

Enhancing Visual Aids in Training of Child Caregivers in Daycares Within Nairobi's Urban Informal Settlements

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Abstract

As of 2017 there were 300,000 children living in Nairobi's informal settlements and at least 2,700 informal daycares run by owners with little or no formal training on Early Childhood Education and a majority with low education levels. There have been some efforts to train caregivers in order to improve the quality of their services. Visual aids are inappropriately used in the training of these child caregivers. Studies show that visual aids are highly successful in any behavioural change program because they aid the comprehension, attention and adherence of information especially in a low literacy setting as this. This paper suggests a framework to be used in creating visual aids to enhance training of child caregivers in Nairobi's urban informal settlements. This paper presents thematic analysis of literature to determine the best practices in using visual aids to train caregivers in urban informal settlements and achieve a framework. Literature was reviewed according to two themes which are visual aids for the low literacy audience and caregivers in informal settlements. This study established that, if appropriately used, visual aids have a great potential to aid training of child caregivers in urban informal settlements. Appropriate visual aids have to be contextualized, simple and consistent, designed with a systematic procedure, and respond to psychological needs of the audience. As such, informal child care centres are on the rise as informal settlements expand. Most caregivers in these centres are not formally trained, yet they offer a crucial service to the education system in the country. There is a need for a strategic training approach that will equip informal ECD caregivers with skills to enhance learning and child care in informal settlements.

Keywords: Pictures, Training caregivers, Urban informal settlements, Visual aids.

INTRODUCTION

According to UNICEF (2018), scientific research shows that most part of human development is from birth to eight years old and this is the time where the foundation for success is built into the adult years. During this age bracket the quality of childcare is very crucial as it also determines the quality of life even in adulthood.

From review of literature there are numerous studies that have been done highlighting the poor state of informal daycares and most of them list the lack of knowledge among the caregivers as one of the root causes of the problems. A situational analysis by UNICEF (2017) gives the perspectives of daycares being insanitary and cold. According to a manual of caregivers by The National Council for Children's Services in Kenya (2011), one of the challenges faced by caregivers is the lack of awareness in what their role is and recommends

the need to empower caregivers with appropriate training so that they understand their role in caregiving. Speaking generally of pre-primary school systems, UNICEF (2018) says that one of the reasons teachers lack to implement play-based learning is because teachers lack information on how to find and create low cost play materials using locally available materials.

Most of these studies recommend that the caregivers of these informal childcare centres be trained. In fact, according to Young & Dunkelberg (2004), one of the features that should be in a program to improve the quality of Early Childhood Development is to train caregivers and educate parents.

RESEARCH METHODS

This paper presents thematic analysis of literature

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