then are the babies to be cared for while their parents work? How can the children become as smart as they could be if the parents were at home to look after them?
In Kenya, there is a general absence of the concern for childcare in key planning statutes. There is also a general lack of a clear policy guideline on the development of day care centres countrywide. Both the Local Governments and the Ministry of Lands hardly consider day care centres as essential public facilities when assessing proposals for sub-division and development of land making it difficult for a proper provision of these facilities.

The purpose of this study is therefore to investigate the provision of day care facilities in Nairobi’s Dagoretti division. The study aims to find out the types of day care centres that exist in the area, where they are located, how many they are, the role they play in early childhood development and how the parents cope with the dual responsibility of childcare and wage employment. The study seeks to find out what factors parents consider in determining the choice of these facilities for their children and the best way these facilities can be planned for to serve urban communities effectively.

1.3 Research Questions

The study examines the following questions;

1. What types of day care centres exist in Dagoretti division, how many are they and where are they located.
2. What roles do day care centres play in Dagoretti division.
3. What factors do parents consider in determining the choice of type of day care centres for their pre-school children in the study area.
4. What are the advantages and disadvantages of the existing day care centres to parents who take their children to these facilities in Dagoretti division.
5. How best can the day care centres be planned for to enable their accessibility, availability and appropriateness both in neighborhoods and at work places amongst urban communities.
1.4 Research Objectives
The study objectives consist of the following:

1. To establish the types, numbers and location of day care facilities that exist in Dagoretti division.
2. To find out the role played by day care centres in Dagoretti division.
3. To establish factors considered by parents in determining the choice of type of day care centres for their children in the study area.
4. To find out the advantages as well as disadvantages of the existing day care facilities to the parents who take their children to these facilities in the area.
5. To make recommendations on the best way to plan for day care centres in urban communities to enable their access, availability and appropriateness to all members of the urban communities.

1.5 Research Hypothesis
The following hypotheses are tested in this study;

1. There is no relationship between the types of day care centres and the quality of childcare provided to pre-school children.
2. There is no relationship between the location and distribution of day care centres and their convenience to the children and the parents.
3. Parents' considerations are not related to factors such as costs, quality, location, accessibility, length of the program and requirements when choosing day care centres for their children.

1.6 Significance of the Study
Early childhood programs have been shown to enhance school readiness, increase the efficacy of investment in primary school and human capital formation, foster beneficial social behavior and promote community development. It has also been very well documented after 30 years of research that integrated programmes in early childhood development can do much to prevent insufficient preparation of children for both primary and secondary school performance. A child's
experiences in the first years of life determine whether he or she will enter school eager to learn or not (Young, 1996). By school going age, family and caregivers are thus said to have already prepared the child for success or failure (Brazentton, 1994). Children whose earliest years are therefore blighted with unstimulated minds by inappropriate interaction with adults and their environment are likely to pay for these deficits throughout their lives.

On meeting the needs of young children, Carnegie Task Force (1994) noted that brain development before age one is more rapid and extensive than was previously realized. The task force noted that brain development is more vulnerable to environmental influence than was suspected before. The influence of the early environment on brain development is long lasting and infants exposed to toys and playmates have measurably better brain function by 12 years of age than those raised in a less stimulating environment. Stress in the early years of life can therefore affect an individual's brain function, learning and memory adversely and permanently. Children who experience extreme stress in their earliest years are at a greater risk of developing a variety of cognitive, behavioral and emotional difficulties later in life. This can be curbed by appropriate provision of day care centres in all communities.

Bruner. (1980) notes that some of the factors that have increased demand for the provision of day care centres in both developed and developing countries include; increase in the number of working women, increase in single parent families, scattering of the extended family and attendant pressure on the nuclear family, new status of women, stress and isolation of urban family living, changing philosophies of childhood and finally, the reappraisal of the influence of infancy and childhood which are all some of the issues that are catching up with the Kenyan population today. The Carnegie Task Force, (1994) on the other hand outlines the aims of day care centres in Kenya as to compliment life at home by providing a rich, satisfying and happy environment for the children. The Task Force notes that this is achieved
by providing an environment that builds sound health, develops habits of cleanliness, helps in unfolding intellectual and mental powers, develops social maturity, lays a firm code of behavior and makes children aware of their responsibility which can all be met through provisions of appropriate day care centres. Young (1996) also gives five reasons to why we should invest in young children as: to build human resources in a scientifically proven manner, to generate higher economic returns and social costs, to achieve greater social equity, to increase the efficacy of other investments and finally to help mothers as well as children in the society.

The second report on poverty in Kenya. (Republic of Kenya, 1999) notes that poverty reduction in Kenya’s urban areas calls for the creation of regular and good quality jobs in the labor market and the general enhancement of the productivity of the working group, which includes high morale and low absenteeism. The promotion of productive employment is thus noted as one of the key strategies to lift the people of Kenya out of poverty. ILO, (1995) likewise recognizes that work plays an essential role in the lives of human beings and it is at the center of most adults’ lives providing them with a sense of identity, self-esteem and order, fulfilling both egoistic and social needs of their lives. Women, who are more than half of the population of Kenya have social-cultural roles of childcare assigned to them which renders them disadvantaged compared to their male counterparts in virtually every sphere of life. Day care centres are thought of as being able to raise these women’s status in the home and the community, help reduce gender inequality which has been a great barrier to national development in many countries. They are thought of being able to provide safe havens for pre-school children during the day allowing mothers to join the work force, which comes with all sorts of benefits for all members of the family. They have also been noted to increase community participation in development efforts, which is an important aspect for sustainable development (Young, 1996).
Time and again, women small entrepreneurs have proved to be better stewards of credit in terms of utilization and repayment of the same than their male counterparts yet their potential remains untapped because of issues of childcare (UNDP. 1999). In order for these women to survive a dual career-marriage, childcare arrangements that are reliable and affordable are a necessity. Also, as ranks of single parents expand, men as well as women must engage in the balancing act of working full time on the job and also at home in order to survive the present economies. With these, the responsibilities of both men and women continue to expand and therefore a need to understand the relationship between women’s productive and reproductive roles and in cooperate the needs of women in planning through the provision of day care centres.

ILO Convention No. 156 on workers with family responsibilities carried out in 1981 recommended that states should help workers eliminate the conflict between their work and family responsibilities by promoting work place and community planning measures that respond to their needs (Bullock, 1994). A survey on the policies and programs of countries to implement the above mentioned convention was completed in 1992 by II.O and the results were presented in a report by a committee of experts on the application of conventions and standards to the eighth session of the International Labor Convention in 1995. The results showed that governments and employers who had adopted family friendly policies and facilities reported positive changes such as improved morale, lower absenteeism, higher staff turn over, easier staff recruitment, favorable publicity and community relations in the work places (Bullock, 1994). However, developing countries in general have been said to be slow in responding to the issue of childcare even with the number of women holding permanent jobs in the work force on the rise because they still doubt whether such assistance yields any real benefit to the various employment sectors. Assisting employees with family and work conflicts in particular childcare problems has thus not been a priority for public and private employers in Kenya.
From January 1st 2002, parents who fail to take their children to school risk arrest. This was noted under The Law on Compulsory Children’s Education, which was among a raft of Acts, though not yet gazetted, which received president Moi’s assent on December 31st 2001. Parents who fail to provide adequately for their children are prone to face four years in jail or a Kshs. 50,000 fine or both. A major controversy is however expected to arise over the implementation of the law for poverty is one of the major reasons why parents fail to take their children to good day care centres.

The study will contribute to knowledge on how best day care centres can be planned for to enable their accessibility, availability and appropriateness to all kinds of parents in urban communities. The study will investigate the role day care centres play in early childhood social, physical and educational development. It will provide ideas and suggestions on how to establish family friendly neighborhoods and work places for improved well-being of workers with families and the improvement of work productivity.

1.7 Basic assumptions

This study is based on certain assumptions;

1. Increasing number of parents in urban communities will have pre-school children to take care of in addition to their daily work outside the home.

2. Childcare requires special qualities and skills by workers who are responsible for taking care of children aged 0-6 years.

3. Demand for provision of day care centres in urban communities will increase in future.

4. Effective planning for day care centres is essential for enabling their accessibility, availability and appropriateness, which come with all sorts of benefits to both working and non-working parents.
1.8 Definition of Key Terms and Concepts

1.8.1 Planning
Planning is a spatial activity, which involves the making of an orderly sequence of action that will lead to the identification, selection and the achievement of policy alternatives.

1.8.2 Day Care Centres
Day care centres are defined and classified differently by different people in Kenya today. The physical planning handbook notes that nursery schools fall under three categories according to age groups they serve. These include; day care centres where infants between the ages 0-2 years are accorded with basic childcare services, Kindergartens where children aged 2-5 years are organized into playgroups and taught object lessons and finally pre-primary schools which are established for preparatory schooling for children aged between 5-6 years old who are taught prior to joining primary school education.

Many researchers however classify all the three categories noted in the physical planning handbook into one and refer to them in totality as day care centers. In this study, the same strategy has been applied. Thus day care centers are formal institutions where children aged 0-6 years are segregated by age group and offered to day childcare services and scheduled early childhood educational knowledge in numeracy, literacy, expression of ideas in words, pictures and visual presentation as the parents go to work and are picked/dropped back home at the end of the day’s programme. These include baby care centres for children aged 0-2 years, Kindergartens for children aged 3-4 years and pre-unit classes for children aged 5-6 years.

1.8.3 Urban Communities
Urban communities are a group of people living in cities and towns.
1.8.4 A Child

The constitution of Kenya section 82 allows different personal laws on adoption, marriage, divorce, devolution of property and related matters to define the term ‘child’ differently. Several statutes therefore provide various definitions of a child. The Children’s Bill (1998) however, creates a uniform definition of a child. It defines children as persons under the age of 18 years. Kenya also has over forty different ethnic communities which define children and childhood differently. The definitions depend on how each community marks the transition from childhood to adulthood through their rites of passage. These occur at different stages and the ceremonies normally involve age-sets determined by different social-cultural events. For the purposes of this study, a child will encompass persons between the ages of 0-6 years. This is because they are the majority who enroll in these day care institutions in Kenya.

1.8.5 Work

Work refers to the activities done by men and women that provide an income, either in cash or kind. They are productive activities done to assist oneself with self-actualization, bringing purpose and meaning to one’s life (Reber, 1999). Work is classified into various sectors; Private Vs Public and Formal Vs informal. The occupational distribution of the working labor force includes; Primary occupations which are those based directly on the exploitation of natural resources. These include agriculture, mining, forestry and fisheries. Secondary and tertiary occupations include manufacturing and construction and distribution and commerce respectively. The informal sector also known as the ‘jua-kali’ service sector covers semi-organized and unregulated small-scale activities largely undertaken by the self-employed.
1.8.6 Child Care

Child care refers to kinds of day regular supervision offered to pre-school children, aged 0-6 years, that is provided by an adult at home or in an institution that consists of trained caregivers who are paid for the services.

1.9 Study Methodology

1.9.1 Study Population

This study was carried out in Nairobi's Dagoretti division. The target population for this study included all day care centres' administration/management, all the parents who take their children to day care centres and all the institutions that deal with issues of early childhood development in Nairobi. The existing day care administration/management were interviewed to collect information on their establishment, operations, location and role they play in Dagoretti divisions. Costs, child/teacher ratios, levels of training for the staff and problems faced were found out from the management of day care centres.

Parents who take their children to day care centres were sent to questionnaires through the school management to collect information on their occupations, income levels, number of children they have to take care of, advantages and disadvantages of day care centres, problems experienced in the use of these facilities and recommendations on the best planning practices for accessibility, availability and appropriateness of these facilities to the whole community. Directors of various institutions dealing with issues related to day care provision where interviewed to understand the institutional framework in operation and to understand some of the problems they experience in their day to day activities.

1.9.2 Sample Size

Dagoretti division consists of a total population of 240,509 persons with 73,670 households (Populations and Housing Census, 1999). It covers an area of 38.7 SqKm. As shown in Table 1.1, Dagoretti division consists of six locations namely,
Waithaka, Mutuini, Ruthimitu, Kawangware, Riruta and Golf Course. Each location has two sub-locations apart from Golf Course, which has three, and Waithaka, which has one. High, middle and low-income groups of Nairobi live in this area with high income groups occupying Kenyatta/Golf Course location, middle income groups occupying Riruta, Waithaka and Ruthimitu/Uthiru locations and finally low income groups occupying Kawangware location. Woodley sub-location was sampled for high-income groups living in the area, Riruta and Ruthimitu sub locations for middle-income groups and Kawangware sub location for the low-income group.

Table 1.1

Sampled Sub-Locations for the Study (*)

<table>
<thead>
<tr>
<th>Locations/Sub-locations in Dagoretti Division</th>
<th>Sampled Sub-locations for Each Income Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Income</strong></td>
<td></td>
</tr>
<tr>
<td>Golf Course/Kenyatta</td>
<td>Kenyatta</td>
</tr>
<tr>
<td></td>
<td>Golf Course</td>
</tr>
<tr>
<td></td>
<td>Woodley</td>
</tr>
<tr>
<td><strong>Middle Income</strong></td>
<td></td>
</tr>
<tr>
<td>Riruta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Riruta</td>
</tr>
<tr>
<td></td>
<td>Ngando</td>
</tr>
<tr>
<td>Waithaka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waithaka</td>
</tr>
<tr>
<td>Ruthimitu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ruthimitu</td>
</tr>
<tr>
<td></td>
<td>Uthiru</td>
</tr>
<tr>
<td><strong>Low Income</strong></td>
<td></td>
</tr>
<tr>
<td>Kawangware</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kawangware</td>
</tr>
<tr>
<td></td>
<td>Gatina</td>
</tr>
</tbody>
</table>

Source: CBS, 2002

Table 1.2 shows the total sampled day care centres and parents for each sampled sub-location in the study area. The area consists of 206 day care centres according DICECE (2001). The whole population of day care centres and parents using these
facilities could not be studied. Out of the 206 day care centres recorded as existing in Dagoretti division, 40 day care centres were selected randomly for interview. This represents 19.32 percent of the total number of day care centres recorded in the area. The researcher then divided this number equally among the three income groups found in the area with 10 day care centres for the high income group, 20 for middle income and 10 for the low income group.

According to the population census 1999, Dagoretti division consists of 73,670 households. Taking a sample of 10 percent of these households could have meant carrying out 7,367 interviews, which could not have been possible because of limited time. Using the formula by Mugenda and Mugenda (1999), 4,002 households were to be interviewed which still could not be achieved within the given time. Because of lack of statistics on numbers of households with pre-school children, the researcher settled for an aggregate of 140 households, which represents 0.1900 percent of the total number of households that exist in the area. The questionnaires were then distributed equally among the three income groups as follows; 35 for high income, 70 for middle income and 35 for low income. Because the institutions that deal with matters to do with early childhood development are few in Nairobi and play different roles in this area, all the directors of these institutions were interviewed.

Table 1.2
Sample Sizes for each Sub-location

<table>
<thead>
<tr>
<th>Sampled Sub-locations</th>
<th>Day Care Centres</th>
<th>Households</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodley</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Riruta</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Ruthimitu</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Kangware</td>
<td>10</td>
<td>35</td>
</tr>
</tbody>
</table>

Source: Field Study, 2002
1.9.3 Sampling Procedure

As illustrated on Maps 1.1-1.4 below, multi-stage sampling procedure was applied in this study. Nairobi was first clustered into its divisional administrative boundaries. Out of these, Dagoretti division was selected randomly as the study area. Dagoretti division was then clustered into its locational boundaries where these were stratified into high, middle and low-income groups according to their area coverage.

The following sub-locations were then sampled randomly for the three income categories; Woodley sub-location for the high-income group, Riruta and Ruthimitu sub-locations for the middle-income group and Kawangware sub-location for the low-income group. Two sub-locations were sampled for middle-income group because as shown on Map 1.3 the middle-income population occupies three locations, which are Riruta, Waithaka and Uthiru/Ruthimitu.

Each sub-location then was allocated for 10 questionnaires for day care centres and 35 household questionnaires giving us to total of 10 day care centre questionnaires for high and low income groups and 20 for the middle income group with 35 household questionnaires for high and low income groups and 70 for middle income groups. Four day care centres were then selected systematically on the main roads and the other six in the interior areas of each sub-location. Four to five households were then sampled systematically from each school in all the areas.
Step 1

Map 1.1 The Eight Divisions in Nairobi

Source: Matrix Development Consultants, 1995
Step 2

Map 1.2 Study Area
Step 3
Map 1.3 Income Groups Distribution in Dagoretti

Legend
- Middle Income
- Low Income
- High Income

Source: Author
Step 4
Map 1.4 Sampled S/Locations for the Study
1.9.4 Methods of data collection

1.9.4.1 Secondary data

The already available data from various books, magazines, booklets and pamphlets, government documents, private records and studies carried out by other scholars on pre-school programs and early childhood development were collected from various libraries.

The main sources for secondary data included libraries like National Center for Early Childhood Education library situated at Kenya Institute of Education, United Nations libraries including UNICEF and UNESCO libraries, Non Governmental Organizations dealing with children issues libraries, the World Bank Library and the University libraries including The University of Nairobi libraries such as the Jomo Kenyatta Memorial Library, Institute of Development Studies Library, Institute of African Studies Library, Architecture, Design and Development Library and Kikuyu Campus Library. Kenyatta University libraries were also visited.

1.9.4.2 Primary data

The main methods of primary data collection included the following;

i). Questionnaires

Three types of questionnaires where administered to the main target groups. These included a questionnaire for the administration/management of day care centres, another for the parents who take their children to the day care centres in the area and lastly one to the institutions that deal with issues related to early childhood development (See Appendix I, II and III). Eight day care centres’ management were interviewed by the researcher while others who gave excuses of being too busy were filled with the questionnaire to fill which was later picked by the researcher. Questionnaires to the parents where sent through the day care centres where they were put in envelopes and given to the children to carry home for the
parents to fill and bring them back to the day care centre for the researcher to pick. Early Childhood Education and Development Department in the Ministry of Education, Nairobi City Council’s City Planning and Education Department, Director Education Board and Director National Center for Early Childhood Development were all interviewed using a questionnaire prepared specifically for the institutions.

ii). Unstructured Interviews
This method was applied where necessary. Some questions arose during the interviews with the day care centres’ management and the institutions that deal with early childhood development issues, which were helpful in attaining the study objectives. Responses from such questions were recorded in a separate notebook, which were relevant in supplementing the scheduled questionnaire.

iii). Direct Observation
Direct observation was used in observing occurrences that were deemed necessary in drawing conclusions. For example, children’s activities, playing materials and other various facilities available for the children were observed. A check list/observation sheet was used in observing the kind of materials used for the buildings owned by the day care centres in the region (See Appendix IV).

iv). Focus Group Discussion
This method was only used where possible. For example where teachers and other care takers were found to be willing to have this kind of discussions with the researcher. Where parents were found in a group was also taken advantage of by the researcher for such a discussion.

v). Photography
Photographs were taken where possible to illustrate the situation on the ground. This was used to show how the various day care centres look like, their location, the activities undertaken by these day care centres and the facilities they have.
vi). Mapping
Mapping of the physical locations of day care centres in the area was also used as a tool for research where day care centres were mapped to show the types that exist and their spatial location in the area.

1.9.5 Data Analysis
Data analysis was through qualitative and quantitative methods. Coding of the questionnaires was done and data entered into the computer. Descriptive methods of analysis were used to summarize data to enable the researcher to meaningfully describe a distribution of scores using a few indices. Measures of central tendency, measures of variability, frequency distribution and relationships were applied. Inferential statistics were also utilized in data analysis to enable the researcher infer various sample variables to the total urban population.

1.9.6 Analytical Framework
Table 1.3 Analytical Framework

<table>
<thead>
<tr>
<th>Problem</th>
<th>Objective</th>
<th>Data</th>
<th>Techniques of Analysis</th>
</tr>
</thead>
</table>
| 1). Types of day care centres, spatial location, total number. | To find out the types* of day care centres that exist in the area, where they are located, and how many they are. | Types, ages of the children, teacher/child ratios, building materials used, availability of space, materials and equipment owned by the centres, safety and security, costs, distances, parents involvement in the decision making process, activities undertaken by the children, daily program, users and owners/establishers, spatial location on the map, neighbourhood/work places. | - Descriptive statistics  
- Checklist  
- Mapping |
<table>
<thead>
<tr>
<th>Problem</th>
<th>Objective</th>
<th>Data</th>
<th>Techniques of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2). Role of day care centres.</td>
<td>To find the role played by day care centres in the area.</td>
<td>Activities undertaken, reasons for establishment, benefits to children and parents, working places of parents, reasons to why parents take their children to the day care centres, rate of care provided by centres in comparison to other forms of child care arrangements made.</td>
<td>• Descriptive statistics</td>
</tr>
</tbody>
</table>
| 3). Factors determining parents choice of facility. | To establish the factors that parents consider when choosing a day care facility for their children. | Costs, time, convenience, accessibility, where parents stay and work, where take children to school, types of child care arrangement made by parent for pre-school children. | • Descriptive statistics  
• Inferential statistics |
| 4). Advantages and disadvantages of Day care centres to parents. | To find out the advantages and disadvantages of day care centres to the parents who take their children to the centres. | Benefits of day care to parents, costs, time, convenience, accessibility, problems faced by parents, benefits to children, staff qualification, child/staff ratios, types of centres in existence. | • Descriptive statistics  
• Inferential statistics |
<table>
<thead>
<tr>
<th>Problem</th>
<th>Objective</th>
<th>Data</th>
<th>Techniques of Analysis</th>
</tr>
</thead>
</table>
| 5). Planning for day care facilities | To make recommendations on how best day care facilities can be planned for to enable sufficient provision. | Problems faced by day care centres & parents, recommendations made, spatial location, Population using facilities, number of children, staff/child ratio, number of facilities in relation to demand. | - Descriptive statistics  
- Mapping  
- Checklist |

Source: Field Study. 2002

1.9.7 Study Limitations

A number of limitations were experienced during the study, which might have affected the results of this study. First and foremost, it was very difficult for the researcher to meet most of the parents who take their children to day care centres face to face. The parents were therefore sent to questionnaires through their children making it difficult for the researcher to get all she wanted in as much details as possible.

Lack of interest among both the parents and the school management was such a major hindrance to this research. This could be attributed to the low levels of awareness on the importance of day care centres in proper child development especially amongst most of the parents. This made both the groups fill in the questionnaires ‘half way’ and in brief making the researcher miss a lot of information that could have contributed a lot to this research. The researcher in some cases could not understand what the parents and the schools really meant as they answered their questionnaires thus sometimes making the wrong conclusions.
Suspicion was issue mainly because most of the day care centres are privately owned and therefore, when approached, they did not want to give all their details just in case it leaked the other day care centres, which they were competing with. It was very difficult for the day care centres to believe that the research was of pure motives and was going to benefit the whole community. The parents also were not sure whether it was a research with good motives or not especially because it had to do with their children and it is just a few years ago that we had incidences of children disappearing from schools and being picked on their way home by unknown persons never to be seen again. Suspicion also made it very difficult for the day cares centres’ management to allow the researcher take photographs because they were not sure where the photographs were being taken.

This research was also carried out at a time when the Nairobi Education Board was going round the city closing down some of the private schools that did not meet the required standards. This made it very difficult for the researcher to get all the questions answered in full and with all the required details. This was mainly seen on the questions on child/teacher ratios, the staff qualifications and the number of children in the school.

Illiteracy levels and apathy among especially the low-income groups made it very difficult for the parents to answer the questions clearly and with vigor because so much research has been done in Kenya but very little has been implemented so far. The people proved to be so tired of answering questions year after year that did not bear much fruit.

This research required more time and resources than those allocated to achieve the study objectives fully. The multiplicity of other academic activities competing for the same time frame with the study was also a major limitation in this research.
Lack of provisions for maps showing the spatial locations of the day care centres in the area was a major limitation, which affected the sampling frame for the study. The only available data was the total number of the day care centers supposed to be on the ground, which was not very reliable.
CHAPTER TWO

LITERATURE REVIEW

2.1 Child Care in Historical Period

2.1.1 Pre-Industrial

Until the onslaught of colonialism, third world societies were culturally vibrant, economically wealthy and technologically advanced, in many cases, more advanced than developed countries themselves (Chandra, 1992). Specific cases can be singled out: the Aztec and Inca civilizations of the Americans, India, China, Egypt and Muslim civilizations that spread from Southern Spain to the Indian Ocean (Chandra, 1992). Most jobs were performed by both men and women and no work was hard, no labor too strenuous to exclude anyone (Fernandez, 1984). Little differences existed between men and women's work and both sexes worked together.

Home working was the basis of much pre-industrial activity (Bullock, 1994). Both men and women earned money in ways that did not leave their domestic responsibilities undone. Thus men and women worked at home and at the same time took care of their children. Many people worked on land and all of the people that did not work on the farms worked in their homes. Most families spun and wove in the same room as they did all their domestic chores. The less capable members of the family for example the sick could get help if they needed it and parents could look after the young children leading to proper child development. Families could choose whichever hours they wanted to work and they could also choose how much leisure time they had according to how much work there was to be done. Most populations in many countries were self-employed and could keep all their profits for themselves. This system was referred to as the domestic system of work, which preceded the industrial revolution that took place in Great Britain from 1750 to 1900.
2.1.2 Industrial Period

Figure 2.1 shows some of the implications that came with the Industrial period which heralded the birth of the modern times (Chandra, 992). Work that was done by hand was accomplished through the use of machines. This brought in the advent of machines such as the steam engine, cotton gin, sewing machines, paper telegraph and the railroad. The industrial period therefore saw the beginning of many of the present industries. New methods of spinning were introduced which could not be done at home because most of the machinery was too large to be used in the home. Most of the jobs had to move to huge factories that had been built specially for the machines to be operated from. Women were needed to work in factories with their male counterparts.

At the factories most of the parents could not supervise their children as they worked because both women and men did the same type of work for the same length of time. Even heavily pregnant women and women who had just had children were known to be working in the factories. Children as early as 6 to 7 years were also forced to not only work but work under dreadful conditions because parents could not earn enough to meet the family needs.

There were hardly any safety precautions taken at all at most work places (Beautty, 2000). There were no protective guards on the machines and most workers wore bare feet. A lot of the workers were in constant danger whilst doing their jobs. Young children were forced to put their lives at risk by picking up cotton from underneath deadly machinery that was still in motion. Older children that were too big to crawl under the machines had to pull heavy baskets all day long (Beautty, 2000). Not many fork grinders had safety goggles or masks to protect them from the dangerous flying sparks and metal dust. Loud noise from the machines was terrible and deafening and there was awful smell that made workers sick and the working conditions generally very poor. Many Acts that were
Figure 2.1 Implications that Came with Industrialization and Industrial Revolution in Many Countries

Adopted from Chandra, Industrialization and Development in the 3rd World, 1999
supposed to improve working conditions then came up. The Acts however could not help because if the working hours were shortened then workers would not get paid as much and would need to do more hours because they needed the money. Child labor only ended when parents began to earn reasonable wages for themselves. Children started remaining at home alone as parents went to work all day and not very many of them ever went to school during this time.

Children started experiencing deprivation of daily love and care as their parents went to work which led to the need for alternative child care arrangements. This brought many countries for example France, after heated debate, to the general acceptance of the view that Local Authorities should be responsible for the care and education of all the children as their parents went to work. The factories Act also came up stating that all children must attend school for 12 hours a week as their parents went to work. In America, for example day care centres were then introduced in the early 19th century (Robins, 1978). The Boston Infant School, established in 1828 was intended to provide services both to employed parents and to their children by providing a learning environment. Another day nursery was opened in Boston in 1838 to care for the children of widows and seamen’s wives as they went to work (Robins, 1978).

Poor living conditions got worse as many people moved into towns and cities to work. Many towns for example Manchester city grew so fast that living conditions became worse (Beautty, 2000). Women’s work in the industries then started having more serious detrimental effects on their children because of overcrowding combined with unhygienic conditions leading to faster spread of diphtheria, cholera and other infectious diseases. Child mortality rate rose so high during this period down until the 20th century. One in every six children died before they reached one year of age and one in every three before they reached five years (Beautty, 2000). Death of children became so common until most working mothers
accepted it with resignations to go back home to take care of their children (Robins, 1978).

2.1.3 Post-Industrial
The post industrial period saw once again a gradual increase in the number of working women in many countries. World War I increased the demand for child day care centres as large numbers of women went to work in the factories. During world war II women poured into the labor force in many countries and proved themselves to be competent laborers in work positions that were restricted to men (Fernandez, 1984). Because of this, more nurseries were established in many countries prior to the civil war, which were all under private sponsorship (Robins, 1978). Many governments did not become sponsors of day care centres until the civil war. For example, the United States Federal government did not sponsor day care centres until in 1963 when a day nursery modeled on the Paris crèche was established in Philadelphia to care for children of women who worked in war time clothing factories and hospitals (Robins and Weiner, 1978). Thus from as far back as the early 19th century the primary justification for formal child care was providing a service to parents who had to work outside the home.

At the end of the war, women were urged to go back home in order to make room for the returning veterans of war to rejoin the labor force. Women then had already developed a new ethic of a new self worth and a new independence in most of the countries and could not leave their jobs easily (Fernandez, 1984). Women who were the main care takers of the children continued to attain new status and higher educational levels through out the post industrial period. Increase in single parents families rose and the extended family scattered even more to be replaced by the nuclear family. Philosophies of childhood changed and proper child development became an issue to many countries.
As the 20th century began, day nurseries in America for example, began to change in response to a variety of changing social attitudes. During the 1st decade, the first generation of college-educated women began to seek careers. The ethic of collective improvement of day care nurseries was then seen in the formation of associations of private day nurseries. Local government agencies also took an interest in the quality and development of nurseries and day care centres in many countries (Robins, 1978). In 1910 for example, the New York City Board of Health and Fire Department began to inspect local day nurseries. Many countries then set up requirements and standards for all child day care centers.

In a consultation carried out by Leavitt, (1958) on pre-school practices in Australia, Denmark, France, Germany, India, Israel, Mexico, Norway, Yugoslavia and the Russia sphere. It was noted that there had been significant progress in various countries since world war two. Each country had developed its own aims and standards for pre-school education based upon its own resources, recognized needs and social philosophy. The following group sizes and staff/child ratios is an example of standards that were to be observed by all child day care centres in America:

Table 2.1
Group Size and Child/Teacher Ratios in America

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Maximum Group Size</th>
<th>Staff/Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 2 years</td>
<td>6</td>
<td>1:3</td>
</tr>
<tr>
<td>2 to 3 years</td>
<td>12</td>
<td>1:4</td>
</tr>
<tr>
<td>3 to 6 years</td>
<td>16</td>
<td>1:8</td>
</tr>
</tbody>
</table>


In Japan, China and South Korea child day care centres have usually been part of the factory or office building since world war II (Scarr, 1984). Mothers carry their babies to work and can visit during the day to nurse and play with them. Part of the
life time commitment of the employers in these countries is to provide child care as well as schooling, recreational, vocational and retirement benefits to their employees. In China, women are expected to work and childcare facilities are one of the necessities for working women just as medical insurance and social security are (Scarr, 1984).

Childcare facilities likewise had increased rapidly in the Netherlands and New Zealand following negotiations of state subsidies since world war II (Bullock, 1994). Trade unions in various countries had child day care institutions on their agenda and continued to advocate for the same depending on the circumstances at hand. Just to mention but a few country examples, in Fiji and Uganda, full time childcare programs were started by the unions for their members and the Congress of South African Trade Unions organized for a day of action in the 1990s where workers took their children with them to factories, shops and offices in order to make a clear point about the lack of child care facilities in their country. Men also took part, as part of the objective to challenge the notion that children are the mother's responsibility alone (Bullock, 1994).

In many countries where children's welfare takes priority today, the issue of child day care centres is handled seriously and does not cost much. In France for example, which is the world's fourth largest economic power with a population that has one of the highest living standards of the world, there are affordable day care facilities for all (Githinji, 2001). There are day nurseries for even the very young children. These centres open from 7:30 am to 7:00 pm and close on Saturdays and Sundays only. They belong to municipal councils and are managed by taxes collected from various institutions. At the crèches, children are admitted from as young as 2 months old. Priority at these centres is especially given to working mothers. If a mother is unemployed and is looking for work, she is given up to 3 months to look for a job while the centre looks after the child.
In Sweden today, childcare has twin objectives. The first objective is to make it possible for parents to combine parenthood with employment or studies and secondly, to support and encourage children’s development and learning through enabling them grow up under conditions that are conducive to their well being. Day care centres in these countries are opened all year round and their fees is linked to a family’s income (Githinji, 2001).

Most third world countries today are still committed to higher levels of industrialization because industrialization is historically associated with development. For example, Kenya wants to industrialize by the year 2020 according to sessional paper No. 2 of 1997. Prices of agricultural products which is the economic base of most of the developing countries have kept fluctuating and have also not kept pace with prices of manufactured goods which have a higher income demand elasticity compared to the agricultural products (Chandra, 1996).

Industrialization encourages efficient forms of production and marketing in the agricultural sector, provides agricultural inputs like machinery and fertilizer and improves availability of food items by making them available as processed foods (Chandra, 1996). Industrialization is also efficient in the use of land resources and provides for a reasonably high proportion of the employed labor force in many developing countries. This therefore calls for more serious and well planned for provision of day care centres to all in third world countries.

2.2 What Children Need at Different Stages of Life

Children aged 0-6 years require various things at the various ages of life for proper childhood development. The following table indicates some of the requirements of children at different stages of development. The children need protection from physical danger, adequate nutrition, adequate health care, attachment to an adult, motor and sensory stimulation appropriate language stimulation, thinking skills self-control and appropriate play, just mention but a few.
### Table 2.2

**Child Requirements at Different Stages of Development**

<table>
<thead>
<tr>
<th>Age</th>
<th>Requirements</th>
<th>Inputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 1 year</td>
<td>Protection from physical danger, adequate nutrition, adequate health care, attachment to an adult, motor and sensory stimulation, appropriate language stimulation, appropriate development curriculum, supportive parents.</td>
<td>Safe shelter, food and micronutrients, Basic health.</td>
</tr>
<tr>
<td>1-3 years</td>
<td>Protection from physical danger, adequate nutrition, adequate health care, attachment to an adult, support in acquiring motor language and thinking skills, develop independence, learning self control and play.</td>
<td>Safe shelter, food and basic health.</td>
</tr>
<tr>
<td>3-6 years</td>
<td>Protection from physical danger, adequate nutrition, adequate health care, attachment to an adult, opportunity to develop fine motor skills by manipulating the environment, expand language skills by talking, reading and singing, learn co-operations by helping and sharing, experiment with pre-writing and pre-reading skills.</td>
<td>Safe shelter, food and basic health.</td>
</tr>
</tbody>
</table>

Source: Donohue- Colletta, 1992.

### 2.3 Traditional Child Care Practices in Africa

In Africa, children occupied a central place in the community and were raised in a close family group. Responsibility for the social development of the children was shared by a number of individuals in the family group whether or not the child’s parents were alive. The extended family was responsible for the care and upbringing of all children and it defined social and cultural norms and both material, spiritual and traditional customs.
The mother’s responsibility for the well being of the child started with conception. During pregnancy, her diet and health were important for the healthy development of the foetus. After birth, the mother was responsible for feeding the child and for motor and social development. The mother thus had fundamental responsibility for child rearing and development but it was shared among all members of the extended family. The father on the other hand had authority over the family income and expenditure as the head of the family in many communities. In the later stages of child development, the father was however responsible for socializing boys and the mother for socializing the girls.

Out of all these, the African child usually developed a strong sense of social responsibility from the earliest years and learned to be a co-operative, responsible and supportive member of his extended family (UNICEF, 1979). This was achieved mainly through the various initiation ceremonies that members of a community had to go through.

2.4 The origins of Day Care Centres in Kenya

Nyonyintono (1980) classifies the origins of day care centres in Kenya into three phases. First is the colonial and emergency period of between 1940-1950. During this period, the colonial government established day care centres in urban centers, which were mainly areas with concentration of Europeans and Asians. The colonial system consisted the segregated residential patterns during that time and the Europeans, Asians and Africans all lived in different locations. Schools for each race were also organized separately and they were characterized into three types of categories namely the high, middle and low-income schools.

The first institutions, which resembled day care centres, for the Kenyan Africans appeared first during the political emergency of the 1950s (Nyonyintono, 1980). These day care centres were set up in Central and Eastern provinces of Kenya, which were areas that had been affected by the Mau Mau movement. Children of
the Mau Mau fighters, orphans and other destitute children were brought under voluntary care agencies, which were set up in both private organizations and the local community. These childcare voluntary agencies were mainly concerned with the welfare of the children, which included feeding and accommodating the children. The children at the same time were introduced to elementary education as part of their activities in the voluntary child care institutions.

The second period noted by Nyonyintono (1980) of the origin of day care centres in Kenya is the Leisez Faire period of the 1960s. During this period, areas in Kenya which had not been affected by the political emergency of the 1950s also started adopting the pre-school education. The then Ministry of Community Development and Social Services accepted day care centres as a vital social service and started getting involved in assisting communities set them up on a self-help basis. During this time the day care centres tended to develop as free-enterprises with several agencies getting involved in the setting up and running a variety of day care centres. These agencies included the private owners, local governments, voluntary organizations, parents’ committees and communities (Nyonyintono, 1980).

The general attitude towards day care centres during the Leisez Faire period then started to be thought of by many persons in the community as cheap forms of formal primary schools where parents who could not afford to send their children to formal primary schools took their children. Because of this, there evolved a general slow down in the establishment of day care centres just before 1963. However, Mzee Jomo Kenyatta, the first President of the Republic of Kenya, brought wamanchi back to reality during his Madaraka day speech on June 1st 1963. He told the people that independence meant hard work and they were therefore not to sit back and wait for the government to ‘do things’ for them.
The first president introduced to the people the *Harambee* motto as a Kenyan philosophy, which means pulling resources together in self help, for the establishment of child day care institutions. This once again then led to tremendous expansion of day care centres during the period between 1963-1967 (Nyonyintono, 1980). The main reasons for rapid expansion of day care centres in urban areas during this period was because of teaching custodial care, security for the children and the linking children with social services such as the feeding and medical programs. The pre-dominant need however was to provide appropriate socialization for the children in order to give the child a head to start in the competition to enter the formal school system.

The 1960s period saw the government’s involvement in the establishment of day care centres’ programs (Nyonyintono, 1980). In 1968, a seminar was organized by bodies interested in child welfare, which looked into ways and means of improving nursery schools by trying to fit them in into the national development plan of Kenya. The seminar participants agreed to change the name of the day care institutions from pre-schools to day care centres. This was mainly because the Ministry of Education during this period did not approve the use of the word ‘school’ for such institutions.

The administration of day care centres was then transferred to the then Ministry of Co-operation and Social Services. The Ministry was responsible for the administration and registration of private self-help day care centres but not responsible for those operated by the Local Authority. The Ministry of Co-operation and Social Services also undertook the responsibility of training day care centres’ teachers. Four training centres were then set up in different parts of Kenya which included Njoro situated in the Rift Valley province, Matuga in the Coast province, Embu in the Eastern province and Kisii in Nyanza province.
For a child day care institution to be registered during that time, it was required that it had enough space for each child, toilet facilities and was to prove to have all kinds of safety requirements for the children (Gakuru, 1979). All day care centres that registered for ten or more children were to conform to the same general requirements which included health that was to be according to the measures laid down by the health officer from the Local Authority and the educational requirements which were to be certified by the Local Authority’s education officer. The premise was also required to be registered as an educational institution with the Local Authority.

No new day care centre was permitted within 1km radius of an existing day care centre in low-density areas and the plot size for such areas was to have a minimum half an acre plot size (Gakuru, 1979). Within medium and high-density areas, a quarter acre plot size was a requirement and the number of day care centres was determined by the population requirements. Sites were earmarked for the development of day care centres by either public or private developers. On the side of site development, open-air play spaces were to be provided as required by the medical officer of health. Safety of the site was an important aspect where it was required that the site be fenced to ensure the safety of the children (Gakuru, 1979). Provision of fences and gates was important to prevent pupils from gaining access to roads, rivers, waste water pipes and other places liable to be dangerous to the children. Sufficient space was to be provided within the plot for the parking of vehicles collecting or awaiting for the children.

Structures were to be of sound construction and to comply with the building by-laws in all respects particularly as regards sanitation, lighting and ventilation. Space requirements per child in class was 2.8 Sq meters and 2.5 Sq meters in open air space (Gakuru, 1979). Water closets were to be provided at a rate of one WC for every ten pupils with fittings suitable to the age of the pupils. Wash hand basins were to be provided at the rate of one basin for every ten pupils. Kitchen
facilities were to be adequate as regards cooking and washing up in all day care centres. The kitchen was to be not less than 100Sq ft. Table 2.3 shows the staff/child ratios which were to be observed by all day care centres;

Table 2.3
Staff/Child Ratio Requirements in Kenya

<table>
<thead>
<tr>
<th>Group</th>
<th>Staff/Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group one; 0-2 Years</td>
<td>1:6</td>
</tr>
<tr>
<td>Group two; 2-3 Years</td>
<td>1:8</td>
</tr>
<tr>
<td>Group three; 3-4 Years</td>
<td>1:12</td>
</tr>
<tr>
<td>Group four; 4-6 Years</td>
<td>1:20</td>
</tr>
</tbody>
</table>

Source: Gakuru, 1979

Supervisors were required to be adults with at least the following qualifications; Childcare training, qualified teacher with at least P3 level or a qualified nurse (Gakuru 1979). Nurseries where food was served required cooks and domestic staff, which depended on the number of children in the school.

2.5 Day Care Centres in Kenya Today

Day care centres in Kenya today cater for children of ages zero to six years old who constitute 21.19 percent of the Kenyan population (Republic of Kenya, 1999). It aims to assist children acquire basic skills and knowledge in numeracy, literacy and expression of ideas in words, pictures and visual presentations. Although it is not a government of Kenya policy to have children pass through institutions that provide for Early Childhood Education (ECE) in order to qualify for entrance in primary school, it is increasingly becoming a requirement for standard one admission in most of the Kenyan schools.

The number of day care institutions in Kenya increased from 15,469 in 1989 to 20,186 in 1995, 21,261 in 1996 to 23,344 in 1997, 23,977 in 1998 and to 25,429 in
1999 (Republic of Kenya, 2000). According to the District Centre for Early Childhood Education (2001), Nairobi consists 1,708 day care centres today. The enrollment of children in Kenya increased by 29 percent between 1989-1996 from 801,369 pupils in 1989 to 1,003,367 pupils in 1996. Girls and boys formed 48.9 and 51.1 respectively and the pupil-teacher ratio was at 31:1 (Republic of Kenya, 2000). Approximately 65 percent of the ECE teachers were untrained and there was a shortage of learning materials, qualified teachers and physical facilities in many of these schools (UNDP, 1999).

Only 35 percent of eligible children today are enrolled in early childhood educational facilities in Kenya (Githinji, 2001). District by district data indicates lower rates of 3-6 years old in urban slums, semi-arid and arid regions (Republic of Kenya, 2000). Approximately one half of the country’s six billion pre-school children live in poverty (Young, 1996). A third of these households are headed by women who are entering the work force at a very high rate.

A recent government evaluation of day care centres in Kenya identified several weaknesses in most of these institutions; access to these services especially for the poor was low, quality of physical facilities, personnel, services and activities also varied widely from centre to centre and an increasing number of children aged 3 years were attending early childhood education yet there was no plan in place for dealing with children issues during this crucial stage of life, thus a high risk of impaired early childhood development (Young, 1996). Child caregivers’ wages in the day care facilities also varied widely and payments were irregular, monitoring and supervision of day care facilities were inadequate and pre-school programs were not linked to primary school systems. Funding levels in these centres were too low to support efficient and effective pre-school programs.

In the year 2002 approximately 11,500 children were expected to join the pre-unit class in Nairobi (NACE:CE, 2000) yet most of the parents with pre-school children
in Kenya are increasingly experiencing an increasing burden in terms of costs for pre-school programs. Not only do these parents agonize over finances but also other issues like getting the right day care centres for their children. The parents fail to secure good day care centres for their children due to the high levies charged by the schools to meet the costs of running the school. These include levies for interview, transport, lunch, development fees and uniform costs just to mention but a few. Parents are expected to pay for virtually everything that makes a school function except for some of the teachers' salary and the central costs of administration in some of the existing day care centres.

The master plan for education and training to the year 2010 has however laid down policy guidelines and strategies to enhance access, quality, management and financing of Early Childhood Education (ECE). Its objective is to improve the quality of life of children from zero to five years in Kenya (UNDP, 1999). The Plan notes access and affordability of ECE especially to poor households as issues of concern and needing greater attention.

2.6 Characteristics of a Good Day Care Centre

A good day care facility can range from small day care centres, large day care centres, intensive centres and full time public day care centres depending on the demand and needs of the society (Robins, 1978). The facilities should have caregivers with training in early child development and early childhood education (Scarr, 1984). The centres have good physical facilities for children to play with, sufficient, convenient and reliable programs which are all very important for proper child development (Denzin, 1973).

Leavitt (1958) noted that for a good day care centre, windows should be low enough to allow the children the satisfaction of being able to look outside. Colors that surround the day care centre are also very important. Dull colors are depressing, harsh bright colors are agitating but soft and clear related colors are
soothing and pleasing. Chairs and tables should be high enough for comfort where in general 2 year olds require 15 inches tables and 7 inches high seats while 3 years olds require 16 inches tables and 8 inch chairs (Leavitt, 1958). Properly scaled lockers, toilets, washbowls and low shelves for storage of play materials which require upkeep and replacement are also an important requirement.

Other characteristics of a good day care centre include child/staff ratios which should be up to the National Standard Level, day care classroom processes, program costs, group size and staff professionalism which should be adequate enough. The teacher/caregivers require a long range plan for acquisition, general improvement and supplies of play equipment.

Provence, (1984) from her experience in managing a day care centre for infants and young children lists requisites for good care of infants and young children in a day care centre. These include physical care which involves feeding, diapering, toileting, a safe and supportive physical environment which accommodates the child's interests and needs, the provision of a variety of activities of social and non social types which give opportunities for the children to act on their environment, to feel effective and competent, an enriching effective atmosphere, which is achieved through good relations with the caretakers who should be consistently available, affectionate and enthusiastic about the child's achievements and lastly, the children need experiences with consistency and repetition, variety and contrast, playing things appropriate to their development levels and interests of the children, quiet moments, limits, prohibition and expectations for conformity, which makes the children acceptable members of society.

2.7 Urbanization in Kenya

Urbanization in Kenya has a long history in the coastal region and a short history in the interior parts of the country. Urbanization as part of Kenya's development has its roots in the pre-colonial period. During this time, certain central places
could be described as urban centers. These were in form of caravan towns, ethnic centers, periodic markets and collection points. These centers were however weakly organized, ethnic oriented and most certainly inexpensively managed. Although the advent of colonial rule in Kenya saw the activities of these urban centers increase, the spatial organization of urbanism in Kenya was in effect determined by the infrastructure development of the uplands (Traver, 1994). The Mombasa-Kisumu railway established the general urbanization pattern in Kenya fostering the growth of important centers at key points along the route (Traver, 1994). These centers were also scattered all over the territory from Mumias, in the lake region to Kikubulyu and kwari settlements in the Mombasa-Kamba area. It was these centers that acted as nodes from which the colonial authorities established themselves.

Kenya has one of the highest rates of urbanization in East Africa (Tarver, 1994). This rapid urbanization has a relatively recent history in Kenya. The urbanization process in Kenya is thus still an evolving phenomena. However, it has proceeded at a tremendous pace in the last few decades especially after independence and there are regional variations in the extent of which urbanization has occurred in different areas of the country.

During colonial times urban centers in Kenya were dominated by non-Africans (Chandra, 1994). But in recent years, Africans have outnumbered non-Africans in every urban center. In 1948, only one Kenyan of every 20 lived in urban areas. By the turn of the century, it was expected to rise to one of every 3 Kenyans living in urban centers (Tarver, 1994). In the last two decades the urban population of Kenya has been growing within the range of 6.5-8.0 percent per annum (Tarver, 1994). This increase was mainly due to rural urban migration, urban natural increase, expansion of boundaries in urban centers and a combination of all the above.
In 1969, Nairobi and Mombasa accounted for 70 percent of the total urban population. The overall level of urbanization had risen to 10 percent compared to 8 percent reported in 1962. Considering the urban centers of 2,000 or more, the 1979 census showed that 36 percent of the total population lived in urban centers of 500,000 or more and 51 percent in urban centers of 200,000 or more. Three major urban centers of 100,000 or more people accounted for 60 percent of the total population of 2,000 or more.

At the time of the first population census in 1948, there were only 17 urban centers with an aggregate population of 286,000 people (Obudho, 1994). In 1969 the population census reported the existence of 48 urban centers with 9.7 percent of the total Kenyan population living in these urban centers at that time (UN, 2001). In 1979, there were 90 urban centers and in 1989, 17.5 percent of the total Kenyan population inhabited the 122 urban centers in existence. By 1999, the number had reached 194 urban centers (Population and Housing Census, 1999).

The economic base of many cities and towns today is dominated by retail and service activities and by the agro-processing and agro-business enterprises. The work force is dominated by men and women who are of low income groups. Small scale enterprises provide part time employment to many Kenyan’s and supplementary income for the underemployed members of the urban population.

Urbanization today has resulted in increased pressure on the land as well as created job openings for the ever growing educated and non-educated populations, placing severe stress on the traditional insurance and welfare mechanisms and straining both the administrative, capacity and financial resources of all Local Authorities. The current urban population growth rate and its attendant problems are some of the major issues confronting policy makers including planners today.
2.8 Employment in Kenya

In 1999, total employment in Kenya excluding small scale farming and pastoralists activities rose by 7.8 percent from 5.1 million persons in 1998 to 5.5 persons in 1999 representing a creation of 394.3 thousand new jobs (Republic of Kenya, 1999). Table 2.4 shows the total number of people engaged in the modern and the informal employment sectors in Kenya from the year 1996 to 1999. The informal sector had the highest number of people followed by the modern wage employment sector.

Table 2.4

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Wage</td>
<td>1,618.8</td>
<td>1,647.4</td>
<td>1,664.9</td>
<td>1,673.6</td>
</tr>
<tr>
<td>Modern Self</td>
<td>63.2</td>
<td>63.1</td>
<td>64.8</td>
<td>65.1</td>
</tr>
<tr>
<td>Informal Sector</td>
<td>2,643.8</td>
<td>2,986.9</td>
<td>3,353.5</td>
<td>3,738.8</td>
</tr>
</tbody>
</table>

Source: Economic Survey, 1999

The modern private sector grew by 2.4 percent from 967.2 thousand persons in 1998 to 990.3 thousand persons in 1999 with the community, social and personal services consuming the most at 24.2 percent of the total employment in the private sector (Republic of Kenya, 1999). Nairobi province has continued to account for the highest share in wage employment in the modern sector over the years. In 1999, it accounted for 25 percent of the total modern sector employment in Kenya (Republic of Kenya, 1999).

Because of the public sector reform programs, which involved freeze in employment with a view of reducing and rightsizing staff in the civil service has made the public sector experience a steady decline in employment level. It also involved the privatization of many of the public enterprises in the country for
example the Kenya Posts and Telecommunication Corporation, which was split into three separate entities namely the Postal Corporation of Kenya, Telcom Kenya and Communications Commission of Kenya. By end of June 1999, a total of 167 out of 207 public enterprises had been either partially or completely privatized (Republic of Kenya, 1999).

The informal sector has thus emerged as a major source of employment in Kenya today as opportunities for securing wage employment in the modern sector have continued to become scarce. In 1999, Nairobi had 896.0 thousand persons engaging in the informal sector activities as compared to 623.9, 716.4 and 801.4 in 1996, 1997 and 1998 respectively. It absorbed the highest proportion of 24.0 percent of the total persons engaged in the informal sector of the eight provinces in Kenya (Republic of Kenya, 1999).

2.9 Women's Employment

For many years in many societies, only work outside the home was counted as real work because it was linked to pay or income. Because of this, women's reproductive roles of childcare and family responsibility were not counted as real work and women were frequently excluded from jobs outside the home, which then became traditionally male occupations. Females then ended up crowding into a relatively narrow range of lower productivity jobs, which then became known as female occupations.

It is however a fact today that every year, more and more women, including mothers with pre-school children, choose to look for gainful occupation outside the home (NGO Forum, 1988). This is caused by a greater choice open and more economic pressure on the women to ensure the maintenance of their personal lives as well as that of their children. It has also become more common that most women today are sole providers for their families and they are therefore increasingly required to contribute to the family incomes.
Women are also becoming numerous in the middle and senior level cadres of especially the private sector. In 1969, women represented 14.9 percent of the total labor force in the formal sector while in 1979, they represented 16.1 percent of the total labor force (UN, 2001). By 1989, 20.7 percent of the formal sector employees were women (UN, 2001). In 1998, the participation of women in wage employment in Kenya rose from 29.3 percent to 29.4 in 1999 (Republic of Kenya, 1999). Of the total 1,673.6 thousands employees in the modern sector in 1999, 1,378.2 thousand were regular workers of which 397.5 thousand were females (Republic of Kenya, 1999). The promotion of women in the ranks of managers and directors of companies has today more than doubled in Africa, making surprising breakthroughs for women and leading to more and more women having their own prosperous businesses (Bullock, 1994).

However, because of the multiple tasks women have to play in the society, majority of them still dominate the informal sector (Bullock, 1994). Many women today still occupy the lower productivity jobs with majority of them working in the informal sector. Most women sell vegetables, fruits, half finished and finished products on the streets, yards and markets. This is mainly caused by the double productive and reproductive roles they have to play in society. The traditional allocation of gender specific tasks can also be accommodated easier with irregular, flexible working hours. Thus regular working times still creates more difficulties for working women with pre-school children to take care of. These women are therefore now requiring a relief from sole child rearing responsibilities in order to improve on their work productivity, self reliance and thus increased family income.

2.10 Planning for Day Care Centres in Kenya
Planning for early childhood education is required because of the wide range of choices that must be exercised within the educational budget and the general land use choices that have to be made and allocated for the limited space. A choice has
to be made regarding the proportion to be spent on all levels of human land uses including childcare facilities for proper child educational and general development. Planning for child development therefore must be part of the general human development planning. This is because the child's well being is directly dependent on his/her mother's family and community situation. The child's well being depends not only on the provision of essential childcare services but also on a healthy economic environment to sustain an acceptable level of living (UNICEF, 1979).

Day care centres in the Physical Planning Handbook are classified under the educational facilities and are refereed to as nursery schools. They are divided into three categories; the day care centres that offer infants between ages 1 day to 2 years with the basic childcare. Kindergartens where children between 2-5 years old are organized into play groups and taught object lessons and finally pre-primary schools which are established for preparatory schooling for children aged 5-6 years old.

One school of between 150-260 children is required for a population of 2500 persons. A day care centre is expected to be attached to a primary school. The day care centres should be located within and integral to residential areas and on major pedestrian routes so that the catchment pedestrians do not have to cross major roads with the children as they drop and pick them from the day care facilities. In the low income areas, the nearest school should be within the easy walking distance of 250-300 meters. In high and middle income areas, facilities should be available for dropping and picking up the children by car without abstraction on the main vehicular flows on feeder roads. In other words, they should not front roads.

Space requirements are classified into two categories; the classroom space and the space for outdoor playing facilities. It is required that the school should have a
total of 25 children per class for ages 2-6 years which should consist of both boys and girls. Each child requires a circulation space of 2.46 sq meters. Basic outdoor playing facilities required include a 10 percent circulation space for a single stream day care facility with 100 pupils, soft play areas covered with soft grass, sand pit, swings and seesaw. Other facilities required include a kitchen facility, an office, classrooms @ 55.10 sq meters, a sanitation block and parking space for the high and middle income groups. Therefore, a minimum area for a single stream day care facility is approximately 0.10 Ha or 0.25 acres, double stream is approximately 0.15 Ha and a triple stream is about 0.23 Ha. For the children aged 1 day to 2 years, based on the concept of 9 children per class, a minimum area required is 0.05 Ha.

In planning for day care centers, Kenyan planners and all planning agencies need to therefore provide spatially for environments which aim at catering for the physical, emotional, social and intellectual growth of the child, filling the gap between the informal home life and the formal school life for all income groups.

2.11 Theoretical Framework

There are three experts of child upbringing who had considerable influence on child development from 1920 to the 1940s. Each of these experts held different views of child development and parents responsibilities. Arnold Gessel’s argued that a child is good by nature and is endowed with self-propelled maturation (Scarr, 1984). Gessel goes on to note that children are largely unaffected by details of parental care as long as it is not abusive or terribly neglectful. The children are internally directed and therefore are not thrown off course by the parents’ misguided management. The children mature as their internal genetic programs direct and the external environment like that provided by day care centers only plays a supportive role. According to Gessel children are like planting trees in good soil, making sure they are well watered and then waiting for spring.
According to John Watson, a child is shaped entirely by nurture as a passive recipient of detailed training (Scarr, 1984). Parents take their newborn children and begin to fashion them to suit themselves. Watson compares children to blank pages who need to be inscribed by carefully programmed detailed training which they maintain throughout their life span. Watson impressed many parents during the years between 1920s and 1940s by enabling them realize the importance of their responsibility and know the many ways they can spoil their children's development (Scarr, 1984). According to Watson, children are like building a house where the builder or designer can have it smaller or larger.

Sigmud Freud argued that children are neither trustworthy, well-endowed beings nor beings requiring molding (Scarr, 1984). The children are sexually driven and inevitably in conflict both with adults who seek to curb their excesses and to socialize them with themselves. Through mysterious processes of learning, called identification and internalization, children come to accept the social standards and to control their own behavior but never without eternal conflicts among what they want (id), what they believe to be right and wrong (super ego) and what they consider the most adaptive course of action (ego). According to Freud children are surged with perverse energies that must be controlled.

Freud’s work with disturbed adults convinced him of the great significance of the individual’s earliest experiences in determining later attitudes and behavior. Working with disturbed children, Freud realized that play therapy is a method used by the children to treat their emotional disturbances. Play therapy here is based on the principle that in play, children often reveal indirectly or symbolically the conflicts in their feelings. According to the Freudian theory, the process of discovering and accepting one’s gender takes place in the first years of life and becomes the basis for normal sexual adjustments. Young boys in families where the father is absent for example in single mother families may have a serious problem. They have a real need for contact with a man from whom they can learn
male attitudes and behavior. Day care centres should therefore employ men as teachers/caregivers to meet this need either as regular staff members or as volunteers. Girls also need contacts with males in order to develop their femininity.

Erik Erikson, a student to Freud further suggested in his theory of human development that the stages one goes through in life are centered on each person’s relationship to the social environment (Banes, 1998). Erikson formulated a theory of stages in personality growth that spans an individual’s entire lifetime. Each stage has a major task that needs to be resolved in a manner that enhances an individual’s social and emotional development, leading to a successful entry into the next stage.

Erikson notes that first, the infant must establish trust in the world in order to move successfully to establishing feelings of autonomy or independence, which is the next stage in a child’s development. He notes that the first and most basic task in healthy personality development of children is achieving a sense of trust that outweighs the sense of mistrust. Establishing trust for a baby means that the infant can expect someone to come when he is hungry, tired of sleeping in one position, cries, is wet or needs to be comfortable. The infant wakes in the morning with a certain expectation that someone will take care of him and if the expectation is not met, trust is thwarted. Erikson notes five other stages in his theory which include autonomy verses shame or doubt, initiative versus guilt, industry versus inferiority, sensor motor stage and pre-operational stage which are all important stages in proper child development.

D.W Winniccot (1974) points out the importance of good early mothering and its influence on personality development. He points out the importance of a mother’s adaptation to her infant in the first weeks and months when by her sensitive management she adapts completely to the infant at first and then gradually
withdraws this complete adaptation when she senses that the infant is ready to tolerate delays and frustration and thus developed sufficient trust. Mutual adaptation is therefore an important element in Winnicott’s theory. As months go by, the infant under favorable circumstances builds up a large ‘bank account’ of trust to draw upon. This can be achieved through adequate, reliable and sufficient planning and provision of day care centres in the community.

Jean Piaget, a biologist on the other hand in observing the behavior of his own children became interested in how children reason and learn (Banes. 1998). Out of this interest, Piaget came up with a conclusion that young children learn by constructing their own knowledge. They do this by moving from one level of understanding to another and correcting earlier inaccurate perceptions. Constructivism was thus central to Piaget’s theory. He felt that knowledge is not taught but must be constructed through an active mental process which comes from within. In constructing knowledge, Piaget notes that children move through different stages. In the first stage, the child constructs physical knowledge out of his/her experiences with objects. The more experience he/she has with objects, the more she/he learns. His/her learning is thus an active mental process.

Social-conventional Knowledge is another type of knowledge among the children noted by Piaget. Communication with others either through body language or oral communication is part of this knowledge. The cognitive or constructive process can be helped by providing activities that stimulate thought, the discovery of the properties of objects and putting of objects into relationship. Among activities that stimulate thought are block building, painting, playing with sand, water, clay and pretending. On the basis of his detailed observations of children, Piaget thus described the stages children go through as they construct knowledge. Central to these stages is the concept that the child constructs knowledge through assimilation and accommodation. The taking in (assimilating) of information complemented by an intellectual reorganization (accommodation) when previous
information does not ‘fit’ with what is ‘known’ is one way of explaining the construction of knowledge.

Piaget’s work has value to planning for day care centres because he has shown the fundamental connection between action and learning and the extent to which true learning is dependent on the activity of the learner. The social aspects and the spatial context of the setting of day care centres affect the learning experience of the children, which in turn affects their development processes. The spatial environment of the day care centres thus plays a significant role in the facilitation of learning and the general development of the children.

Weinstein and David (1987) on the other hand noted that the opportunity to explore rich, varied environments is related to cognitive, social and motor development of young children. The two noted that physical spaces designed for children must meet the need for social interaction as well as preserving the possibility of privacy. Gary Moore also notes that exploratory behavior in young children which is significant to proper child development is significantly more apparent in environments that are made up of visually connected discrete spaces rather than environments that are either completely contained or completely open (Beautty, 2000).

David Norton’s self-actualization ethics and Howard Gardener’s Theory of Multiple Intelligences address aspects of personhood (Reber, 1999). David Norton (1976) states that every person has within him or her an innate potential or true identity that is referred to as daimon or in other words, ‘golden idol’/ the individual’s true potential. Norton asserts that every individual is a genius. Every individual has inclinations toward some human activities that are appreciated or deemed worthy by one or more cultures. Another aspect of self-actualization ethics is the stages of life: childhood, adolescence, maturity and old age (Reber, 1999). Every life proceeds through these stages and each stage is incommensurable with
other stages. In other words, each stage is its own world and operates under its own principles.

Werner Heinz (1948) also discusses several cognitive areas in regards to childhood: Perceptual organization, perceptual-motor organization, notions of space, notion of time, causal reasoning and its development, logical inference, child magic and the general character of the child’s world. A child’s world, which is a stage of receptivity when the child explores both his world and himself, is distinctly different from that of an adolescent/adult. Such cognitive differences should be taken into consideration when dealing issues to do with learning. In addition to the stage of childhood, is a ‘nature subsisting for the most part in the mode of a potentiality whose time for actualization is not yet.’ This means that the child must learn about himself by interacting with the world around him/her. His learning is a dependent autonomous relationship between teachers/care givers who give guidance but requires some autonomy for experiencing the world. If an individual’s intelligence has been diagnosed at an early age, then his early childhood education will have provided a wealth of information about his strengths, weaknesses, likes and dislikes.

Howard Gardener (2001) in Multiple intelligences identifies eight kinds of intelligences: Musical intelligence, bodily-kinesthetic intelligence, logical-mathematical intelligence, linguistic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Howard notes that each type of intelligence can be developed to an adequate extent in each child. He goes on to note that these intelligences work in combination throughout the spectrum of human vocations and avocations assisting each person to identify his or her personal excellence. In addition, Gardener and Walters (2001) do not favor standard pencil-and-paper short answer tests as the overall assessment tool. They state that assessment should holistically search for genuine problem solving or product fashioning skills in individuals across a range of materials (Beautty, 2002).
They note that assessment must determine which intelligence is favored when the individual is given a choice. This can occur either by exposing the individual to a situation that stimulates a multitude of intelligences or providing the individual with a set of intelligences materials that assesses which intelligence the individual tends to lean toward. Tools like multiple intelligences are thus essential for planning for educational facilities. It assists planners to plan for learning environments that are conducive to drawing out an individual’s particular potential. This is important because recognizing the innermost qualities of individuals helps them live in accordance with who they are.

Planning for day care centres therefore needs time and effort where planners have to strive to address the issue of the multiple aspects of child intelligences when planning for day care centres in all communities. Space has to be provided for all the activities necessary for proper child development. Flexibility of space should be a substantial and not formal aspect of space in day care centres. Shape also has to be checked in planning as shape applied in space affect positive reactions, provoke stimulation and repetition of the same pleasant experiences (Reber, 1999). Likewise, every space on earth is surrounded with different sounds. The level of articulation of pleasant sounds and defense from unpleasant ones affects the experience of space, which has to be checked in physical planning.

Associations of elements of space and space as a whole is thus important because it can change the impression of all the other characteristics of space. In designing space therefore, health, security, safety, function, efficiency and economy are all important aspects that have to be considered in planning for day care centres. The main goal in planning for day care centres should therefore be to stimulate positive relations between consumers, their needs and the space. This relation is a process and therefore is not supposed to be permanent or unchangeable. Space in day care centres is therefore not just the frame but active participant in the process of proper child development. The design of space for day care centres must provide pleasant
and supportive environment, efficient function, and communication with consumers and possibilities of adjustment to changing needs through time. In the process of design, relations of space-function and space-users are to be particularly emphasized in planning for day care centres.

2.12 Regulatory and Institutional Systems

2.12.1 Policy Framework

i). Sessional Paper No. 6 of 1988

Since independence, Kenya's education policies have been spelled out in a variety of sessional papers, policy frameworks and national development plans. The current governing education policy paper is Sessional Paper No. 6 of 1988 on Education and Manpower Training for the next Decade and Beyond. The Sessional paper notes that it is mainly through education that the nation of Kenya will be able to meet the many challenges of social-economic development, industrialization, utilize modern technology and enhance its quality of life. The paper specifically states primary education as the minimum basic education that should be made available to all Kenyan's. Early childhood education in this paper begins in Early Childhood Development Centers (ECDCs) with the main objective of making sure that all aspects of a child's development needs are catered for. This involves basic issues such as health, nutritional care and the initial education of children aged 0-5 years old.

According to the paper, education must foster national unity, prepare and equip the youth with knowledge, skills and expertise to enable them play an effective role in the life of the nation, serve the need of national development and provide for the full development of talents and personality. Education is also supposed to promote social justice, morality, social obligations and responsibilities, foster positive attitudes and consciousness towards other nations.
The government of Kenya education policy is thus guided by the following principles; First, education is to be made accessible to all children in the age group of 6-14 years with the aim of achieving a net enrolment of 100 percent. The quality and relevance of education is to be continuously improved and finally, efficiency and effectiveness of resource mobilization, allocation and utilization are to be continuously improved and accountability strengthened and ensured.

ii). An Overview of the National Development Plans

In the 1964-1970 National Development Plan, the first Plan after independence, education was classified under the social services. Education rates with agricultural development were given the highest priority for this planning period. Long-range objectives were based on the provision of universal education through primary, secondary and higher levels to meet the manpower needs of the country. The inclusion of planning for day care centres was thus not an issue before and during this planning period.

The 1974-1978 National Development Plan (Republic of Kenya, 1974) was the first to take issues of child development into account. Approved schools and juvenile homes were introduced which were facilities in which juveniles who had been delinquent were given training that was expected to deter them from criminal cases. This was managed under the ministry of Home Affairs and National Heritage.

The 1979-1983 National Development Plan (Republic of Kenya, 1979) aimed at improving the quality of education through the further utilization of the already existing facilities and equipment. It aimed at making education more relevant through the incorporation of better understanding of basic technologies in various curricula. Pre-primary education activities were to be organized by a variety of institutions in the country. In rural areas it was to be handled by the department of social services of the county councils while municipalities and private individuals
handled those in towns. All local authorities were expected to provide more pre-primary facilities even though this was not a pre-requisite for admission to primary schools. The Ministry of Education was to train pre-primary teachers and undertake the preparation of relevant curricula materials. By 1984, 55 percent of pre-primary teachers were untrained and the government during this plan period, 1984-1988, aimed at increasing the number of trainees at this level from 230 to 540 per year. Local communities were encouraged to contribute and expand their participation in the development of day care centres.

In 1989-1993, it was noted with a lot of emphasis that the development of human resources fundamentally depends on the level and intensity of formal, non-formal and informal education and training. The general philosophy was aimed at producing individuals who were properly socialized and who possessed the necessary knowledge, skills, attitudes and values to enable them participate fully in national building. Day care centres were included in the plan and they catered for children of ages between 3-5 years only. This was recognized as an important step in preparing young children for formal education. It was also viewed as important in the growth and development of children especially in laying the foundation for the child’s life long educational socialization process and therefore strengthening its supervisory role at this level.

The plan aimed at fostering better coordination among the agencies handling issues related to child development, which included The National Center for Early Childhood Education (NACECE), Kenya Institute of Education (KIE), Ministry of Culture and Social Services, NGOs and other private interests. The private sector was recognized in as an important sector in providing for early childhood education. The existence of private interests motivated by the desire to make profit rather than the welfare of the children by most of the private agencies was also noted at the same time in this development plan. The following steps were made to deal with this situation; expansion of day care centres nation wide, the introduction
of uniform pre-school educational curriculum and harmonizing it with that for primary school system, registration of all day care centres to allow for intensified and coordinated supervision throughout the country.

In the 1994-1996-development period, the education philosophy was aimed at improving the quality of life of all humans by imparting knowledge, which would enable individuals to be self-reliant. It was during this period that the provision of facilities for children aged 0-3 years old were incorporated in the pre-primary programme. During this planning period, day care centres were found to be an important aspect in the total development of young children as well as laying foundation for a child’s life-long educational and socialization process. Increase in access of day care centres to all the children especially those who lived in slum and marginalized areas was also made a priority.

The plan period aimed at reducing the number of untrained teachers by increasing government allocation for the training of pre-school teachers. The programme of training Madarasa/duksi teachers, the Muslim instructors, was also incorporated in the pre-school program during this plan period. The review of the curriculum was to be undertaken to expand Early Childhood Education to include the children aged 0-3 years old and those with special needs. Development of curricula and support materials in languages of catchments areas and identifying costs of learning and training materials were to be implemented during this plan period. A clear education policy on young children was also to be implemented.

The 1997-2001 National Development Plan (Republic of Kenya, 1997) noted the expansion of educational facilities as a single most important challenge on the human resource development front. As regards pre-primary education, the policies stressed the importance of partnership among all the stakeholders, which include parents, communities, religious organizations, NGOs, donors, private sector and the government itself.
Secondly, emphasis was put on the need to provide integrated services that meet the cognitive, social, cultural, spiritual, emotional, health, nutrition, educational care and protection needs of all children. The objective was to raise the participation rates from 35 percent to 50 percent. The economic decline however continued to hit both the government and the parents’ pockets hard making the development of educational facilities not go in line with the ever-increasing population of especially Nairobi. Cost sharing coupled with hard economic times was noted as one of the factors that was reducing the parents ability to educate their children efficiently (Republic of Kenya, 1999).

The current 2002-2008 National Development Plan (Republic of Kenya, 2002) stresses the offer of integrated services in day care centres that meet the cognitive, social, emotional, health, nutrition and care of 50 percent of children aged 0-6 years. It however notes the increase in levels of poverty, regional disparities, lack of awareness on the importance of day care centres, HIV/AIDS, shortage of day care centres in rural and slum areas and the fact that Early Childhood Education is not a prerequisite for admission in standard one as issues that are prone to hamper the development of day care centres. With this, the strengthening of partnership with all stakeholders including parents, communities, local authorities, religious organizations, private sector, institutions, donors, NGOs and the media were encouraged.

Strengthening of the management of Early Childhood Development services at all levels, improving access of day care facilities to children from disadvantaged households, development of complementary and tentative approaches particularly for the care of children under 3 years old and the establishment of appropriate guidelines for increasing the number of Early Childhood Development institutions were also strongly taken as strategies to be undertaken during this planning period.
2.12.2 Institutional Framework

The institutional framework plays an important role in the proper management, development and organization of day care centres in Kenya. Weak institutional management weakens the whole process of proper development of day care centres, which directly affects the pattern of development of children aged 0-6 years who use these facilities.

Figure 2.2 shows the flow of the operating institutional framework for day care centers in Kenya today. The family members have for a long time been the primary care givers to the pre-school children. Despite this, several factors have affected the family and thus prevented it from greatly influencing proper child development. These include issues like poverty, changing family structures from extended to nuclear family units, increasing number of single parenthood, female headed households, divorce, separation, teenage mothers, child families and financial constraints which has led to more mothers looking for employment outside the home and thus not being able to adequately care for their children.

Several partners today work hand in hand in providing childcare services to children aged 0-6 years to enhance their growth and development. These include, parents, communities, private entrepreneurs, NGOs/CBOs, welfare organizations and various government ministries. The development and provision of day care centres thus operates within the framework of the partnership policy. By and large, the development of day care centres in Kenya today are community based with the community owning and managing upto 80 percent of the day care centres (NACECE, 2000). The community participates in various ways in the development of day care centres. Their participation includes paying salaries, participation in materials development, management of income generation projects, construction and maintenance of day care centres, feeding programs, community mobilization and community based growth monitoring and promotion and finally provision of land (NACECE, 2000).
The government supports day care centres through various ministries that deal directly and indirectly with the development of day care centres. The Ministry of Lands and Settlement is responsible for land settlement, adjudication, survey and registration of land rights for the acquisition of land for government use and for industrial and residential purposes and the running of the land consolidation program. Lands department is responsible for the registration of land, the validation of land, maintenance of land records and acquisition of land for public use.

The Ministry of Finance is responsible for coordinating and articulating economic development in the country and the preparation of monetary and fiscal policies. The ministry co-ordinates the preparation of annual, supplementary, revised and forecast estimates of expenditure, external aid and investment. The ministry is the custodian of the government funds as well the instrument for public participation and control in the private sector.

The Ministry of Labor and Manpower Development is responsible for the regulation of the labor industry in the country, which finds its base in the educational development of the nation. The Ministry of Home Affairs, National Heritage, Culture and Social Services has the responsibility for the general welfare of the child. This is run by the children’s department located in all districts of the country.

The Ministry of Local Government is responsible for the organization, general control and supervision of all local authorities in the country. It is also responsible for the preparation and audit of accounts and review and financial approval of estimated proposals of all Local Authorities, which are supposed to be responsible for the erection and maintenance of physical facilities and grounds. The central government is supposed to support day care centres with the payment of teachers, provision of school equipment, boarding facilities and teachers’ housing. Each
local authority is responsible for the provision and maintenance of day care centre sites in their areas. The Local authorities have the power to control and prohibit the use and development of land and buildings in the interest of proper and orderly development of day care centres in their areas. They are supposed to consider, approve and grant permission to all day care centres’ development applications.

The Ministry of Education is responsible for the development of primary, secondary, technical, special, polytechnic, and post secondary education. The primary education program is the largest programme in this ministry. The ministry calls for partnership in the provision of day care centres in the country. The ministry is responsible for the overall administration, policy formulation, professional guidance, and provision of grants for training staff at all levels. The ministry has an early childhood development department which has three main sections dealing with Early Childhood Development (ECD). The headquarter deals with the formulation of ECD policy guidelines and the coordination of both local and external partners Registration of ECD centres. Secondly, the inspectorate section deals with the maintenance of professional and physical standards in ECD institutions. The inspectorate also oversees the administration of ECD Teachers examinations.

National Center for Early Childhood Education (NACECE) that is a section of the Kenya Institute of Education (KIE) develops curriculum materials for day care centres. This centre coordinates the production of culturally based materials like stories, riddles and games in various ethnic and national languages. It coordinates research on early childhood education and the training of ECD trainers, conducts monitoring and evaluation of ECD programs and the provision of advisory services to sponsors in ECD. NACECE has outreach centers in every district known as District Centers for Early Childhood Development, which play the same roles as NACECE but at the district level.
Figure 2.2 The Institutional Framework

Source: Author
2.12.3 Legal Framework

Kenya's numerous laws on children are scattered in a variety of statutes. This multiplicity undermines the ability of statutes to care and protect children adequately against problems since the definition of a child varies from community to community. Where as the law recognizes generally the right of a child to a certain standard of living, it fails to support concrete and focused interventions that would provide for such a standard of living.

i). The Welfare of a child

The constitution of Kenya entrusts the Children's Department under the Ministry of Home Affairs, National Heritage, Culture and Social Services with the responsibility for the general welfare of the children of Kenya. Under the Children and Young Persons Act (Cap 141, Laws of Kenya) a court dealing with a child must have regard to the child's welfare. Children offenders should be imprisoned only as a last resort under this Act. The guardianship of Infants Act (Cap. 144, Laws of Kenya) recognizes that the welfare of the child is the first and paramount consideration in matters of custody and upbringing. Section 17 says that a court dealing with children should remove them from undesirable surroundings and ensure provision for their maintenance, education and training.

Under the Adoption Act (Cap 143, Laws of Kenya) in cases of adoption, due considerations are given to the wishes of the child. In such cases, the age and understanding of the child and the ability of the adopter to maintain and educate the child should be taken into account. The Matrimonial Causes Act (Cap 152, Laws of Kenya) empowers the court to make an order in divorce proceedings for custody and maintenance of children of the marriage.

ii). Parental Guidance

The Kenyan government recognizes the important role of families in raising children. Some statutory provisions recognize parents' responsibility and rights
over children. Under section 17 A of the children and Young Persons Act (Cap 141, Laws of Kenya) a court dealing with a child needing protection may consider returning such a child to the parents or guardian. Under the Guardianship of Infants Act (Cap 144, Laws of Kenya) which deals with guardianship, custody and maintenance of the child, the surviving parent is the guardian of a child. The Penal Code (Cap 63, Laws of Kenya) it is an offence to take an unmarried girl under 16 years from the custody of her parents. The court will only remove the custody of a parent who is guilty of cruelty and neglect of the child.

The Adoption Act (Cap 143, Laws of Kenya) states that it is illegal for a court to make an adoption order without the consent of either or both parents of the child to be adopted. The Matrimonial Causes Act (Cap, 152, Laws of Kenya) states that in cases involving divorce or separation the court should first take into account the custody, maintenance and education of the child. The Children and Young Persons Act (Cap 141, Laws of Kenya) recognizes that sometimes children should be separated from their parents for their own protection. This includes cases where there has been sexual and physical abuse. The Juvenile court has the power to commit a child to a care institution or to the care of a fit person.

In cases of imprisonment, the Prisons Act (Cap 90, Laws of Kenya) allows mothers to take children below four years to prison with them. Section 30 of this Act states that an infant child of a female prisoner may be permitted to remain in prison until it attains an age of four years or until arrangements for its proper care outside prison are concluded.

iii). Parental Responsibility

There are no specific provisions setting out parental responsibilities and rights. Two statutes however provide a legal definition of parental responsibilities and duties. The Children and Young Persons Act (Cap 141, Laws of Kenya) recognizes the primary responsibility of a parent in the upbringing of a child. This
is supplemented by the Guardianship of Infants Act (Cap 144, Laws of Kenya) which recognizes that a mother has equal rights with the father to apply to court for a decision on any matter affecting a child. In such cases, the court should treat the views of both parents equally.

Other statutes like the Matrimonial Causes Act (Cap 152, Laws of Kenya) and the Subordinate Courts (Separation and Maintenance) Act (Cap 153, Laws of Kenya) deal with custody and maintenance of the children, and the rights and responsibilities of parents over children.

iv). The Right to Education

The constitution of Kenya states that all persons are entitled to the fundamental right of life. It provides for universal primary education and development for all persons which a responsibility that is supposed to be overseen by the Ministry of Education. The right to education for every child in Kenya is provided for but not guaranteed in various policy and statutory documents. The most important is the Education Act (Cap 211, Laws of Kenya) which is under review.

This Act entrusts the minister for education with the administration and management of formal and non-formal education. The Legal Notice No. 50/1970 entrusts the Local Authorities and Municipalities with the responsibility of managing schools in their areas of jurisdiction. The Ministry of education manages the country’s education under several levels. At the pre-primary level, there is no legislation governing the conduct of pre-primary education. Early childhood education programs at the national and district levels involve integrating services with others like health, local authorities, social workers and nutritionists.

Teachers at the pre-primary school level must undergo in-service courses in early childhood education. Areas to be covered in the in-service courses include child development, planning, organization and class management, physical and outdoor
activities, environmental awareness, health and nutrition. Curriculum materials are developed at the National Center for Early Childhood Education (NACECE) located at the Kenya Institute of Education (KIE). This center coordinates the production of cultural based materials like stories, riddles and games in various ethnic and national languages. It also coordinates research on early childhood education. Early childhood development centers can be established and managed by various sponsors including parents associations, local authorities, religious organizations, welfare organizations and private individuals according to the law.

v). Physical Planning Act No. 6, 1996

The Physical Planning Act does not provide for early childhood development. It however provides for the director of education to be one of the members comprising of the National Liaison Committee. The Nairobi Physical Liaison Committee should also consist of the director of education. Each District Physical Planning Liaison Committee should consist of the district education officer and each Municipal Physical Liaison Committee should consist of the director of Social Services of the Municipal Council concerned.

The director of Physical Planning is supposed to prepare the regional physical development plan with reference to any government land, trust land or private land within the area of authority of a county council for the purposes of improving the land and securing suitable provision for transportation, public purposes, utilities and services, commercial, industrial, residential and recreational areas including parks, open spaces and reserves, making a suitable provision for the use of land for building and other purposes.

Each local authority has the power to among other things control the use and development of land and buildings in the interest of proper and orderly development of its area. It is to consider and approve all development applications
and grant all development permission. It also has the power to ensure the proper execution and implementation of approved physical development plans.

2.13 Conceptual Framework

Figure 2.3 shows how concepts on day care centres are related. Day care centres have been shown to enhance proper child development. By the time a child completes his/her early childhood education, he/she has already been prepared by his/her caregivers for success or failure in life (Young, 1996). Previous research has shown that integrated early childhood programs can do much to prevent insufficient preparation of children for both primary and secondary performance.

Proper child development helps build human resources, generate higher income returns, achieve greater social equity and help mothers get into work outside the home by creating safe havens for children as their mothers go to work (Young, 1996). This comes with all sorts of benefits to the families. For the already working parents, day care centres enable them to concentrate on their work leading to improved work productivity, which in turn leads to the climb up in the career ladder, raising household incomes and finally, improvement in the people's general quality of life.

Proper educational development leads to a well educated labor force which leads to industrialization through the use of high level technology/ modern technology. This in turn leads to increased productivity, which in turns leads to a country's economic growth. High economic growth improves the people's quality of life leading to poverty reduction among communities. All these aspects tie up leading to a socially stable society.
Figure 2.3  Conceptual Framework

Source: Author
CHAPTER THREE

BACKGROUND OF THE STUDY AREA

3.1 Background and Development of Nairobi

Nairobi is situated at the junction of the Aberdare foothills and the Embakasi plains at an altitude of 5,490 feet above sea level. The city lies astride the main road and rail routes from Mombasa on the coast, Uganda on the West and Sudan, Ethiopia and Somalia to the North. Nairobi is an archetype of an African colonial city having purely colonial origins, which shaped its structure and management.

Nairobi’s birth is attributed to the establishment of a base camp by the Kenya-Uganda Railways, prior to the construction of the long climb up the Kikuyu and Limuru escarpment, at the turn of the 19th Century. Before the coming of the Europeans, Nairobi was an ethnic front for the Agikuyu and Akamba bantu semi pastoral communities and the Maasai nomadic pastorals of Nilo-Hamatic Origin. The Agikuyu community occupied the Kikuyu plateau towards Abadares, the Akamba were on the too far East of the Athi Plains located outside the present city boundary, while the Maasai occupied the Athi Plains.

The name Nairobi was derived from the name the Maasai gave to Nairobi River passing through Kilimani, Museum hill and Kamukunji regions which was part of the initial settlement Nucleus of the city. The river was called “Enkare Uaso Nairobi” which meant ‘the stream of cool waters’ which they refereed to as the watering point. During this time livestock production was the dominant land use activity (Kingoriah 1983 and Thorten-White 1948).

In 1895, the British government decided to connect Uganda to the coastal region of Kenya by means of a railway and hold it as one of their colony. It had been intended that the railway headquarter be situated in Kikuyu but the surveyors on
Map 3.1

Nairobi in the National Context

Source: UNDP, 1999
the route advised the colonies against the decision because of the steep gradients that existed on the point. In 1896, a European Sergeant known as George Ellis of the royal engineers established a transport depot with stores and stables for oxen and mules in Nairobi. A railway workshop, station and yards were then built and it was around this stores and workshop erected in a temporary fashion with temporary materials that the capital city of Kenya grew.

By 1899, the Uganda Railway had reached Nairobi where it was decided that Nairobi be made its headquarters. A permanent station, workshop and yards were then built besides accommodation for the manual and low-grade salaried employees on the flat stretch of land adjoining the Western edge of the Athi Plains. The agreeable site on the foothills of the first Kikuyu Escarpment was used by the higher-grade employees. The Nairobi point was situated about midway between the port of Mombasa (327 miles away) and Kisumu on the Lake Victoria (257 miles away) which were to be the two termini of the railway line (Thorton-White 1948). The Nairobi point was thought to be in more than one way convenient as a base for the great work that lay ahead for the engineers which was the most difficult they had to attempt; the ascent to the Kikuyu country and the steep descent into the Great Rift Valley. Nairobi seemed to be the most obvious place to make a halt before tackling this next step. Moreover, since the mean height above sea level of Nairobi was about 5,600 feet, the climate was suitable for the Europeans. With a small railway congregation and the undulating plains, there were no questions of drainage problems.

The provincial administration headquarters situated then in Machakos region was shortly transferred to Nairobi so that the railway line may be put to use. The site chosen was located on high ground North of Nairobi River and away from the railway station. This marked the beginning of the growth of Nairobi town as an administrative and transport center. John Ainsworth, the then head of the provincial administration, inaugurated a scheme for the erection of government
offices and quarters and later, a shopping area to the East of his headquarters abutting on the old Sclaters road. Police lines and civil native hospital were situated also on government road. Houses of government subordinates and those of washer men were on Ngara road. Government servants occupied the sub-urban districts. Nairobi was then first incorporated as a township in 1900. The railway and administration centers then started attracting traders, servants and workmen from many different countries. Indians who had set base in Zanzibar and the East African coast also moved with the railway to Nairobi.

After the experience of two plagues in Nairobi, one between 1901-1902 and another in 1904, rules were made with regard to the streets, roads and erection of buildings, sanitary matters, slaughterhouses, bakeries, markets and preservation of public order. By 1905, seven zones could be identified in the city center, the Indian bazaar, the European business and administrative center, the railways quarters, the Dhobi, European residential quarters and the military barracks outside town. In the early years, the growth of Nairobi was controlled only by economic forces with no co-ordination of development other than the layout of a gridiron street pattern in the center (Thorten-White 1948). A Nairobi municipal council with all rights was then established in 1919. The area boundaries had then increased to 25km with a total population of 15,000 people.

In an attempt to order the physical growth of Nairobi, a town-planning consultant was appointed in 1926 to make recommendations on zoning arrangements. However, little was done to curb land speculation and development still occurred in an uncontrolled manner. The construction of a water supply system in Nairobi had started at the turn of the 19th century. The first water supply project was constructed at Sasumua springs. By 1930, the first water borne sewerage was constructed and the first sewerage treatment plant in Eastleigh was commissioned in 1931.

LEGEND

- A 1900
- B 1920
- C 1927
- D 1963

ROADS

Source: Author
In the early 1940's the population of Nairobi had reached the 100,000 mark and 500,000 in the 1950's (Chandra, 1986). A further master plan study was commissioned in 1948. It laid down the guidelines for the next twenty years, earmarking land for residential, industrial and other land uses (Stren et al, 1948). This plan was responsible for most of the present Nairobi layout. It introduced the principles of neighborhood units and it was largely responsible for the present layout of the industrial area. It also proposed important extensions to the road networks.

In 1950, Nairobi became a city by a royal charter of incorporation. It by then already had serious problems of transport, drainage, sanitation and water. In 1961, an attempt was made to produce a comprehensive plan but was abandoned due to political changes that were expected at that time. With the achievement of independence in 1963, the boundaries of the city of Nairobi were enlarged from the old city area of 90 sq km to embrace an area of 690 sq km including the Nairobi’s peri-urban settlements which included Dagoretti peri urban area and certain other features such as the game park, Embakasi airport and area of ranching land in the east.

The 1973 Metropolitan growth for Nairobi was done by the Nairobi urban study group under the auspices of The World Bank. The strategy stipulated policies related to the employment, housing, transport among other aspects of urban development. This plan had a life span of 25 years and has since expired. As such, Nairobi City does not have a plan at the moment to guide its present and future developmental needs including planning for day care centres. Presently Nairobi is both a capital city and one of the eight provinces in the Republic of Kenya. Nairobi today has a population of 2,143,254 persons with 1,153,828 males and 989,426 females (Population Census, 1999). It has an area of 669 sq Km, 649,426 households and a density of 3,079. Nairobi is also the largest urban centre in Eastern Africa and currently consists of eight administrative divisions.
Map 3.3  Administrative Boundaries of Nairobi

Source: Matrix Development Consultants, 1995
3.2 Geographical Position of Dagoretti Division in Nairobi

Dagoretti lies within the boundaries of the city of Nairobi. It is one of the peri-urban settlements of Nairobi. It is about 10km to the west of the city center of Nairobi. Dagoretti was originally outside the city boundaries of Nairobi but when the boundaries were extended in 1963, it became part of the city of Nairobi. It however still has a rather rural appearance even today.

In terms of location, Dagoretti spreads over a large area which stretches all the way from Uhuru highway round about where it connects with Mombasa road down to upper hill, Golf Course, Ngong Road up to Naivasha Road, Kikuyu Road and ends at Dagoretti children’s home and down through Naivasha road to Uthiru. Dagoretti covers an area of 38.7 Sq Km, which is 5.8 percent of the total coverage of Nairobi city. Dagoretti is bordered by Westlands and Kibera divisions of Nairobi on the North and Southern directions respectively (See Map 3.4).

3.3 Historical Development of Dagoretti Division

Before independence, Dagoretti division, then known as Dagoretti location was in Kikuyu division, Kiambu district. In 1964, the government reviewed the city boundaries consequently from the previous 90 Sq Km to 266 Sq miles due to rapid development that was taking place at that time (Gakuru, 1979). It was at this time that Dagoretti was included in the Nairobi city boundary and given the new divisional status.

The Masai community was the very first and initial occupant of most of the parts of Dagoretti division. In the course of time however, the Masai were driven away from the area and the Agikuyus became the main claimants and occupants of the whole of Dagoretti division (Gakuru, 1979). Just as Nairobi means a place of cold waters in Masai language, it is also held that the name Dagoretti is a Masai word meaning ‘a swampy place’. Dagoretti was however inhabited by European officers way back in 1951. The area was before then a very thick forest and was
Map 3.4 Location of Dagoretti Division in Nairobi

Source: Matrix Development Consultants, 1993
unoccupied. During 1951, the forest was cleared and a small cottage was set up in this area. This cottage was used for detaining African traders when apprehended as they brought in the city of Nairobi with them forbidden goods such as elephant tusks and other game goods from the animal reserve areas. The colonialists then called the cottage place 'Quarantine' where the victims were detained and sent to court to be dealt with according to the law. The African's then named the place 'Kalandi-Ini' which is a direct translation of the word 'Quarantine' which the Europeans had given to the cottage they built in Dagoretti area. The European officers would skulk themselves in the thick bush very early in the morning in order to catch the traders crossing over with the 'forbidden goods'.

Out of the initial purpose of putting up an inspectorate camp, the city inspectorate center was set up in the area way back in the late 1950s. Then the Dagoretti city inspectorate estate was put up to accommodate the inspectorate trainees who were receiving their training at the centre. The estate was established by the then Nairobi county council but in 1963, the county council was promoted to city status. The city inspectorate estate and the training centre were then taken over by the new city authority. A few shops then sprang up as more and more people came to reside in the area especially after the inspectorate centre and estate were put up. As people increased, more and more shops, canteens, restaurants and bars were established to carter for the various essential needs of the people who had settled in the area.

As the population increased in Dagoretti area, small villages sprang up to meet the need for accommodating the people and up to today we have various villages in the area catering for different income levels. Since then, the area has continued to expand towards Kikuyu and Uthiru for especially accommodation purposes and it holds a large proportion of the population of the city of Nairobi. Dagoretti division today covers an area of 38.7 Sq Km of the total 696 Sq Km covered by the whole of Nairobi province.
3.4 Population

The table 3.1 below indicates the population of each location in Dagoretti division by sex. The population of Dagoretti is estimated to be 240,509 persons (Population and Housing Census, 1999) with Kawangware location consisting the majority of the population. Of this total population, we have 125,072 males and 115,437 females. The area consists of 73,670 households and has a density of 6,215 persons per Sq Km.

<table>
<thead>
<tr>
<th>Location</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
<th>Households</th>
<th>Density</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kawangware</td>
<td>47,555</td>
<td>39,269</td>
<td>86,824</td>
<td>29,918</td>
<td>21,706</td>
</tr>
<tr>
<td>Riruta</td>
<td>34,322</td>
<td>31,636</td>
<td>65,958</td>
<td>20,191</td>
<td>9,035</td>
</tr>
<tr>
<td>Kenyatta</td>
<td>14,603</td>
<td>15,650</td>
<td>30,253</td>
<td>6,958</td>
<td>3,253</td>
</tr>
<tr>
<td>Uthiru</td>
<td>11,271</td>
<td>11,745</td>
<td>23,016</td>
<td>6,517</td>
<td>2,913</td>
</tr>
<tr>
<td>Waithaka</td>
<td>9,863</td>
<td>10,074</td>
<td>19,937</td>
<td>5,752</td>
<td>3,692</td>
</tr>
<tr>
<td>Mutuini</td>
<td>7,458</td>
<td>7,063</td>
<td>14,521</td>
<td>4,334</td>
<td>3,025</td>
</tr>
<tr>
<td>Total</td>
<td>125,072</td>
<td>115,437</td>
<td>240,509</td>
<td>73,670</td>
<td>6,215</td>
</tr>
</tbody>
</table>


Figure 3.1 below shows the total number of children aged 0-6 years in Dagoretti division by age and sex. Children aged day one to 11 months are the majority in
this area. The difference between the total number of girls and boys is very small for all age categories.

**Figure 3.1 Number of Children Aged 0-6 Years in Dagoretti Division**

![Bar chart showing the number of children aged 0-6 years in Dagoretti Division, with age on the x-axis and total number on the y-axis.](image)

Source: Population Census, 1999

Figure 3.2 shows the total number of children aged 0-6 years per location in Dagoretti division. Kawangware location has the highest number of children aged 0-6 years, followed by Riruta location while Mutuini location has the least.

**Figure 3.2 Children Aged 0-6 Years Per Location in Dagoretti Division**

![Bar chart showing the number of children aged 0-6 years per location in Dagoretti Division.](image)

Source: Population Census, 1999
The community in Dagoretti is ethnically heterogeneous with the largest being Agikuyu, Abagusi and Abaluhya ethnic groups. Small foreign groups such as the Sudanese and Burudians also exist in the area including few Ugandans and Tanzanians. Because of the diversity of ethnical grouping, Swahili is the lingua franca with Kikuyu and Kisii dialects heard more frequently.

3.5 Administrative Boundaries

Dagoretti division is under the command of a District Officer situated at Waithaka location. The District Officer is responsible to the Nairobi Provincial Commissioner for the day-to-day administrative matters, law and order and the general development affairs of the division. Other departmental representatives from various government ministries for example Ministry of Education, Ministry of Social Services and Ministry of Agriculture and Rural Development exist in the area who together with the District Officer form the divisional team.

Politically, Dagoretti division is a parliamentary constituency with a member of parliament who represents the people in the National Assembly. It is presently one of the few constituencies with a woman Member of Parliament who is Hon. Beth Mugo. Dagoretti is also fully represented at the civic level with chiefs and sub-chiefs for each location and sub-locations respectively. The area therefore consists of six chiefs and twelve sub-chiefs.
Map 3.5 Administrative Boundaries in Dagoretti Division

Source: CBS 1999
3.6 Soils
The predominant soil in Dagoretti division is black with murrum outcrops seen and sections of red soils in some areas. The area is generally poorly drained and virtually impassable during the wet seasons.

3.7 Rainfall
Dagoretti has a bimodal rainfall pattern which should be kept in mind with regard to location and distribution of day care facilities in the region. The long rains occur between the months of March to April and the short rains between November to December. The average rainfall amount is 30 inches while the average number of rain-days is 90 to 100 (Kasuku, 2001). This simple rainfall regime is however complicated by the uncertainty of rainfall year after year. Therefore, just like the other parts of Nairobi, Dagoretti has a 30 percent chance of having less than 30 inches per year, and a 10 percent chance of less than 20 inches (Morgan, 1967).

3.8 Prevailing wind
The main direction of prevailing wind within Dagoretti division is westerly with variations for part of the year.

3.9 Employment and Income
Most of the residents in Dagoretti division work in Nairobi town and commute to and from work every morning and evening. The population has different occupations with the majority of business persons living on their own efforts through the establishment of different types of businesses. Kiosks of all types can be seen all over the major roads, which are owned by both men and women who sell all kinds of commodities and undertake all sorts of commercial activities.

The main market in the area is situated in Kawangware location which operates on Tuesdays and Fridays. In the small villages, men and women brew and sell all kinds of local brew known as ‘changaa’ which is so famous in one of the village known as Kongo. Urban agriculture is also practiced a lot in the area especially
because the area is a peri-urban area. This is usually practiced on open and undeveloped land and on the road reserves. To some the area is their rural home land and they plant crops as well as keep all sorts of livestock which includes cattle, goats, sheep, pigs and chicken. This can be seen especially in Uthiru and Mutuini locations of the area, which are more of rural than urban.

A survey carried out by Ondiege and Syagga (1989) among 489 respondents in Kawangware showed the following sources of income as prominent in the area: 2.25 percent for farming, 21.88 percent for business trade, 11.04 percent for casual workers and 14.93 percent for permanent employment. This showed that the main source of income in Kawangware was business trade. Wage income was earned mainly through domestic work (17 percent) and watchmen (13 percent). About 20 percent of the population relied on the sale of fresh produce for their household income. Wage employment included gardeners, domestic workers and watchmen who were found in the neighboring high-income areas of Kileleshwa, Lavington, Kyuna, Mountain View and Loresho. The survey also showed that many workers work in the city center.

The informal sector included petty commodity trade, manufacturing and services which included tailoring, shoemaking, metal works, kiosks and butcheries, retail trade, repair of clothes and shoes, carpentry and woodwork. Others also engaged in illicit brewing and sale of alcohol, prostitution, urban farming and landlordship. This scenario is generally still the same but with a larger population compared to the findings from the 1989 survey. This population however still perform the same roles but with an observation of more working in the city center.

In summary therefore Dagoretti can be said to consist of a dualistic economy, the modern sector with relatively well paying jobs and the informal sector with generally low wage rates. There is an extremely unequal distribution of incomes in Dagoretti. Average wage rates are three times higher in the modern sectors than in
the informal sector (Anker et al, 1983). There exist high-income groups, which comprises of people at the top of the salary scale with high level jobs in the formal sector. The middle income groups consists a significant proportion of the employees in the formal sector and a small proportion of owners of enterprises in the informal sector. Finally, low-income groups consist all unskilled employees in the formal and informal sectors who are also the lowest paid employees in the area.

3.10 Transport and Communication Systems

Major roads in the area include Ngong, Naivasha, Kikuyu, Muthiora and Kawangware roads. These roads enable the area to be serve a with a good public transport system. Several public transport modes including buses and matatus ply the area and through the estates. Ngong, Naivasha and Kikuyu roads provide the people of Dagoretti with a convenient transport to and from the city center. Most of the feeder roads of the area are however poor and are impassible during the rainy season. The main roads are tarmacked but the roads within the settlements are earthen.

Non motorized transport also exists in the area. We have so many bicycles and *Mukokotenis* operating in Dagoretti division. The bicycles are used mainly for supplying commercial commodities like bread, milk and other snacks to the small trader owners of the kiosks. *Mukokotenis* are mainly used for transporting commodities from the main market situated in Kawangware to the small *vibandas* built by the vegetable vendors who are spread all over the areas. They are also used to assist people move their households when they are shifting from one house to another and also to transport furniture from the furniture shops to people’s houses.

There exist post offices and a few phone booths in some areas while other areas have phone booths which do not work, for example in Riruta location, the phone
booths that exist do not function at all throughout the year causing a mushrooming of telephone bureaus all over the area.

3.11 Land use
Most of the land in Dagoretti division is privately owned by different individual persons. The land use pattern in the area is predominantly residential and agricultural. The main land use activity in the area is residential housing, which accommodates most of the ever-increasing Nairobi population. Other land use activities in the area include the commercial activities, light industry, Public utility including roads, schools, hospitals, churches and mosques, drainage, a few sewerage networks, power lines and telephone lines and recreation. Commercial activities also take a large share of land in this area. Industrially, numerous welding and small-scale metal work is the activity which is widely spread all over. Small shops and kiosks are also spread all over the area.

3.12 Institutions
Table 3.2 indicates the number of pre-schools and primary schools available in each division in Nairobi. There exist 206 pre-schools in Dagoretti with only four owned by the city council and the rest by private individual and cooperate enterprenuers (DICECE, 2000). The ones owned by the city council only cater for children aged 5-6 years, which are meant for only preparing children for primary education. These are also attached to the city council primary schools in the area. The privately owned day care centres cater for children aged 2-6 years and they come in all sorts of categories in the area.
Table 3.2  Pre-schools and Primary Schools in each Division in Nairobi

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Pre-schools</th>
<th>Primary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kibera</td>
<td>161</td>
<td>18</td>
</tr>
<tr>
<td>Westlands</td>
<td>180</td>
<td>22</td>
</tr>
<tr>
<td>Embakasi</td>
<td>378</td>
<td>26</td>
</tr>
<tr>
<td>Central</td>
<td>98</td>
<td>17</td>
</tr>
<tr>
<td>Pumwani</td>
<td>170</td>
<td>22</td>
</tr>
<tr>
<td>Makadara</td>
<td>91</td>
<td>24</td>
</tr>
<tr>
<td>Dagoreti</td>
<td>206</td>
<td>19</td>
</tr>
<tr>
<td>Kasarani</td>
<td>424</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,708</strong></td>
<td><strong>117</strong></td>
</tr>
</tbody>
</table>

Source: DICECE, 2000

Most of the primary schools are owned by the Nairobi city council. There exist also privately owned primary schools, which are spread all over the area. Secondary schools are not so many with most of them being located in Uthiru location. Out of these schools is Precious Blood Girls’ High school, which always appears among the top schools in the Kenya Certificate of Secondary Examinations (KCSE) year in and year out. Other secondary schools, just to mention but a few include Dagoretti Boys High School, Ruthimitu Secondary school and Nembu Girls’ High School

Kenyatta National Hospital is the only government hospital that exists in the area. The rest of the health facilities existing are privately owned hospitals and health clinics, which are spread all over the area.

3.13  Housing

Most houses in the area are built of mud and wattle and corrugated iron sheets. A few are built with timber walls and cemented floors. We also have stone houses with tiled roofs spread all over the area. Most of these houses are however not well maintained. Some are in poor conditions with the roofs and walls almost caving in.
Semi permanent houses are rented at Kshs. 1200 per month while permanent houses range between Kshs. 5,000–12,000 depending on their sizes. Landlords and property agents use the ever-increasing demand for houses to continually raise the rents making it very difficult for the people to cope with the ever overall changing living standards in Nairobi.

3.14 Infrastructure and Services

Some plots in Dagoretti division have piped water in the houses while others do not have. This water is however accessed only on a few days of the week of which the rest, the tapes remain dry. This water comes only from Sunday evening to Wednesday evening in some of the areas in the area. However, in most areas, water is obtained from water kiosks at Kshs. 10-15 per 20-litre jerrican. In a few plots, water is obtained from sand pipes provided by landlords from which the costs are then included in the monthly house rents. Most areas use water from wells and bore holes which are not very reliable sources of water for there exist many pit latrines already in use in the area.

There are no public regular garbage collection services in the area. Composting is the most commonly used method for solid waste disposal. Landlords are forced to make their own private arrangements for garbage collection from their plots once or twice a week by private organizations, services of which they pay for. Likewise some residents are also forced to make their own private arrangements for solid waste collection, services of which they pay for separately from their rents.

Some households have electricity while others do not have. Even for the ones that have, not all have their own individual house meters. The bills are thus shared among the households living in the same plot which comes with all sorts of management and payment problems. For the ones that do not have electricity, it is not that the power lines are far away from the houses. The power lines pass by their door steps but the landlords have deliberately refused to fix the power in the
name of the fear of the fight and hustles that have to go with the payment of the shared bills.

3.15 Recreation
The only existing recreation facilities in the area include the old social halls still in existence. There also exist the private recreational facilities that include private video shows, bars and pool games which are accommodated in rental rooms spread all over the area. There neither exist public nor private playing fields for the children in the area. The children are therefore found playing on the busy road sides which is very dangerous for them. The prominent recreational activity in the area include football teams and drinking beer which are undertaken especially in the low-income areas.

3.16 Development control
Observation of the area showed that development control has not been effectively carried out in the study area. Developers have put up structures which have violated zoning regulations and have opted to set aside no playing fields for the young children in the residential areas, leaving no space of any kind for the preschool children staying at home to play and interact with the other children of their age.

Kiosks and small shops have been built all over the road reserves and small-scale businesses are being carried out all over the major roads of the area. This can be seen in all locations of Dagoretti division apart from Race Course location, which has been fairly well planned for.
4.1 Establishment of Day Care Centres in Dagoretti

Day care centres were first established in Dagoretti in the 1970s. About 5 percent of the sampled day care centres in the study area were established in the 1970s, 15 percent in the 1980s, 44 percent in the 1990s and 36 percent in the last two years since the year 2000. According to available statistics, an increasing number of day care centres have been established since 1990. It is therefore expected that more and more day care centres will be established in the coming years.

The main reasons for establishing day care centres in the study area include: the need to create employment/sources of income; demand from the neighbours as the already existing day care centres could not accommodate all the children in the area; desire to lay foundation of learning skills necessary to the children's later life and enabling the children in the area to acquire pre-school education. Having day care centres also helps parents in the area get into outside home employment, while those already working are able to concentrate on their work and increase their work productivity. Others have started day care centres for the love for children and the thought of the day care centres' profession being a satisfying job. Table 4.1 gives the percentage of respondents giving various reasons for establishing day care centres in the study area.
Table 4.1
Reasons for Establishing Day Care Centres

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to create employment/source of income</td>
<td>20.19</td>
</tr>
<tr>
<td>Demand from the neighbours</td>
<td>13.88</td>
</tr>
<tr>
<td>To lay foundation of learning skills necessary to the children</td>
<td>19.56</td>
</tr>
<tr>
<td>Enabling children in the area acquire pre-school education</td>
<td>19.56</td>
</tr>
<tr>
<td>Enabling parents get into outside home employment</td>
<td>7.26</td>
</tr>
<tr>
<td>Love for the children</td>
<td>12.30</td>
</tr>
<tr>
<td>Thought of day care centres' profession to be a satisfying job</td>
<td>7.26</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

Table 4.2 shows the current total number of day care centers in Dagoretti division which is 206. Of these, only 2 percent are public sponsored, managed and run by the Nairobi City Council while 98 percent are non-public (Nairobi District Center for Early Childhood Education (DICECE), 2000).

Table 4.2
Total Number of Day Care Centers in Dagoretti Division

<table>
<thead>
<tr>
<th>Type</th>
<th>Total Number of Day Care Centers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Non-Public</td>
<td>202</td>
<td>98</td>
</tr>
<tr>
<td>Total</td>
<td>206</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Nairobi District Centre for Early Childhood Education, 2001

Table 4.3 below shows the expected number of day care centres considering the population of each location. Dagoretti division requires 96 day care centres in total according to the planning standards where a day care centre with a total of between 150-250 children, is expected to cover a catchment population of between 2,500-3,000 persons. Kawangware location, which has the highest population of 86,824 persons, requires the highest number of day care centres. Mutuini location
has the least population and thus requires only up to six (6) maximum number of
day care centres. Kenyatta location covers the largest area of 9.3Sq Km in
Dagoretti but has a low density population thus if compared to Kawangware which
covers the least area but has the highest population in Dagoretti, it is shown that
the later needs more day care centres than the previous.

Table 4.3
Expected Number of Day Care Centres by Population per Location

<table>
<thead>
<tr>
<th>Location</th>
<th>Total Population</th>
<th>Total Area in Sq Km</th>
<th>Expected Number (by 2,500 persons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kawangware</td>
<td>86,824</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Riruta</td>
<td>65,958</td>
<td>7.3</td>
<td>26</td>
</tr>
<tr>
<td>Kenyatta</td>
<td>30,253</td>
<td>9.3</td>
<td>12</td>
</tr>
<tr>
<td>Uthiru</td>
<td>23,016</td>
<td>7.9</td>
<td>9</td>
</tr>
<tr>
<td>Waithaka</td>
<td>19,957</td>
<td>5.4</td>
<td>8</td>
</tr>
<tr>
<td>Mutuini</td>
<td>14,521</td>
<td>4.8</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240,509</strong></td>
<td><strong>38.7</strong></td>
<td><strong>96</strong></td>
</tr>
</tbody>
</table>

Source: Field Findings,*2002

Table 4.4 compares expected and actual number of day care centers in the sampled
sub-locations. It is interesting to note that if we go by the planning standards
where a day care center should have between 150-250 children and cover a
catchment population of between 2,500-3,000, all the areas have more day care
centers than the required number.
Table 4.4
Number of Day Care Centres Required per Sampled Sub-Location by Population According to the Planning Hand Book

<table>
<thead>
<tr>
<th>Sub-location</th>
<th>Total Population</th>
<th>Area Covered Sq Km</th>
<th>Actual number</th>
<th>Expected number</th>
<th>Over Supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kawangware*</td>
<td>52,117</td>
<td>2.6</td>
<td>21</td>
<td>20</td>
<td>+1</td>
</tr>
<tr>
<td>Riruta*</td>
<td>42,037</td>
<td>4.1</td>
<td>19</td>
<td>17</td>
<td>+2</td>
</tr>
<tr>
<td>Ruthimitu</td>
<td>12,195</td>
<td>4.8</td>
<td>11</td>
<td>5</td>
<td>+6</td>
</tr>
<tr>
<td>Woodley</td>
<td>8,437</td>
<td>4.3</td>
<td>11</td>
<td>4</td>
<td>+7</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

*Kawangware sub-location: part of Kawangware location
*Riruta sub-location: part Riruta location.

The Physical planning standards assume that a day care should have a total of between 150-250 children so that they can cover a catchment population of between 2,500-3,000 persons. This is not the case, as shown by data from the field findings. The average number of children in the sampled day care center was found to be 55, with a median of 40, a maximum of 214 and a minimum of 3 children. The wide variation in the total number of children per day care center is mainly caused by the partnership policy which calls for several partners to work hand in hand in providing services to children aged 0-6 years to enhance their growth and development. The mean day care center population of fully established day care centers (these are day care centers that have been in existence from approximately 1970s to 1994 and have up to 58 children and above) was 111 with an average population of 85 children.

Table 4.5 shows the population of children aged 0-6 years in the study area. Data from the population census (1999) shows that the population of children between 0-6 years in Dagoretti division is 40,387. Kawangware location has the highest number of children aged 0-6 years while Mutuini has the least. This shows where
the demand for these facilities is most. Children aged less than one year are the most yet these facilities are not provided for in the area for this age group.

Table 4.5

Number of Children Aged 0-6 Years in the Study Area

<table>
<thead>
<tr>
<th>Locations</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dagoretti Division</td>
<td>7062</td>
<td>6026</td>
<td>6403</td>
<td>5984</td>
<td>5639</td>
<td>4696</td>
<td>4577</td>
<td>40387</td>
<td>100</td>
</tr>
<tr>
<td>Waithaka</td>
<td>583</td>
<td>514</td>
<td>566</td>
<td>545</td>
<td>500</td>
<td>381</td>
<td>393</td>
<td>3482</td>
<td>8.7</td>
</tr>
<tr>
<td>Mutuini</td>
<td>412</td>
<td>352</td>
<td>361</td>
<td>358</td>
<td>369</td>
<td>290</td>
<td>298</td>
<td>2440</td>
<td>6</td>
</tr>
<tr>
<td>Uthiru</td>
<td>667</td>
<td>590</td>
<td>607</td>
<td>616</td>
<td>580</td>
<td>490</td>
<td>478</td>
<td>4028</td>
<td>9.9</td>
</tr>
<tr>
<td>Kawangware</td>
<td>1777</td>
<td>1437</td>
<td>1486</td>
<td>1382</td>
<td>1223</td>
<td>1094</td>
<td>1051</td>
<td>15876</td>
<td>39.3</td>
</tr>
<tr>
<td>Riruta</td>
<td>1980</td>
<td>1762</td>
<td>1793</td>
<td>1680</td>
<td>1674</td>
<td>1295</td>
<td>1272</td>
<td>11456</td>
<td>28.4</td>
</tr>
<tr>
<td>Kenyatta</td>
<td>391</td>
<td>385</td>
<td>491</td>
<td>474</td>
<td>478</td>
<td>462</td>
<td>424</td>
<td>3105</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Source: Population Census. 1999

If we go by the Planning Hand Book, where a day care centre is expected to have an average of between 150-250 children, the area requires 269 day care centres at 150 children and 161 day care centres at 250 children. Likewise, if we take the average number of children per the tally established day care centres as per field findings, then the area requires 364 day care facilities. This implies that even though the provision of day care centres in Kenya has been left open to several partners, standards have to be set on the required actual number of children per day care centre to avoid the haphazard sprawling of day care centres in the area.

Table 4.6 shows the comparison between the existing number of day care centres and the required number of day care centres per sampled sub-location if we go by the Planning Standards of 150 children per day care centre. It is realised that Kawangware and Riruta sub-locations have a very big deficit of day care centres.
Table 4.6
Number of Existing Facilities Verses the Expected Number by 150 Total Children and Current 0-6 Population

<table>
<thead>
<tr>
<th>Sub-location</th>
<th>0-6 Population</th>
<th>Existing Number</th>
<th>Expected Number</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kawangware</td>
<td>9450</td>
<td>21</td>
<td>63</td>
<td>-42</td>
</tr>
<tr>
<td>Riruta</td>
<td>7312</td>
<td>19</td>
<td>49</td>
<td>-30</td>
</tr>
<tr>
<td>Ruthimitu</td>
<td>2065</td>
<td>11</td>
<td>14</td>
<td>-3</td>
</tr>
<tr>
<td>Woodley</td>
<td>899</td>
<td>11</td>
<td>6</td>
<td>+5</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

4.2 Barriers to Entry into the Day Care Centre Market

About 36 percent of the heads of day care centres stated that the main barrier to entry into day care centres' market was lack of start-up capital. Another problem was competition from existing day care centres noted by 23 percent of the heads of the sampled day care centres. Low and slow rates of enrolment of children was also stated as one of the major barriers. This was caused by failure of parents to know what to look for in terms of quality of a good day care centres. Box 1 gives an example of what was stated by the head of Fountain Junior day care centre on child enrolment rates during the establishment of the day care centre.

Box 1

'We had only one child during the establishment of the school. Schools with untrained teachers charged cheaply, attracting all the children to their day care centres. This made it a very difficult for us who were trained and charging almost double the price of these schools be able to get enough children in our day care centre.'

Source: Field Findings, 2002

The licensing system and the registration process especially registration with the Ministry of Education, which are based on the number of children rather than the geographical location and economic power of the community was mentioned by
about 13 percent of the sampled day care centres as a hindrance to the establishment of these facilities. Day care centre charges for registration with the Ministry of Education, which are paid once, are indicated in table 4.7 below. Day care centres managed by private entrepreneurs are required to pay the most amount of money in comparison to the other types of day care centres.

Table 4.7
Registration of Day Care Centres with the Ministry of Education

<table>
<thead>
<tr>
<th>Day Care Centre</th>
<th>Amount in Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Private day care centres</td>
<td>10,000</td>
</tr>
<tr>
<td>• Religious based day care centres</td>
<td>4,000</td>
</tr>
<tr>
<td>• Public day care centres</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, 2002

The following documents have to accompany the registration charges and the Ministry of Education Application forms: A copy of District Education Board Notification, A School Inspection Report, A Public Health Inspection Report, A copy of the Title Deed or renewable lease agreement, Copies of teachers academic and professional certificates and copies of Registration Certificate by Teachers Service Commission for all teachers.

Unavailability of land /space on main roads was a hindrance to 10 percent of the sampled day care centres which were mainly situated in the interior regions of the area. This was noted in line with the poor road networks in the interior parts of the area.

4.3 Types of Day Care Centres in Dagoretti Division

There are different types of day care centers in Dagoretti division. They can be classified according to ownership, type of facility, age requirements, teaching methods and plot sizes/coverage.
4.3.1 Day Care Centres by Sponsorship

Figure 4.1 below shows the distribution of sampled day care centres by type of sponsor in the division. Day care centres in Dagoretti division are sponsored by: public, private entrepreneurs, religious organizations, community groups and NGOs. Figure 4.1 shows that sixty six percent (66%) of the sampled day care centres are sponsored by private individual entrepreneurs. This is followed by day care centres sponsored by religious group/organizations representing twenty percent (20%) of the sampled day care centres.

Figure 4.1
Sponsorship of Day Care Centres in Dagoretti Division

If we look at the distribution of day care centres in the sampled sub-location in terms of sponsorship (shown on Table 4.8), it is realized that day care centres established by the community groups are only located in Kawangware sub-location which is also known to be a low income area. The communities realized the need, came together and stated the day care centres to help the children in the area achieve pre-school education. The religious based day care centres are spread all over the administrative boundaries of the area of the high, middle and low-income groups with only 12.5 percent of the total sampled number being situated in the high-income areas. Day care centres sponsored by private individual entrepreneurs are shown as the majority in number in each of the sampled sub-location.
Table 4.8

Sponsorship of Day Care Centres in the Sampled Sub-Locations

<table>
<thead>
<tr>
<th>Sub-Location</th>
<th>Public</th>
<th>Private entrepreneur</th>
<th>Religious Group</th>
<th>Community Group</th>
<th>NGO</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kawangware*</td>
<td>1</td>
<td>14</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>Riruta*</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>Ruthimitu</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Woodley</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>45</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>62</td>
<td>100</td>
</tr>
<tr>
<td>Percentage</td>
<td>6.5</td>
<td>72.6</td>
<td>16.1</td>
<td>3.2</td>
<td>3.2</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

*Kawangware sub-location; part of Kawangware location
*Riruta sub-location; part Riruta location.

Plate 1

A Day Care Centre Owned by a Church organization

Source: Field Findings, 2002
Plate 2
Children in a Community Based Day Care Centre

Source: Field Findings, 2002

Plate 3
A Day Care Centre Owned by a Private Entrepreneur

Source: Field Findings, 2002
4.3.2 Day Care Centres by Type of Facility

Table 4.9 shows the types of building materials used in day care centres. Walls are built of stone, iron sheets, wood and mud. Majority of the day care centres’ walls are built of stone. The floors in day care centres are cemented with 18 percent of the day care centres having their floors filled with tiles and 5 percent having earth floors. About 49 percent of the sampled day care centres have tiled roofs and 51 percent have iron sheet roofs. Plates 5 to 7 show the appearance of some of the sampled day care centres.
Table 4.9

Building Materials Used in Day Care Centres

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wall</td>
<td></td>
</tr>
<tr>
<td>Stone</td>
<td>54</td>
</tr>
<tr>
<td>Iron Sheets</td>
<td>38</td>
</tr>
<tr>
<td>Wood</td>
<td>5</td>
</tr>
<tr>
<td>Mud</td>
<td>3</td>
</tr>
<tr>
<td>Floor</td>
<td></td>
</tr>
<tr>
<td>Tiles</td>
<td>18</td>
</tr>
<tr>
<td>Cemented</td>
<td>77</td>
</tr>
<tr>
<td>Earth</td>
<td>5</td>
</tr>
<tr>
<td>Roof</td>
<td></td>
</tr>
<tr>
<td>Tiles</td>
<td>49</td>
</tr>
<tr>
<td>Iron Sheets</td>
<td>51</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

Plate 5

A Stone Walled Day Care Centre Owned by a Private Entrepreneur

Source: Field Findings, 2002
Plate 6
Children in a 'Mabati' Walled Day Care Centre Owned by a Private Entrepreneur

Source: Field Findings, 2002

Plate 7  Children in a Wooden Walled Day Care Centre owned by Kawangware Community

Source: Field Finding, 2002
4.3.3 Day Care Centres by Age Group

Day care centres are also distinguished by the age group requirement for admission. Figure 4.2 shows the distribution of day care centres by age group requirement. About 8 percent of the sampled day care centres take children from 2 years old, 38 percent take children from 2.5 years old, 33 percent take children from 3 years and 4 percent take children from 4 years old. City council/public day care centres take children from 4 years upwards only. This is because the City Council day care centres are mainly established to only prepare children for primary school education.

Figure 4.2

Age Requirement for Recruitment in Day Care Centres

![Age Requirement for Recruitment in Day Care Centres](source: Field Findings, 2002)

4.3.4 Day Care Centres by Teaching Methods

There are two types of teaching methods used in day care centres. There is the individualized teaching method also known as the Montessori teaching method and the group teaching method. Approximately 17 percent of the sampled day care centres use the Montessori method of teaching. This was mainly common in
sampled Woodley sub-location, which is located in the high-income area of Dagoretti division.

The Montessori day care teaching method was founded by paediatrician Maria Montessori in 1907. It emphasises the importance and connection of all living things and the need for each person to find meaningful work and his or her own place in the world. In this program children are taught individually according to their level of understanding. Children learn about other cultures, animals and plants in addition to reading, language and mathematical skills. Teachers are referred to as guides and they are required to take their lead from each child whom they believe will learn at his or her own pace. These programs are said to encourage a child's sense of independence because children are always asked if they want to try out various tasks and if they need help doing them or if they feel they are not ready to do them. The guides also involve parents closely in their children's education where the teacher, student-parent bond is carefully cultivated.

In the classroom, the curriculum focuses on five areas;

1. The practical life where children learn how to tie their shoes and put on their clothes, prepare their own snacks and drinks, go to the bathroom without help clean up after themselves if they spill something.
2. Sensory awareness education where the children exercise a lot to make sure they all the five senses to learn.
3. Language arts where children are encouraged to express themselves verbally and are taught to trace and recognise letters as a precursor to reading, grammar, handwriting and spelling skills.
4. Mathematics and geometry where children learn about numbers through hands on learning using concrete materials such as beads.
5. Cultural subjects where children learn about other countries, animals, time, history, music, movement, science and art.
Toys and other developmentally appropriate learning materials are laid out in the classroom just like for the normal program, so that a child can see what his/her choices are and then pick a task according to his/her interest. When they are done children put their work on the shelves and move on to something else. Older kids often help younger ones learn how to master new skills too. The length of the day depends on the day care and the age of the student. A typical Montessori program however is supposed to run from 9.00 am to 12.30pm. Howe Chelsea of the Montessori Foundation (2002) notes that kids who want a hands on learning environment, kids with special needs especially those with attention deficit disorder or other learning and psychological problems are the best suited to this kind of program.

Plate 8
The Interior of One of the Day Care Centres

The group level training is the most commonly used method of teaching children in day care centres in the study area. Children are segregated by age where those of the same age are grouped together where they undertake all their activities
together as one group. The activities undertaken by the children in the two types of teaching methods are similar. However, the teachers in the group level teaching method take the lead as the children follow unlike in the Montessori teaching method. The day care centres usually have a set timetable of the activities to be undertaken by the children every day throughout the year. Children of the same age are believed to be able to learn and develop at the same pace thus put in one group.

Plate 9

Group Type of Day Care Centre

Source: Field Findings, 2002

4.3.5 Day Care Centres by Plot Sizes

It was found that day care centres vary widely in plot sizes. Figure 4.3 shows the sizes of plots occupied by the sampled day care centres. They range from a room size, which is about 0.0025 of an acre to 5 acres. Most of the day care centres occupy land less than an eighth of an acre with about 15 percent of the day care centres occupying a quarter of an acre, 23 percent half an acre, 18 percent one acre and only about 3 percent occupying 5 acres of land. We also have schools
occupying the size of a room, which consisted of about 18 percent of the sampled day care centres.

A day care centre according to the physical planning, Ministry of Education and the Nairobi City Council standards has to occupy a plot size average of $\frac{1}{4}$ of an acre. This space has to consist of a classroom where each child has to occupy 2.46 sq metres according to the Physical Planning Land Book and 1 sq metres according to the Ministry of Education, and has to have a very good ventilation system, lighting, doors and windows and should consist of tables, chairs, desks and cupboards for indoor activities use, a playground which has to be sufficient and appropriate for outdoor activities, an office which should consist of reference materials, program activities, lesson plans, learning materials which should be adequate, suitable, relevant and safely kept, administrative records which consist of admission registers, class registers, log books, visitors book, health records, inventories, staff and committee minute books, financial records and curriculum records, a store, a kitchen and a sanitation facility. A classroom must have a space area of 1 sq Km per child and for a sanitation facility: it has to be one toilet for every 25 pupils.

**Figure 4.3**

*Sizes of Land Occupied by Day Care Centres*

Source: Field Findings, 2002
Plate 10
A Kitchen Facility in One of the Day Care Centres

Source: Field Findings, 2002

Plate 11
A Toilet Facility in One of the Day Care Centres

Source: Field Findings, 2002
Figure 4.4 shows the space standards for each child in the sampled day care centres. Most of the schools especially those occupying a room do not meet these standards. They lack a play ground completely, which is a very important aspect in child development. Most of the day care centres in the study area do not meet the required space standards for each child where each child requires up to 2.46 sq Km. This was mainly observed in the day care centres located in the low income area of Kawangware.

Some day care centres occupy big land spaces with very few children they thus end up having a child occupy very big spaces, as big as 67, 87, 20, and 16 sq metres. This can be caused by the inability of parents to enrol children in these schools because of high program fees so that the schools end up having few children but paying more in terms of fee. Such school can be brought down to a level that they can be able to enrol more children. Figures 4.5, 4.6 and 4.7 show the observed use of space three of the sampled day care centres.

**Figure 4.4**
**General Picture of Average Space Occupied by Children in the Sampled Day Care Centres**

Source: Field Findings, 2002
Figure 4.5
Observed Day Care Centre Layout
Type 1: Single Room

Source: Field Survey, 2002
Figure 4.6
Observed Day Care Centre Layout
Type 2: 1/2-Acre Plot Development

Source: Field Survey, 2002
Figure 4.7
Observed Day Care Centre Layouts
Type 3: 5 Acre Plot

Source: Field Survey, 2002
4.4 Location of the Day Care Centres

Location of day care centers can be considered from a number of reference points: from the main road, from the main bus stage and from the child’s residence.

4.4.1 Location of Day Care Centres from the Main Road

Figure 4.5 shows the distances of the sampled day care centers from the main road. Majority of the sampled day care centers are located near the main roads of the study area. About 88 percent of the day care centres are located less than 500 meters from the main road. Only 12 percent of the sampled day care centres are located more than 500 meters from the main road. The average distance of day care centres in the study area from the main road according to the field findings is 179 metres with a 2.5 percent of the sampled day care centres located right on the main road and 2.5 percent located 1000 metres, which is the maximum distance, from the main road. About 20 percent of the day care centres are however located 50 metres from the main road.

Figure 4.8

Distance of Day Care Centres from the Main Road

Source: Field Findings, 2002

Findings from the field showed that the location of day care centres from the main road vary from area to area. About 50 percent of the sampled day care centres in the low income area of Kawangware are located less than 100 metres from the
main road. 20 percent are located between 150 metres to 400 metres from the main road and 30 percent are located between 500 metres and 1000 metres.

About 50 percent of day care centres in the middle income areas of Riruta and Ruthimitu are located 100 metres from the main road. 35 percent are located between 150 metres to 400 metres from the main road and only 15 percent are located between 500 metres and 1000 metres from the main road.

Day care centres in the high income areas are located between 5 metres and 500 metres from the main road with about 89 percent of the sampled day care centres being located between 5 metres to 50 metres from the main road and only 11 percent being located 500 metres from the main road.

4.4.2 Location of Day Care Centres from the Main Bus Stage

Figure 4.6 shows the distance of the sampled day care centres from the main bus stage. Approximately 92 percent of the sampled day care centres are located less than 500 meters from the main bus stage with about 13 of the sampled day care centres being located 100 metres and 15 percent 200 metres. The rest 70 percent are located between 2 metres and 99 metres from the main bus stage. Only 8 percent are located more than 500 meters from the main bus stage. Thus for parents without private cars, they have to walk far distances with the children as they drop and pick them from the day care centres. The minimum distance of the sampled day care centres from the main bus stage was found to be 2 metres and the maximum distance as 700 metres. The average distance of the sampled day care centres from the main bus stage was thus found to be about 185 metres.
Findings too showed a variation in the location of day care centres from the main bus stage. Table 4.10 shows a summary of the locational distance of day care centres from the main bus stage by income group area. About 40 percent of the sampled day care centres are located between 50 metres and 200 metres from the main bus stage in the low income Kawangware area, 50 percent of the middle income areas (Riruta and Ruthimitu) are located between 100 metres and 300 metres from the main bus stage and finally 56 percent of the total sampled day care centres in the high income Woodley area are located 50 metres from the main bus stage. Parents in the low income area are likely not to have private vehicles and are likely not to afford paying for school transport for their children. They are thus likely to drop and pick their children from the day care centres on foot yet majority of the day care centres are located between 50 metres and 200 metres from the main bus stage.
Table 4.10
Distance of Day Care Centres from the Main Bus Stage by Income Group Areas.

<table>
<thead>
<tr>
<th>Distance in Metres</th>
<th>Kawangware</th>
<th>Riruta/Ruthimitu</th>
<th>Woodley</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>20</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>30</td>
<td>-</td>
<td>10</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>50</td>
<td>10</td>
<td>-</td>
<td>56</td>
<td>66</td>
</tr>
<tr>
<td>100</td>
<td>10</td>
<td>20</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>200</td>
<td>20</td>
<td>20</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>300</td>
<td>-</td>
<td>10</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>400</td>
<td>10</td>
<td>5</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>500</td>
<td>10</td>
<td>20</td>
<td>11</td>
<td>41</td>
</tr>
<tr>
<td>700</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

4.4.3 Distance of Day Care Centres from the Residential Homes

According to the Physical Planning Hand Book, day care centres are supposed to be located between 250-300m away from the residential homes of the area population. Figure 4.7 shows the distances of day care centres from the residential areas according to the responses from the parents. About 12 percent of the day care centres are located less than 50 m from the homes, 24 percent 100m-250m from the homes and 44 percent are located 251m-500m from the residential homes of the children. The average distance of day care centres in the area from the residential children's residential homes is depicted as 124 metres which is very much in line with the planning standards noted in the Physical Planning Hand Book.
As shown in Figure 4.8, field findings show that 96 percent of the parents taking their children to the day care centres in Dagoretti division stay in the same area. Only 4 percent of the interviewed parents stay outside Dagoretti division. This means that most of the parents prefer to use day care centres situated near the home/residential areas. However, it was found that there are parents who would prefer day care centres situated away from the residential areas as one parent complained of the child crying every day wanting to return home because the day care is situated right near the home.

Source: Field Findings, 2002
As shown in Figure 4.9, 48 percent of the parents work in Dagoretti division while the remaining 52 percent work outside Dagoretti division. Also as shown in figure 4.10, about 20 percent of the interviewed parents’ work place are less than 500m from home and 80 percent more than 500m from home. It was thus realised that day care centres are only located in residential areas leaving the work places without provision for these facilities. Parents noted a need for day care centres in both residential and work places.

**Figure 4.12**
Where the Parents Work

![Pie chart showing 52% in Dagoretti and 48% outside Dagoretti.]

Source: Field Findings, 2002

**Figure 4.13**
Distance from Home to Work Place

![Pie chart showing 20% less than 500m and 80% more than 500m.]

Source: Field Findings, 2002
Map 4.1 shows the spatial location of day care centres in the sampled sublocations in Dagoretti division. A large number of day care centres are located next to the main roads of the area leaving the interior areas with no provisions for day care facilities. A typical example of this is the Ruthimitu area which is shown on the map 4.1. This is so, mainly because most of the feeder roads in the area are poor and impassible making it difficult for parents to enrol their children in day care centers located in the interior areas of the study area. This is a problem mainly experience during the rainy seasons of the area where these roads are usually impassible.

As shown on Map 4.1 day care centres are concentrated in only some areas in Riruta, Kawangware and Woodley sub-locations of Dagoretti division. This forces children to travel long distances before reaching these facilities and others very short distances to reach these facilities. Thus unequal distribution of day care centres in all the sampled areas of the study.
Map 4.1 The Spatial Distribution of Day Care Centres in the Sampled Sub-locations of Dagoretti Division

Map shows day care centres in the four sampled sub-locations only: (Woodley, Kawangware, Riruta, Ruthimitu).

Source: Field Findigs, 2002
4.4.4 Locational Patterns for Day Care Centres

Day care centers can be located in various patterns. Figure 4.11 shows the locational patterns of day care centers in the study area. Different patterns affect parents differently. Pattern 1 shows a day care center located in a residential area. In this pattern, the parent travels one distance only that is to work. Thus it is easier to get the child to and from the center but the parent has to organize alternative measures of how the child will reach home because the parent cannot go to work, come back home to pick the child at 3:30 pm and then go back to work just to come back home at 5:00 pm.

In pattern 2, a day care is located in between the home and the work place. In this pattern the child has to go through the hassle of waking up early to be dropped to the centre by the parent as he/she goes to work.

Pattern 3 shows a day care centre located at the work place. Here, the parent is with the child and can run in and out of work during breaks to check on the baby. The parent can leave work any time, pick the child and go home. In this pattern the parent is less worried about the child because he can have access to him/her any time of the day. This enables parents to work better, improving their work productivity and in turn family incomes.

Pattern 4 shows a day care center is located a few kilometres backwards from home. Here, the parent has to walk backwards drop the child then walk back again to the bus stage before he/she goes to work. The same applies to picking the child from the day care center.

In pattern 5 a day care in located a few kilometers from the work place and thus the parent has to leave work, pick the child, drop back to work and go home with the child after work. This can be very cumbersome to the child and the parent as well. Parents face many challenges depending on the location of day care facilities. From the analysis, it is realised that the best locational pattern of day care centers
is at the work places because the child is near the parent and thus the parent worried less and does not necessarily need to employ a house help in the home thus saving money. Another better option is where day care centers are located near the residential home where a parent has to employ a house help to drop and pick the child which saves the child and well as the parent from many hustles. Many parents use the second option because in Kenya today there are very few work places that provide for these facilities for the children.

Figure 4.14
Locational Patterns of Day Care Centres

Source: Author
The following locational needs were noted by the parents:

1. Day care centres should be located both in residential homes and at work places.
2. Day care centres should be located in reachable areas to all children and for all income groups of the area.
3. Day care centres should be located on main the roads but should be properly fenced because of transport problems on the feeder roads of the area.
4. Day care centres should be located together with primary schools for the sake of continuity and convenience to the parents who have children both in day care and primary school level.
CHAPTER FIVE

THE ROLE OF DAY CARE CENTRES IN URBAN COMMUNITIES

5.1 Objectives of Day Care Centres

Day care centres had different objectives during the establishment of the facilities in Dagoretti division. The main objective stated by majority of the day care centres was to create a foundation that is physically and spiritually healthy for the children. The main objective for church day care centres' was to foster the spiritual and moral growth of the children enabling them to build good habits, self-awareness, self-esteem and self-confidence. Other objectives mentioned included: to enrich the child's experiences and provide quality care to the children, to enable children socialize with their age mates, to enable children join primary school level, to offer education to the marginalized and neglected orphaned children and to enable parents go to work and seek wage employment outside the home.

Day care centres were also asked about visions for their schools. Majority stated that their vision was to provide a fundamental academic ground work for the children at low costs, provide competitive standards and expand/upgrade day care centres to primary and secondary school levels. Others stated that their vision was to impart knowledge to the community around and upgrade standards of education for children aged 0-6 years. Others wished to improve the lives of less fortunate children, in particular, Dagoretti children's home, which is a day care centre catering for the orphaned children. In all, day care centres hoped to educate the whole ‘person’ intellectually, physically, socially and spiritually. The day care centres strive to excel, be the best day care centres in the area, be day care centres where children in the society can fit and provide love and all round care for toddlers in the area.
5.2 Benefits of Day Care Centres

Parents gave a variety of reasons as to why they send their children to day care centres. Among the reasons given are:

i). No one at home to take care of the children as the parents go to work

ii). Day care centres provide a better atmosphere for proper child development in comparison to the other forms of child care arrangements made by the parents

iii). Day care centres are useful for preparation for formal education.

About 51 percent of the parents responded noting that day care centres provide a better atmosphere for proper child development. This was the most noted benefit that children get from the day care centres. The parents noted that this is so because the children are socialized, taken care of by qualified personnel and generally provided for secure physical environment for proper child development. Spiritual development and proper quality care were also strongly noted. Good feeding, improved language and communication skills for example learning of foreign languages was noted among high-income day care centres. Computer and out of school visits to parks, Museums and animal orphanages were noted too.

Apart from the children, parents also benefit a lot from the day care centres. Children are taken care of in secure and safe environments by professionals in early childhood development and childcare. This enables especially the working parents go and concentrate on their work outside the home. The day care centres lay good and strong foundations for the children, which is a very important factor in proper child development both socially, physically, academically and spiritually. Children are disciplined on behalf of the parents by the caregivers in the schools unlike the way some house helps do when they are left at home alone with the children. Parents also pay reasonable fees in the day care centres and are able to do away with the hustle of employing house helps.
On the side of discipline some children came to schools very undisciplined and by the time they caught up with the others their behavior had changed. For example, in Kawangware community church, one child used to be very rough on the others and always abused the others calling them ‘Mbwa hii.’ He always used to do that until their teacher told him ‘hapa hakuna mbwa’ and encouraged him to stop fighting with the others and up to today he has stopped abusing and fighting others. Parents equally can hire the day care centres’ facilities at a cheaper price if they have personal functions like weddings, birthdays or even harambees over the weekends in some schools. Box 2 below captures the assessment of parents’ responses on the role of day care centres.

**Box 2**

Children in the day care centres are handled by professionals in early childhood development and are in a better environment for proper child development because of a variety of activities they have to undertake in their daily program. These activities include educational activities, socialization through which they are able to make friends with the other children, spiritual development, basic training in the day to day formalities of toileting activities and feeding programs, language development and communications skills, proper/appropriate discipline through which they learn their roles in society, high exposure to a variety of playing materials/equipment, physical fitness through movement activities like swimming and general play all of which they cannot get access/exposure to while at home.

Through these the children are able to realise their talents in life early enough. Children are thus in safer hands in day care centres as compared to staying with house helps at home. House helps most of the times are unreliable and unprofessional and thus do not provide adequate care for the children left with them at home. House helps at home also have other household duties to do during the day and thus cannot concentrate on looking after the children the whole day. Also children in some day care centres like Dagoretti children’s home and Cheryl children’s home for the orphans, the disabled and the former street children get free scholarships and free learning materials.’

Source: Field Findings, 2002

5.3 **Activities Undertaken in Day Care Centres**

The general activities undertaken by the children in the day care centres include;

- Indoor verses outdoor activities
Conducted verses free activities
Individualized verses grouped activities

Indoor activities are those that are undertaken in classroom while outdoor are the activities carried out outside classroom. Conducted activities are directed by the teacher while free activities are undertaken by the children by themselves according to interest. The teacher does not require telling the children what to do during free activity schedules. Individualized activities are done by the children individually and can be directed or not directed while grouped activities are carried out by all the children as a group. As shown on Table 5.1 below, the activities undertaken by the children can be classified as basic and full range activities. Basic activities are undertaken by the children in all day care centres while full range activities are undertaken in just a few of the day care centres.

Table 5.1 Basic and Full Range Activities Undertaken in Day Care Centers

| Basic Activities | Full Range Activities
|------------------|------------------------|
| 1. Language activities including news telling, riddles, reading, writing and scribbling. | 1. All basic including swinging, sliding, skipping, swimming, and tyre riding in addition to the movement activities.
| 2. Number work includes weighing, beam balancing, and classification, sorting and grouping. | 2. Environmental activities- identifying and picking different kinds of leaves, flowers and fruits.
| 3. Creative activities include cutting and filling, drawing, painting, modelling, colouring, and weaving. | 3. Feeding
| 5. Toileting | 5. Pastoral activities- bible story telling, memorizing verses, worship, and, praying in mostly church day care centres.
| 6. Movement activities include playing with cheap and available materials only. | 6. Outside school trips for example visiting game parks, National Museums, animal orphanages, bomas of Kenya.
| 7. Environmental activities- Rubbish picking | |

Source: Field Findings, 2002
Plate 12  Children Undertaking an Out Door Free Movement Activity

Source: Field Findings, 2002

Plate 13  Children Undertaking an Indoor Language Activity

Source: Field Findings, 2002
Plate 14  Children Undertaking an Indoor Number Work Activity

Source: Field Findings, 2002

Plates 15  Materials Used for Language and Number Work Activities

15a)
Plates 16  Some of the Play Materials Used in the Day Care Centres
16b)

Source: Field Findings, 2002

16c)

Source: Field Findings, 2002
Plate 17  Children Undertaking a Toileting Activity in a Day Care

Source: Field Findings, 2002

Plate 18  Children in a Computer Class

Source: Field Findings, 2002
5.4 Kind of Child Care Arrangements Made for Various Age Groups
Children are grouped in various categories according to the hierarchy of day care centres. Children aged 0-2 years enrol in the first category known as bay care centres followed by age group 3-4 years who enrol in the Kindergartens and finally age group 5-6 who enrol in the nursery/pre-unit class. The first two categories offer mainly child care development and early childhood education services while the final category is mainly concerned with preparation of children for formal primary education which is rapidly becoming a prerequisite for children in urban centres to qualify for primary educational level.

5.4.1 Age Group 0-2 years
About 23 percent of the total interviewed parents had children aged 0-2 years. Figure 5.1 shows the kinds of arrangements made by these parents for their children aged 0-2 years. Out of the total parents with children aged 0-2 years, 32 percent take care of these children at home, 3 percent stay with a relative, 43 percent employ house helps, 16 percent take to the day care centre and 6 percent combine house helps and day care centre where they employ a house help and at the same time take the children to the day care centre. It is thus realised that when children are of this age group, because of lack of day care facilities catering for especially children aged 0-11/2 years most of the parents employ house helps as an alternative type of child care arrangement followed by parents opting to stay back home and look after their children of this age group.
5.4.2 Age Group 3-4 years

Figure 5.2 shows the type of childcare arrangements made by parents for children age 3-4 years old. About 65 percent of the interviewed parents had children aged 3-4 years. Out of these, 65 percent take their children to day care centres, 26 percent combine house helps and day care centres and 9 percent combines parents in the home and day care centres. This means that most of the parents take children aged 3-4 years to day care centres as they go to work while others have to combine the help of house helps and day care centres. As the children grow, parents are able to look for work outside the home because of the availability of these facilities for this age group.

Source: Field Findings, 2002
5.4.3 Age Group 5-6 years

Figure 5.3 shows the kind of childcare arrangements made by the parents for children aged 3-6 years. About 41 percent of the parents had children age 3-6 years. Approximately 73 percent of the parents take their children to the day care centres as the only type of arrangement they make for their children. About 18 percent combine house helps and day care centres and 9 percent combine parent in the home and day care centre.

Majority of the parents with children in this age group use day care facilities as the only type of child care arrangement made. This is mainly so because day care facilities are readily available for children in this age category.

![Figure 5.3 Child Care Arrangements Made for Children Aged 5-6 years](image)

Source: Field Findings

When asked about the kind of care provided for their children in comparison to other forms of child care arrangements made, the parents responded as shown in the figure 5.4 below. All responses were positive and ‘Better’ was the answer given by majority of the parents.
Figure 5.4 Comparisons of Day Care Centres with Other Types of Child Care Arrangements Made by the Parents

Source: Field Findings, 2002

5.5 Problems Experienced in the Day to Day Management of Day Care Centres

Although some of these day care centres offer quality service, majority of the day care centres occupy inadequate spaces and their present localities do not allow them to expand according to the ever-increasing demand. Inadequate space was thus noted by most of schools which leads to insufficient playing ground for the children yet play has been proved to contribute a lot to proper child development. About 44 percent of the sampled day care centres had problems with parents paying school fees in time thus limited finances to run the facilities efficiently. Some parents end up not paying school fees at all and instead withdrew the children from the day care centres, leading to the regular transfer of children from one day care centre to another.

As shown on plate 19, some day care centres are situated on very poor roads, which is a problem felt most during the rainy season. Most of the roads become impassible during the rainy season making it very difficult for the children to be taken to the schools regularly.
Unaffordability of proper building materials in the day care centres was also noted as a problem. This was in reference to the Local Government (Adoptive By-Laws) (Building) Order of 1968-Building Code- that sets high standards for buildings and the required building materials, which some schools cannot afford. That is why we have so many day care centres putting up 'mabati' structures, which come with all sorts of health hazards to the children.

There is also an issue of the already established schools, which compete a lot with the newly established ones leading to congestions in those schools. This makes the new up coming schools take too long to get enough students to start with. Some schools also noted lack of enough children per class. For example Deliverance Church Academy day care centre can take up to 140 children but has only 80 children at the moment.

Licensing rates were noted by the schools as being too high of which the city council Licensing department starts collecting immediately the schools open. This usually inconveniences them a lot because they usually do not have money at this
time of the year because parents usually have not paid the fee required for their children during this time

Many parents do not know the importance of day care centres and when given forms to fill they do not bring them back. After bringing their children to day care centres, the parents do not bother any more about the children’s upbringing/character at home. Some parents even take the children to day care centres when they are sick in the morning and some unwell prepared for school. The parents also lack awareness on the importance of proper child development. Those who bring lunch for their children to the day care centres every day do not prepare good food but buy, for example chips and bring for lunch everyday for their children. Some parents fail to guide and discipline their children appropriately so they leave all the responsibility to the day care centres care takers yet disciplining all these children is so hard because they all come from diverse cultures and backgrounds.

Day care centres experience lots of accidents among children within and outside the school. In some situations the care givers are never sure of what to do because sometimes children fight with each other the whole day while in school or because of inadequate space; the children end up knocking each other as they play in the day care centers. Day care centres situated along busy roads experience lots of accidents among the children while crossing the roads and playing. This brings the issue of safety strongly into planning where planners are supposed to make sure they take into consideration the safety measure of the people they are planning for.

Irregular supply of essential services for example electricity, water and sewerage were mentioned as major issue by schools in the middle and low-income areas. The areas receive water only two days a week and thus frequent water shortages which is prone to cause serious water borne diseased among the children in schools.
CHAPTER SIX

CHOICE OF DAY CARE CENTRES

6.1 Background of the Parents Using Day Care Facilities

Parents using day care centre facilities in the area vary widely in terms of their occupations, income levels, age, marital status, family sizes, places of work and kinds of arrangements they make for childcare. All these factors have to be considered when planning for day care centres in the area. This is because the area consists of neighbourhoods with the widest social–economic differences. Some comprise neighbourhoods that with single houses covering relatively large areas while others high rise houses. All these groups have to be catered for in the planning and provision of day care facilities according to the socio-economic status of each group in the area.

6.1.1 Parents' Occupations

The occupations of parents taking children to day care centres vary widely. Table 6.1 shows the main types of the interviewed parents' occupations and their percentages in the study area. We have parents running their own businesses which includes hair dressing, dress making, selling fish, tailoring, shop vendors and green grocers. There are parents in formal employment, which includes managers, accountants, program officers, messengers, civil servants working with various government ministries including land officers, teachers and drivers. We have parents who are studying in various colleges sending their children to day care centres. This gives them ample time to study in both parallel and full time programs in public and private universities and other colleges. This implies that there should be a whole variety of day care services depending on the parents’ economic status. This will enable affordability which will in turn enable all children enrol in these facilities.
Table 6.1
The Parents’ Occupation

<table>
<thead>
<tr>
<th>Type of Occupation</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal</td>
<td>42.9</td>
</tr>
<tr>
<td>Formal</td>
<td>49.2</td>
</tr>
<tr>
<td>Students</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

6.1.2 Age of the Parents

As shown on table 6.2, about 64 percent of the parents taking their children to the day care centres are aged between 26-35 years old. These are followed by parents aged 36-45 years old, which take 25 percent of the total sampled population. We have also parents aged between 46-55 years using these facilities, which cover a small percentage of 4 percent.

Table 6.2
Parents’ Age Groups

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>26-35</td>
<td>65</td>
<td>71</td>
</tr>
<tr>
<td>36-45</td>
<td>25</td>
<td>96</td>
</tr>
<tr>
<td>46-55</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

6.1.3 Sex of the Parents Much Involved in Day Care Activities

Figure 6.1 below shows the sex of the parents much involved in the day care facilities. It is noted that the female parents are the majority involved in day care centre activities and thus the majority in the outcry for adequate provision of these facilities. However, men have not been left out where, of the interviewed parents, it is realised that 44 percent of the interested parents were the male parents. This
depicts the change in the cultural perceptions where women were the main caregivers to the children in the family and were to stay back home as the men go to work, and look after the children. Both men and women are thus getting into wage employment outside the home and thus a more need of these facilities that suit the working programs of each.

Figure 6.1
Sex of the Parents Using Day Care Facilities

![Pie chart showing sex of parents using day care facilities]

Source: Field Findings, 2002

6.1.4 Marital Status of the Parents

Figure 6.2 shows the marital status of the parents whose children attend day care centres. The married parents are the majority who use these facilities covering 84 percent of the total sampled population. This is followed by the single parents with 14 percent and finally the divorced parents with 2 percent. This implies change in the family structure and thus change in day care needs. Single and divorced parent families have to be brought in picture when planning and providing for these facilities in the community.
Figure 6.2
Marital Status of the Parents

Source: Field Findings, 2002

6.1.5 Number of Children

Figure 6.3 shows the distribution of the number of children of parents taking children to day care centres. Majority of the parents have children between 1 and 3 in total. About 13 percent of the parents however have children between 4 and 7 in total, which is the maximum number, found in the area. Approximately 81 percent of the interviewed parents had only one child in a day care centre, 19 percent had up to two children in day care centres while only 1 percent had three children in day care centres.

Figure 6.3
Family Sizes of Parents Using Day Care Centres.

Source: Field Findings, 2002
6.1.6 Where the Parents Stay

Figure 6.4 shows the distribution of parents using day care facilities by residence. About 96 percent of the parents stay within Dagoretti division while 4 percent stay outside Dagoretti division. This means that most of the parents prefer to use day care centres situated near the home/residential areas. However there are others who would prefer day care centres situated away from the residential areas. This is because one of the parents complained of the child crying every day after she had been dropped to the centre, which is very near the home, wanting to return home. Day care centres should therefore be located at only reasonable distances from the residential home where they do not have to be very near the homes and at the same time not very far from the homes depending on the social-economic status of the parents. Only parents with private vehicles can be able to cope with day care centres located far from the residential homes.

Figure 6.4
Residence of Parents Using Day Care Facilities

Source: Field Findings, 2002

6.1.7 Where the Parents Work

Figure 6.5 shows the distances of the parents’ work places from their residential homes. About 48 percent of the parents work in Dagoretti division while the remaining 52 percent work outside Dagoretti division. About 20 percent of parents’ work places are less than 500m from home and 80 percent more than
500m from home. This implies that most of the parents' work places are far from their homes thus a need for day care facilities.

Figure 6.5
Work Places of the Parents

![Pie chart showing proportions of work places in Dagoretti and outside Dagoretti.](image)

Source: Field Findings, 2002

### 6.1.8 Income Levels of the Parents

Table 6.3 shows the distribution of income groups of parents using day care facilities in the study area. The monthly incomes vary widely ranging from less than Kshs. 3,000 to above Kshs. 20,000. Most of the parents have a monthly income of between Kshs. 5,000-12,000 with only 5 percent of the interviewed parents earning less than Kshs. 3,000. With this in mind, planners should provide for a whole variety of these facilities in the study area.

<table>
<thead>
<tr>
<th>Income Group in Kshs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3,000</td>
<td>5</td>
</tr>
<tr>
<td>3,001-5,000</td>
<td>17</td>
</tr>
<tr>
<td>5,001-12,000</td>
<td>38</td>
</tr>
<tr>
<td>12,001-20,000</td>
<td>15</td>
</tr>
<tr>
<td>Above 20,000</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002
6.2 Factors Parents Consider When Choosing Day Care Facilities for their Children

Parents consider a range of factors when choosing day care centres for their children. These include; costs of the centres, the qualifications of the teachers/caregivers, the student/teacher ratios, the length of the school day program that is the reporting and leaving times, the kind of requirements needed for a child to be recruited in the day care, and accessibility of the day care centre. This section nullifies the study hypothesis that states that ‘Parents’ considerations are not related to factors such as costs, quality, location, accessibility, length of the programme and requirements when choosing for day care centres for their children’.

6.2.1 Costs of Day Care Centres

School fees charges depend on the type of school and where the schools are located. Table 6.4 below shows the amount of fees charged by day care centres located in the different sampled income level areas of the study area. Day care centres located in the low-income area of Kawangware charge fees between Kshs. 500-1,500 with a majority charging less than Kshs. 500 per month. Day care centres located in the middle-income areas of Riruta and Ruthimitu charge between Kshs. 500-1,500 with the majority charging between Ksh. 500-1,000. Day care centres located in the sampled high-income area of Woodley charge between Kshs. 1,500-5,000 per month with a majority charging between Kshs. 3,000-5,000. There is no much variation between costs in low and middle-income day care centres. There are also NGO run day care centres in the area that offer free services to the disabled and orphaned children.
Table 6.4
Monthly Costs of Day Care Services in Dagoretti Division

<table>
<thead>
<tr>
<th>Administrative Location</th>
<th>Ksh. Less than 500</th>
<th>Kshs. 501-1,000</th>
<th>Kshs. 1,001-1,500</th>
<th>Kshs. 1,501-3,000</th>
<th>Kshs. 3001-5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodley (High Income)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>Riruta/Rut himitu (Middle Income)</td>
<td>26%</td>
<td>48</td>
<td>26</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kawangware (Low Income)</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

Plate 20   Children in Dagoretti Children’s Home Day Care Centre

Source: Field Findings, 2002
6.2.2 Qualifications of Teachers

Teacher qualifications can be placed into two categories. This includes; Montessori Diploma and Certificate in Early Childhood education. However we have teachers with Primary Level 1 (P1) and O-Level educational qualifications teaching children in day care centres though at a very low percentage. It was found, from the field findings, that 10 percent of the teachers in day care centres have P1 qualifications, 3 percent have been educated up to O-Level, 36 percent have Diploma in Montessori teaching system and 51 percent have certificates in Early Childhood Education.

Proper child development is very essential to the future development of any nation. Children therefore have to be looked after by qualified personnel for this to be achieved. In other words, a proper teacher qualification enables proper child development. However, it was realised that some teachers have the required teacher qualifications but do not have that love for children. The teacher qualification is thus not enough. The parents look for teachers who have the ‘inborn’ talent of loving and caring for children and not just any qualified teacher for this is only when they are assured that their children are in safe hands.

6.2.3 Student/Teacher Ratios

Table 6.5 shows the National Standard Level (NSL) of staff/child ratio in Kenya for pre-schools. One teacher can only handle the stated number of children effectively. Different child age groups call for different care and attention from the caregivers.
Table 6.5
The National Standard Level of Pre-School Staff/Child Ratios in Kenya

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Staff/Child Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td>1:6</td>
</tr>
<tr>
<td>2-3 years</td>
<td>1:8</td>
</tr>
<tr>
<td>3-4 years</td>
<td>1:12</td>
</tr>
<tr>
<td>4-6 years</td>
<td>1:20</td>
</tr>
</tbody>
</table>

Source: Gakuru, 1979

It was found that the mean staff/child ratios in the study area is 1:13 with most of the day care centres having a staff/child ratio of 1:10 followed by a ratio of 1:14 representing about 12 percent of the sample day care centres. Nevertheless, about 5 percent and 8 percent of the sampled day care centres had staff/child ratios of 1:20 and 1:25 respectively. Parents look for schools where children are able to get adequate individual attention from the teachers because as shown in table 6.5 one teacher can only be able to handle up to a specified number of children effectively. Day care centres had a teacher range of 13 where some had only 1 teacher and others up to 14 teachers per day care depending on the number of children in day care centres.

About 90 percent of the sampled day care centres do not have male teachers in the centres. Plate 20 shows children in Dagoretti Children's home day care centre with a male teacher, which was found to be a rare case in day care centres, located in the study area. This is a problem as noted by one of the interviewed single female parents who noted that her child lacks a male figure in every day sight completely. This is believed to affect the child character as noted in the Freudian theory where children need both male and female figures in society as their role models for better character formation.
6.2.4 Length of the Day Care Centre Program

Approximately 95 percent of the sampled day care centres operate Monday to Friday only in a week while the remaining 5 percent operate six days a week. All the sampled day care centres close during the other school holidays. The main reason given for this was that they close the centres because it is a government policy that all the schools have holiday three months a year.

Figure 6.6 shows the sampled day care centres’ reporting times. About 87 percent of the schools open their gates between 7.00am-8.00pm while 13 percent open between 8.15am-9.00am with a majority of them opening between 7.00-8.00 am. Therefore the children are required to have reported in the day care between 7.00am and 9.00am.

Figure 6.6

Reporting Time

Source: Field Findings, 2002

Figure 6.7 shows the day care centres’ leaving times. Children in 69 percent of the sampled day care centres leave between 3.00-3.30 pm, 13 percent between 3.45-4.30 pm, 10 percent after 4.30 pm and 8 percent of the schools combine the leaving times where some children leave at 12 noon while others leave in the afternoon that is between 3.00-4.30 depending on the parents’ requests. There were no day care centres that close after 5.00 pm. This inconveniences especially parents in formal employment who can only leave work after five making them seek for
alternative arrangements for example employing house helps to pick the children from the centres.

Figure 6.7
Leaving Time

Source: Field Findings, 2002

6.2.5 Requirement for Recruitment in Day Care Centres
Approximately 80 percent of parents interviewed had only one child in the day care centres. 19 percent had 2 children and 1 percent had up to 3 children in a day care centre. Parents especially those with 2 or 3 children in a day care centre have to look at especially stationary requirement for the children to be recruited in day care centre because they have to be able to afford each of those for each child. No parent wants his/her child to lack any of the requirements by the day care centres. For a child to be recruited in most of the day care centres, he/she must have a school uniform, be mentally normal and be able to communicate/speak well. A few of the schools interviewed required a child to know how to feed and go to the toilet by themselves. Dagoretti children’s home day care centre, which is an NGO based day care centre, take children with physical disability and orphans only.

Other requirements that were not so commonly mentioned included, the child should be able to be brought to and picked from school by the parents. This was common in schools that do not offer school transport for children. Other
requirements included a child’s birth certificate, the parent should be able to pay school fees and buy all the required stationary. An example of some of the stationary requirements for a middle income group day care centre are indicated in Box 3 below:

Box 3
Stationary Requirement Per Child in One of the Day Care Centres

<table>
<thead>
<tr>
<th>JAGIET ACADEMY</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSERY/PRE-UNIT REQUIREMENTS</td>
</tr>
<tr>
<td>YEAR 2002</td>
</tr>
</tbody>
</table>

- 3 Square exercise books (48 pages)
- 1 packet of crayons
- 3 Ruled exercise books (48 pages)
- 3 HB Steadlet pencils
- 1 Toilet paper
- 1 Bar of plastacine
- 2 Manila papers

Source: Field Findings, 2002

6.2.6 Transport to and from Day Care Centres

Children are dropped and picked to and from schools by a variety of means depending on the parent’s ability to pay for these services. These include; Parents, school transport and others go home by themselves. As shown in figure 6.8 about 54 percent of the day care centres do not provide for transport for the children thus being picked by their parents, 36 percent of the schools have both means where some children are dropped by the school transport and others are picked by the parents. Only a small percentage (3 percent) has full school transport where all the children are picked from home and dropped back home in the evening by the school transport. Children go home by themselves while others are picked by the parents in 8 percent of the total sampled school.
6.2.7 Accessibility

Parents prefer day care centres situated along the main roads for the purposes of easy access. This is mainly because the main roads in the study area are the only tarmacked roads. Feeder roads are earthen which makes the day care centres
located on such roads inaccessible during especially the rainy seasons. Table 6.5 shows the general responses of the interviewed parents on the general accessibility of the day care centres in the study area. About 44 percent of them noted the accessibility as good and 4 percent as poor.

Table 6.5

Responses on Accessibility of Day Care Centres in Dagoretti Division

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>4</td>
</tr>
<tr>
<td>Fair</td>
<td>52</td>
</tr>
<tr>
<td>Good</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2002

6.3 Challenges Faced Between Work and Childcare

The main challenge faced by the working parents between work and childcare is that of dropping and picking children to and from school. The children are dropped at 8.00am and picked between 3.00pm - 3.30pm. The parents have to wake up very early in the morning to prepare their children for school. When they reach the office, they have so much work to do and coming back in the evening, they cannot concentrate/give the children enough attention because they are so tired. This makes them employ house helps to supplement the care of children, which is noted as the third most challenge faced by the parents between work and childcare. Parents noted that in most cases, their children are usually very unsafe in the hands of these house helps.

Parents noted that they leave very early for work and come back very late in the evening thus children missing that parental love. Time spent with the children is so limited which affects the relationship of the children and the parents. In cases of delay in the morning, parents noted that they get to work late. Balancing the two to
make them work hand in hand effectively is almost impossible to the parents especially those in the formal sector where working hours are fixed.

Day care centres do not provide services for the sick children. Working parents therefore face the challenge of missing work when the children get sick. Parents are also called upon from work urgently by the school in cases of children getting sick while at school or that the child has done this and that during school hours which affects their work productivity.

Children are also given class assignments to do at home, which they have to be assisted by the parents to work on them. Parents noted this as being very hard for them sometimes. Attending parents meetings, which they are called upon anytime, was also noted as a challenge to the parents. The following is a story given by a business lady selling fish in Riruta on her day-to-day program;

**Box 4**

'I wake up at 5.00 am, prepare my children for school and drop them at 8.30 to the day care centre. I then come back home to do my household duties of cleaning and cooking, drop lunch to the schools for the children, run to collect fish from Kibera, pick the children at 3:30 pm, leave them at home (outside) then go to my kiosk to start my fish business where I sell to the people passing by from work from around 4.00pm to 7.30 pm from where I return home to continue with my house work and feed the children.'

Source: Field Findings, 2002

Thus the main mentioned challenges the parents face between work and childcare included, missing work, getting late to work, leaving work earlier than the expected time and dealing with personal related issues during working hours. All these challenges affect the parents’ work productivity, which in turn affects the family incomes leading to household poverty.
6.3.1 Missing Work

The main reason mentioned by the parents for missing work was; sick children. When the children are sick, parents are forced to stay at home and look after them because they cannot take them to the day care centres. The parents also have to take the children to hospital by themselves because the day care centres do not provide for these services at all. Parents miss work also because there is no one in the home to stay behind with the children and the children cannot be left at home alone. House helps are so fond of leaving without notice and so parents are caught unawares thus missing work. Bad weather was also noted as one of the issues that make the parents miss work because during this time they cannot drop the children to the day care centres and thus forcing them to stay behind and take care of the children. Parents also miss work because they have to attend parents meetings more than once every term. Other parents noted stress emanating from trying to combine work and childcare as making them miss work too.

Figure 6.9 bellow shows the percentages of the number of times the parents had missed work. About 63 percent of the interviewed parents had missed work up to five times in three months. This affects their work productivity leading to low incomes and thus poverty in many households.

Figure 6.9
Number of Times the Parents Had Missed Work in Three Months

Source: Field Findings, 2002
6.3.2 Lateness to Work

Figure 6.10 below shows the number of times the parents had been late to work in three months. About 68 percent of the parents had been late to work up to five times in three months. Dropping children to school was the main mentioned reason for being late to work. Transport problems especially during the rainy season was the second major mentioned reason for parents' lateness to work. Taking children to hospital was the third most mentioned reason for lateness to work. Other reasons mentioned included preparing children for school for example preparing children’s food to carry to school, having gone to school to pay fees, buy stationary, house help getting sick and thus the parent staying at home late to prepare and drop the children to school. Parents with day scholar house helps complained that the house helps come on duty late in the morning thus making the parents get late to work. Parents with children who are ‘poor eaters’ noted this being a problem because the children disturb when taking their breakfast thus delaying the parents at home. Waking up in the morning is a nightmare for some children thus delaying the parents. Lack of bus fare and early morning visitors were also noted as issues of concern.

Figure 6.10
Number of Times the Parents Had Been Late to Work in Three Months

Source: Field Findings, 2002
6.3.3 Leaving Work Early

Figure 6.11 below shows the number of times the parents had left work early in three months. Approximately 20 percent of the parents had left work early about 6-10 times in three months. Picking children from the day care centres was noted as the reason that makes many parents leave work early. Day care centres close at between 3.00 and 4.30 pm and parents close work at 5.00 pm thus conflict among the two especially for parents who have to pick the children from school by themselves. For the children who go home by themselves, parents have to leave work early so that the children can at least find someone at home. Parents worry a lot about their children especially when at they do not have a reliable house helps because they are never sure whether the children were picked from school on time or not or whether they arrived home safely. Parents are called from work urgently sometimes by the teachers for example when the children are sick or have been hurt badly as they played. This makes them leave work early to attend to such issues only to return the following day. Parents have to see the teachers every end of term to pick their children’s report forms and discuss issued related to the child’s development making them leave work early on such days.

Figure 6.11
Number of Times the Parents had Left Work Early in Three Months

Source: Field Findings, 2002
6.3.4 Dealing With Personal Related Issues During Working Hours

Figure 6.12 shows the number of times the parents had dealt with personal related issues during working hours. A large percentage of parents interrupt their work schedule to go to the bank to collect money. With the advent of the Automated Teller Machines (ATMs) most parents can now work and pick money after work. These services are however noted as being sometimes unreliable making parents still prefer to collect money during bank working hours. Parents go for shopping for household items during working hours. Some companies operate only during the normal working hours and thus if the workers have matters to do with these companies they can only go there during these hours. Parents use most of their working hours paying school fees, shopping for stationary and other requirements for the children especially during school opening and closing days. When children are sick parents have to take them to hospital, which is done a lot during the normal working hours.

Figure 6.12
The Number of Times the Parents Had Dealt With Personal Related Issues During Working Hours.

Source: Field Findings, 2002

6.4 Ways Devised for Coping With Challenge Between Work and Childcare

In line with all the above mentioned challenges parents face by parents between work and childcare, parents have come up with many kinds of alternatives for
childcare. Parents employ house helps who have to be paid very well in order for them to do good and effective work. Parents employ casual workers who come to work over the weekends only. Others parents request the neighbours to assist look after the children as they go to work especially during the school holidays. Many parents also take their children to day care centres as they go to work while for others, the mother has to stop working and stay at home to look after the children until they are able to enrol in day care centres. Other parents organize to stay with relatives who assist them look after the children as they go to work. Just to give but one example, Bennet (40 years) a lecturer and a single mother of 2 has to employ 2 house helps and to stay with a couple of friends who help her out in case of childcare emergencies.

Parents have to wake up very early in the morning to prepare the children and themselves for the day. Parents also pay for school transport services for the children to be dropped at school and back home every day to enable them be at work the whole day and avoid small inconveniences by the house helps in picking and dropping children to and from school. Other parents are forced to always get late to work, miss work, leave early, deal with personal related issues during working hours in order to cope with challenges they face between work and childcare.

Parents carry children to work sometimes as a strategy to cope with issues related to work and childcare. Parents make sure children are on a medical scheme in cases of emergency and keep as many types of medicines as possible in the house as a strategy to deal with children’s abrupt sicknesses. Parents combine all types of childcare arrangements that can be made where possible to make sure their work programs for the day are running smoothly and with little interference. The parents prepare children in advance and pay for their meals at school to avoid getting late to work in the name of preparing children for school. Parents make sure they give their children quality time over the weekends because most of the weekdays they
are usually busy working. Husband and wives exchange working hours or make arrangements amongst themselves to make sure at least one of them is at home with the children while the other is away working. Thus making their working hours flexible to fit their reproductive role of childcare.

6.5 Parents Participation in the Running of Day Care Centres
Day care centres usually have parent’s meetings/parents days once a term where all the parents are required to attend and air their views on the improvement of the day care centres. Day care centres also organise for school open days where parents go to see what their children have been doing throughout the term. Parents are required by day care centres’ management to go and pick their children’s report forms where they discuss with the teachers about the children’s performance and progress in school and also air their views on the improvement of the day care centres. Parents are allowed to visit to the schools anytime and air their views in cases of any other observed problem.

Parents are also encouraged to check their children’s work anytime throughout the year. Day care centres send letters to the parents informing them about the progress and what they intend to do whenever they have new changes to make in the school, for example change of school uniforms. The parents are sent to letters to choose the colours they want and after they have all responded, the majority colour will be picked by the school. All parents belong to the parents, Teachers Associations (PTA) of the schools. Parents are allowed to write and send notes to the schools in case of any complains and also can call the schools anytime of the day before they close down. Day care centres that care for the orphaned children do not involve parents in the running of the schools because most of them stay with their grand parents who cannot do much when called upon. Parents are also let sometimes to prepare snacks and lunches for their children as a way of contributing to the running of the schools.
6.6 Problems Experienced by the Parents

Parents noted a whole variety of problems that they experience with the day care centres, though a large number of parents (17.98 percent) did not have any problem with these facilities. About 30 percent of the interviewed parents noted payment of fees in time and meeting other school requirements for the children as a major problem. This problem emerges due to the ever increasing cost of childcare especially in the private day care centres. Teaching aids in day care centres are not standardized and thus parents end up buying school items that are not necessary for use by the children. Children loose items like shoes, pullovers, T-shirts and books while in the day care making parents buy new items over and over. This makes the whole day care programme end up being very expensive for the parents.

A parent from the civil service complained that the children's school fees is not included in the civil service package and so they end up struggling a lot to get their children through early childhood education program. Differences in the economic status of the parents where children from rich families have every thing they need making those whose parents cannot afford to get them all the requirements end up feeling inferior. Also because of cost sharing parents have to buy most of the facilities needed in schools making day care programmes even more expensive for the parents to afford.

Dropping and Picking the children to and from school is a problem faced by 23 percent of the interviewed parents. Many day care centres do not provide transport for the children and even if they did, some parents cannot afford the costs. This is also a problem because parents find it very hard to get reliable house helps that can drop and pick their children to and from school effectively. This problem is likewise caused by the day care centres' length of the day where majority of the programmes open at 8.30 am and close at 3.30 pm the time when the working parents are supposed to be at their places of work. This makes the parents get late
to work and leave work early to make sure the children are dropped to the day care centre in the morning and reached home safely in the evening. This also has to do with the poor and impassable roads in the area especially during the rainy and the very dry season keeping in mind that Dagoretti is one of the wettest areas in Nairobi. The distances and location of day care centres in the area contribute too, to the problem of dropping and picking children to the day care centres. Some day care centres are located too far from the children’s homes while others are too near to the children’s homes bringing up the problem of children crying, wanting return home before the day ends just because the day care centre is so near their home and also the problem of children leaving the centres before time.

Preparing snacks and lunches for the children to carry to school was a problem noted by 12 percent of the interviewed parents. Some schools do not have enough space to put up kitchen facilities and thus ask the children to carry their own food. Parents have a problem here especially the working parents because they are not available to do all these and thus end up employing house helps who are sometimes very unreliable. The day’s food prepare by the parents also require reliable storage facilities which are not available in most day care centres. This in turn leads to frequent stomach upsets among children due to improper food intake mainly caused by inadequate provision of space by planners for kitchen facilities. Lack of sufficient funds by the parents to pay for the children’s lunches is also part of the causes this problem to the parents.

Lack of continuity between pre-schools and primary school education in most of the day care centres was a problem noted by 11 percent of the interviewed parents. This makes it difficult for children who have qualified for primary education get chances in especially the city council primary schools.

Petty accidents and contagious diseases that spread very fast in schools was noted by 9 percent of the interviewed parents. This problem is mainly caused by poor
fencing of day care centres, inadequate space provision, poor provision of basic facilities such as water and sanitation and inadequate number of teachers to pay adequate attention to the children as they engage in especially the free outdoor activities.

Lack of telephone facilities in schools especially after 5.00 pm was a problem noted by 6 percent of the interviewed parents. This makes it difficult for the parents to communicate with the schools especially after 5.00 pm in cases of delays in picking the children from school.

Most of the day care centres do not offer services to sick children. This was a problem noted by 5 percent of the total interviewed parents. This inconveniences the parents in many ways which in turn affects their work productivity and thus family incomes.

Limited time to discipline, share and show love to their children especially for the working parents was also a problem noted by 2 percent of the interviewed parents. This makes the children pick bad habits from each other of which the parents lack time to correct.

Single female parents representing 2 percent of the interviewed parents noted the issue of most of the staff in day care centres being women only as a problem. This is because children belonging to such families usually end up interacting with females only in these early years of their lives, making the children grow up with a wrong perspectives that it is only women who stay with the children and also lacking a male figure in their childhood to learn from and build their character.

6.7 Views of Parents on Solutions to the Above Mentioned Problems
Parents noted a whole variety of solutions that if put in place would be able to solve some of the problems mentioned above. The solutions mentioned by the parents include the following;
1.) Reliable and affordable school transport systems should be provided for all the children. These transport systems should also be serviced frequently to avoid breakdowns.

2). All the roads leading to day care centres should be tarmacked.

3). Day care centres should be made such that they are accessible and affordable to all the children in society.

4). Day care programs should be made flexible to fit in with the working programs of the parents.

5). Space for kitchen facilities should be made available in all day care centres to enable the operation of hygienic full feeding programs in all schools.

6). Programme fee structures and teaching aids should be formalize and standardize in all schools.

7). Children’s belongings should be checked every day as the children come in and leave school to avoid lose of items.

8). Telephone facilities should be made available 24 hours to enable efficient communication among the parents and the children’s care givers.

9). Partnership among parents, schools and staff should be strengthened.

10). Sick children should be sent home early enough to avoid spread of infectious diseases in day care centres.

11). Teachers should always accompany the children when they are playing to avoid occurrences of petty accidents.

12). Day care centres should have medical schemes, which will enable them to take care of the sick children as the parents go to work.

13). All caregivers should be very well trained in Early Childhood Development to enable them take good care of the children.

14). The Ministry of Education should have frequent day care centres' inspection to enable their efficiency and reliability.
CHAPTER SEVEN

POLICY RECOMMENDATIONS AND CONCLUSIONS

7.1 Policy Recommendations

Planning for day care centres should come out strongly in physical planning because it is becoming popular and a necessity in the present society. When doing this, planners should allocate for the day care centres enough physical space for future expansion. This is mainly because, planning and provision of these facilities is prone to face unforeseen changes affecting especially the use of these facilities. Some of these changes include labour market changes, population shifts, growth of new neighbourhoods and deterioration of old ones. Also, young children need ample physical space for vigorous active play, space for social play, space for messy play and space to plan alone and remain undisturbed.

Planning for these facilities therefore has to be in step with current development. Families should be able to have a choice of child day care facilities in the home, in the community and in the work places with the best locality, as per the field analysis, being at the work places. Day care centres should alternatively be attached to primary schools in all areas to enable a continuation between pre-school and primary school education levels. All city planning authorities are also challenged to include gender analysis in planning for all planning sectors, paying specific attention to the different needs of female and male workers.

While learning is often thought to be a process of the mind, much of what actually occurs during the learning process is predicted by features of the learner's environment. Both the social and spatial contexts affect the learning experiences of children and play a significant role in the facilitation of care and the learning of children in day care centres. Space design should therefore be taken on board in planning for day care centres because it affects the children's overall behaviour and development. This calls for an inclusion of landscape design in planning for
day care centres. Planners should be able to explore rich, varied environments, which are related to cognitive, social and motor development of young children, when planning for day care centres. Such environments should be able to meet the need for social as well as the possibility of privacy for the young children.

Day care centres should not only be made available to all but also be responsive to the needs of all in society especially for the working parents according to their socio-economic status. This is mainly because the world cannot afford to do without the full participation of every person especially the women any more at every socio-economic, political, and the general development levels. Day care centres should therefore operate throughout the year. Night care and special assistance should be put in place to cater for the night workers and for the ill children as the parents go to work. Care in these facilities should be reliable, of good quality, affordable and effective.

Likewise, all day care centres should be conveniently located for all income groups of the society. The day care centres should be located near the main roads and should be fenced for security purposes. Roads should be tarmacked to enable the accessibility of these facilities to all. The length of the day should be able to match that of working schedules to enable the non working parents seek employment outside the home and for those working, be able to improve on their work productivity which will lead to poverty eradication and the overall national economic growth. Alternatively decentralization of work places through home working approach can be applied in the general planning. This can only be achieved if the provision of these facilities is made part of the wider national policy and the broad social objective in Kenya.

To add on this the communities, private entrepreneurs, Religious Based Organizations (RBOs) Community Based Organizations (CBOs) and Non-Governmental Organizations (NGOs) should be encouraged to start up day care
centres that will be able to accommodate children as early as 3 months old. These facilities should be located both in residential neighbourhoods and work places to enable parents choose on where they would want their children to be. This should be done with a lot of care because children aged 0-2 years are very delicate and need a lot of individualized attention. Alternatively, communities can organize themselves to establish home day care centres where parents from the same neighbourhood can have one of their own taking care of all the children in one of the homes as the others go to work. The person taking care of these children should preferably be a retired elderly person who will take this responsibility as her new career.

Children in especially difficult circumstances who are increasing in number with regard to socio-economic changes should be included in planning for day care centres. Such children include children who lack even the basic needs such as food, shelter, clothing, health, stimulation, education, love and care, neglected, abused, exploited and impoverished children such as street children of the urban poor, orphans, children of squatters, rural poor, children of plantation workers, alcoholic parents and drug addicts (NACECE, 2000). HIV/AIDS scourge is also leaving thousands of children orphaned yearly. Other excluded children are those with special needs who are not like the average or ordinary children in mental characteristics, sensory abilities, physical characteristics, emotional and social adjustment and communicating abilities.

Day care centres are becoming popular in our society. The government should recognise the benefits to the citizen and initiate a way of funding and improving not only the public day care centres but the private too. The government should especially assist in the posting of teachers to all the day care centres. Teachers should be posted to schools by the Teachers Service Commission (TSC) for consistency purposes and to ensure all schools get trained teachers who can provide quality services for the children. Teachers should be very well trained and
of ethics as most children at this age are stubborn and need a lot of attention and discipline. The teachers should also be well paid for the services they offer are critical and thus need to be motivated. Early childhood education training programs should be provided for up to the degree level which will help the teachers get equipped to face the challenges that come with proper early childhood development in Kenya today. Refresher courses and training for these teachers should be put in place and scholarship fund established that will allow committed early childhood educators to visit programs in other countries and enable them find new resolve to do what is essentially the most difficult and least respected work around the world.

Early childhood care and development conferences co-ordinated by NACECE should be organized regularly at both district and national level. This will enable sponsors of day care facilities share ideas and past experiences of successful early childhood development programs, make connections with other professionals in the field and get some exciting learning experiences. This will also promote appropriate approaches for the development of day care centres in Kenya.

There should be frequent supervision of day care centres by the ministry of education to ensure proper care is provided to all the children and that all day care centres meet the required standards, which is also an effective tool in controlling the mushrooming of poor quality day care centres. Serious frequent checking on number of children per school, child/staff ratios and the overall hygiene conditions of the day care centres by the schools’ inspectorate and health officers should be encouraged in all regions.

The day care curriculum prepared by the National Centre for Early Childhood Education and time table activities should be standardized for all day care centres to enable uniformity of activities for all the children. Time table activities should be reasonable enough, not to wear out the children or be too insufficient for proper
brain and creativity development. Uniform standards for building materials should be put in place according to the income levels of the communities. This will enable affordability of these facilities for all income group which will in turn enable all pre-school age going children enrol in the day care centres.

Licensing should be checked because day care centres are being charged rates by the Nairobi City Council yet there are no services being offered to them. The registration process with the ministry of education is a too long, which day care centres suggested that it should be revised to enable the schools register with the ministry.

Partnership between the government, private sector, employer institutions, community action, NGOs and other professionals in the provision of day care centres should be strengthened. All these partners should be encouraged to have a common vision of proper childcare and a common goal of proper child development which will all lead to a socially stable society.

Parents should be educated on the importance of day care centres in proper development of their children through seminars and the media to ensure their active involvement in issues related to proper development of day care centres. Privately owned day care centres rely fully on school fees payment by the parents. The parents should be educated that delays in the payment of fees only leads to poor service provision to both the parents and their children. There should be regular seminars/workshops for capacity building to empower communities to manage and maintain day care centres in their respective areas. This will enable the communities own and be custodians of day care centres their respective areas. This which will enable proper development and maintenance of these centres in all regions.

Adequate infrastructure services should be planned and provided for in all day care centres. Toilets, drinking water, hand-washing facilities should be easily accessible
in all day care centres. In this respect, toys that children handle with hands and mouth should also be washed daily and there should be adequate spaces for kitchen facilities in all day care centres that have running food programs for the children. This will ensure high health standards in all day care centres.

7.2 Conclusions
This research is on planning for day care centres in urban communities, which is an aspect of early childhood development. Children aged 0-6 years constitute 21.1 percent of the total Kenyan population. These children are the future generation and their development determines how these generations will be in all aspects. These children therefore form the base of the development of the whole Kenyan society.

Early childhood programs, which are provided through day care centres in Kenya, have been shown to enhance school readiness, increase the efficacy of investment in primary education and human capital formation (Brazenton, 1994). They have also been shown to enhance beneficial social behaviour, build human resources in a scientifically proven manner, generate higher economic returns and social costs, achieve greater social equity, increase efficacy of other investments and promote the general community development (Young, 1996).

Bruner (1980) notes that some of the factors that have increased demand for provision of day care centres include increase in the number of working women, increase in single parent families, scattering of the extended family, new status of women stress and isolation of urban living, changing philosophies on childhood and the reappraisal of the influence of infancy and childhood. With all these, parents have come up with a variety of childcare arrangements for their children. These include parents staying in the home to look after the children, staying with relatives to assist them in this area, employing house helps, which is the most common type of childcare arrangement made by majority of parents, and taking
their children to day care centres. Out of all these alternative measures employed by the parents, day care centres have been proved to provide the best care for children aged 0-6 years.

Day care facilities have not been adequately planned and provided for in Dagoretti division, Nairobi. Majority of these facilities in the area are privately owned and thus very expensive making it difficult for parents to enrol their children in good day care facilities. These facilities come in all sizes, differences in the total number of children, wide variation in the building materials used and availability of the required facilities. There are no day care facilities that cater for children aged 0-2 years as most of the day care centres enrol children from age 2\(\frac{1}{2}\) years old. Planners therefore have a task of planning and providing for these facilities in the area. These facilities have to be located in environments that build sound health, develop habits of cleanliness, help unfold intellectual and mental powers among the children, develop social maturity, lay firm codes of behaviour and make the children aware of their responsibility in society. The issues of security and gender analysis have to be carried out by all planning agencies in all sectors before coming up with the final plans.

7.3 Recommendations for Further Research

Gaps were realized in this work and thus the following areas are recommended for further research.

1. Further research on the physical location of all day care centres in Dagoretti division. This will enable the creation of a database on the actual number of day care centres in the area and a map showing the exact physical location of these facilities, which will in turn enable more accurate research sampling and thus accurate findings on future studies on day care centres.
2. Parents' attitudes, levels of awareness on the importance of day care centres in proper child development and their appreciation of the same needs further research.

3. Effects of day care centres on the relationship between children and their parents in comparison to other kinds of child care arrangements made by the parents is an area that is also recommended for further research.
REFERENCES


Braun, S. J et al. (1972) History of Early Childhood Education. Teachers College Press, Worthington OH.


Semper, L. (2002) **Resource Center.**
http://www.astc.org/resource/learning/demper.htm


UNDP. (1999) **Human Development Report.** UN, Nairobi

UNHCR, (Habitat). (2000) **Women in Urban Governance, Habitat Day.** Habitat, Nairobi


UNICEF. (2000) **We are also human beings.** Community publishing process, Zimbabwe.


WHO. (1964) **Care of Children in Day Care Centers.** WHO, Geneva.

World Bank. (1994) **A Participatory Poverty Assessment Study in Kenya.** The World Bank, Nairobi

APPENDIX I

UNIVERSITY OF NAIROBI
DEPARTMENT OF URBAN AND REGIONAL PLANNING
PLANNING FOR DAY CARE CENTERS IN URBAN COMMUNITIES
QUESTIONNAIRE FOR DAY CARE CENTRES

1. Name of day care centre.......................................................................................  

2. Division..................................................................................................................  

3. Location  
   a) In a neighborhood  b) At a work place  

4. Ownership (Please Specify)  
   a) Private..............................................................................................................  
   b) Public...............................................................................................................  
   c) Working institutions.......................................................................................  
   d) Other...............................................................................................................  

5. Number of children in the day care center  
   Boys............................... Girls ..................................................  

6. Age range  

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What are some of the requirements for a child to be recruited in your day care centre  
   i).  
   ii).  
   iii).  
   iv).  
   v).
8. How much school fees is required per child in Kshs?

<table>
<thead>
<tr>
<th>Age</th>
<th>Cost in Kshs. per month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What days do you operate?

10. What time do children report and leave the centre

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Report</th>
<th>Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What are some of the day to day activities undertaken by the children in your day care centre?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12a). Does the centre close during the other school holidays?
   a). Yes   b). No

12b). Please give reasons to your answer

13. What is the approximate distance of the day care centre in meters
   a). From the main road       b). From the main Bus Stage

14. How do the children get to and from the centre?
   a). Picked by the parents
   b). Dropped by centre Van
   c). Both
   d). Any other
15. When did you start the day care centre (Year/Month)? ........................................

16. What is the acreage of the plot occupied by the centre? .................................

17. What are the reasons that motivated the establishment of the day care centre?
   i).
   ii).
   iii).
   iv).

18. What are the vision and objectives of the centre?
   Vision................................................................................................................................
   ........................................................................................................................................
   Objectives
   i).
   ii).
   iii).
   iv).
   v).
   vi).

19. What are the child/staff ratios in your day care centre

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Child/Staff Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. In what ways are parents involved in the decision making process?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
21. Staff details according to age groupings

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Staff</th>
<th>Titles</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. What are some of the barriers to entry into the day care market experienced by your centre during establishment?

23. What are some of the benefits the children and the parents get from your day care centre?

<table>
<thead>
<tr>
<th>Children</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

24. What are some of the problems experienced in the day to day running of your centre?

............................................................................................................
............................................................................................................
............................................................................................................
............................................................................................................
............................................................................................................
............................................................................................................
............................................................................................................
............................................................................................................
25. What recommendations would you make to planners concerning planning for
day care centre?

26. Any other comment you have on the topic of discussion
APPENDIX II
UNIVERSITY OF NAIROBI
DEPARTMENT OF URBAN AND REGIONAL PLANNING
PLANNING FOR DAY CARE CENTRES IN URBAN COMMUNITIES
QUESTIONNAIRE FOR PARENTS WHO TAKE THEIR CHILDREN TO
DAY CARE CENTRES

TO WHOM IT MAY CONCERN

RE: THESIS WORK: UNIVERSITY OF NAIROBI: DEPARTMENT OF
URBAN AND REGIONAL PLANNING.

My name is Emily G. Nyongesa. I am a student at the university of Nairobi, Department of Urban and Regional Planning. I am doing my Masters in Urban and Regional Planning and at moment I am carrying out research for my thesis work.

My topic of research for my thesis is Planning for Day Care Centres in Urban Communities, Study of Dagoretti Division, Nairobi. I thus request you kindly as parents who take their children to the day care centres situated in the division to fill in the questionnaire provided to you by the school management in as much details as possible to help me fulfil the requirements for a Masters degree and contribute to knowledge on Planning for Day Care Centres in Urban Communities for the benefit of the whole urban society.

Your kind assistance will be highly appreciated. The exercise is purely academic and the findings will be made available at the University of Nairobi’s main libraries under the thesis work section.

After filling in the questionnaire, please drop it back at your child’s day care centre.

Thank you very much in advance.

Yours Faithfully,

Emily Geogina Nyongesa.
University of Nairobi.
Faculty of Architecture, Design and Development-ADD
Department of Urban and Regional Planning-DURP.
1. Name of the parent..............................................

2. Age..............................................................

3. Sex..............................................................

4. Marital Status..................................................

5. Number of children...........................................

<table>
<thead>
<tr>
<th>CHILD</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
</tbody>
</table>

6. Where do you stay..............................................

7. Where do you work..............................................

8. What is the distance from where you stay (in meters) to;
   i) The day care centre........................................
   ii) Work place...............................................  

9. What is your main occupation?.................................

10. What other occupations/duties/roles do you play

<table>
<thead>
<tr>
<th>Duty</th>
<th>Day</th>
<th>Time/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What is your approximate income per month in Kshs?.............
12. What are the arrangements you make for childcare by the following categories? (Tick in the table below)
   a) Yourself (i.e parents in the home)  
   b) Relative in the home  
   c) Older children of the family  
   d) Ayah in the home  
   e) Day care centre

<table>
<thead>
<tr>
<th>Age</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. What are the main challenges you face between work and childcare?
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

14. How many times have you faced the following problems over the last three months?

<table>
<thead>
<tr>
<th>Problem</th>
<th>No. of Times</th>
<th>Main reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been late for work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left work early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealt with personal related issues during working hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. List the various ways you devise for coping with the challenges faced between work and child care.
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

16. How many children do you have in this and other day care centres by age?

<table>
<thead>
<tr>
<th>This day care</th>
<th>Other day cares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. What is the main reason to why you sent your children to a day care centre? (Please Tick)
   a). No one at home to take care of them
   b). Good atmosphere for child’s development
   c). Useful in preparation for formal education
   d). Any other reasons (Specify) ..................................................................................

18. What are some of the benefits you think your child gets from the day care centre?................................................................................................................................

19a. How would you rate the kind of care provided by this day care centre in comparison to the other types of child care? (i.e mother/father in the home, a relative in the home, care provided by the older children of the family and care provider by an ayah in the home)

19b. Please give reasons to your answer. ....................................................................

20. Who drops and picks your children to and from the day care centre every day?............................................................................................................................

21. How reliable are the day care centres to you as a parent in terms of cost, time, accessibility and convenience?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convenience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
22. What are some of the problems experienced by you as a parent using the existing day care facilities?

23. How do you think these problems can be solved?

24. What would you recommend about the improvement of the provision of day care facilities in urban communities?

25. Any other comment you have on the topic of discussion.
APPENDIX III

UNIVERSITY OF NAIROBI
DEPARTMENT OF URBAN AND REGIONAL PLANNING
PLANNING FOR DAY CARE CENTRES IN URBAN COMMUNITIES
QUESTIONNAIRE FOR INSTITUTIONS

1. Name of organization..................................................................................................

2. Year of establishment............................................................................................... 

3. The role played in the development of day care centres in Nairobi............................ 

4. Why do you think we have problems of day care centres coming up haphazardly in Nairobi today? 

5. What are some of the problems experienced by your institution in trying to develop and improve the development of day care centres in Nairobi?
6. What recommendations would you make on effective and appropriate
 provision of day care centres in Kenya today?
## APPENDIX IV

UNIVERSITY OF NAIROBI  
DEPARTMENT OF URBAN AND REGIONAL PLANNING  
PLANNING FOR DAY CARE CENTRES IN URBAN COMMUNITIES  
OBSERVATION SHEET

<table>
<thead>
<tr>
<th>Wall</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Iron Sheets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Wood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tiles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cemented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Earth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roof</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tiles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Iron sheets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Medium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Large</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification of Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Segregated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In One Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Fenced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Not Fenced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. On Main Road</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Feeder Roads</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>