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A comparative analysis of early childhood education in Kenya and the United States of America : Kenya's social and economic constraints

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A comparative analysis of early childhood education in Kenya and the United States of America : Kenya's social and economic constraints

Abstract

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A Comparative Analysis of Early Childhood Education in Kenya and the
United States of America: Kenya's social and Economic
Constraints.

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Peter Kibet Koech

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CHAPTER 1

INTRODUCTION

A Background Study of Early Childhood Education

"The issue of child care and generally preschool specifically is one of the most talked-about issue in America today" (Brenner, 1990, p. 2). This statement underscores the overriding importance of the field of early childhood education. Spodek (1990) observed that the needs of young children have often been ignored in public policy and education, and that early childhood education has been one of the most under researched fields in the history of education. Early Childhood Education has also been viewed as less important and a women's occupation akin to the 1950s and 1960s literature on women that emphasized child rearing, home making and housewives (Braidotti, Charkiewicz, Hausler, and Wieringa, 1994).

The 1990 World Conference on Education held in Jomtien, Thailand, declared that learning begins at birth. At this conference the participants emphasized the importance and stressed the need for childcare services and initial education. The conference resolved to advocate for early childhood care and development. This meant that the world's youngest children became a global agenda for *Education For All Assessment by 2000* (UNESCO 2003, <http://www.unesdoc.unesco.org/images/0012/001233/123329e.pdf>). In their study, Cram, Pierson, Walker, and Tivnan (1991) argued that the best insurance policy a community

can give to its citizens is a high quality education for their young children. To accomplish this education it requires a partnership between schools and parents with full utilization of the community's resource. In this respect,

Myers (2003) reported the following solutions to everyday needs:

Preschool programs are potentially useful as vehicles for extending primary health care; nutrition programmes are useful to attract family Participation in preschool or parent education programmes; primary health activities can serve to detect delays in mental and social development as well as improve attention in homes, but more important than the logistic advantage, combining programs takes advantage of the synergistic relationship among health, nutrition, and early stimulation or education (Online source, no page numbers).

This report underscores the importance of early childhood and the need to treat it holistically. In Kenya, early childhood is inseparable with primary health care, nutrition programs, and parent education.

Purpose of the study

This study will examine the literature pertaining to Early Childhood Education in the United States and Kenya. Development of Early Childhood Education in Kenya will be examined with special emphasis on social and economic constraints. Also, suggestions and recommendations will be made for improvements. To accomplish this purpose the following questions will be addressed:

1. What are the similarities and differences of Early Childhood Education programs in Kenya and the United States?
2. What is the history of Early Childhood Education in Kenya?
3. What are the socio-economic problems facing Kenya in her endeavors to develop Early Childhood Education?

4. What are the strategies that should be adopted to improve childhood education in Kenya?

Need for the study

Despite the significant gains made in the field of childhood education in Kenya recently, there exist various problems in the quality and services that are provided by early childhood education centers. These include: poor access to services, inadequate physical facilities, untrained personnel, and lack of education policy for children of 3 years and below, lack of public awareness on the importance of early education, and low funding (World Bank 2003, <http://www.worldbank.org/children/ecd/book/5.htm>).

The question of accessibility to early childhood education is important in understanding the role early childhood education programs have played in Kenya. In general, accessibility to early education programs in Kenya has been labeled as *very poor*. It is indicated that about 3 million children under six years do not receive early childhood education. These children also face malnutrition, poor health, lack of opportunities for early stimulation and a poor education environment (<http://www.nacece.org/ovmain.htm>). These issues call for a thorough examination of their root causes and possible solutions.

Limitations

There has been very little published research on Early Childhood Education in Kenya. This study is therefore limited to on-line literature and journal articles that attempt to describe the educational situation in Kenya. The World Bank, UNESCO, and

other non-governmental organizations (NGOs) are some of the available sources of information.

Definitions

In the literature reviewed for this study, researchers used terms in different ways. For this paper, significant terms will be defined in the following manner.

Childcare "child care generally refers to programs that operate for extended hours (often 12 hours) and offer services for children from birth through school age" (Decker & Decker, 2001, p.11).

Early Childhood Education "consist of the services provided in early childhood Settings" (Morrison, 1998, p.13).

Eclectic "selective; not following any school of thought. Consisting of selections from various sources" (Webster Dictionary, 1995, p.222).

Kindergarten "kindergarten are programs that cover the year before primary school entry, are universal, cover almost all 5-year primary school olds". (Cryer & Clifford, 2003, p.15).

Nursery school "it is often applied to programs for 3-and 4-year-old children, although some nursery schools serve younger children" (Decker& Decker, 2001, p.10).

Preschool "preschool generally means any educational program for children two through five years of age prior to their entrance into kindergarten" (Morrison, 1998, p.14).

Pre-kindergarten " pre-kindergarten is growing in use and refers to programs for four-year-olds attending a program prior to kindergarten" (Morrison, 1998, p.15).

CHAPTER 2

Early Childhood Education in the United States

Goffin (2001) noted that attention to early childhood education in the United States has been growing in intensity since the mid 1980s. With this intensity, connections between social and political concerns and children's concerns have been observed. These concerns are being reflected throughout the history of governmental policies in the United States.

Traditionally, the provision of education in the United States is vested in the hands of the 50 states. States have therefore been the main focus of Early Childhood Education. In addition to the role of the states, recent research and emerging interests in Early Childhood Education has encouraged the growth of new studies and emphasis on Early Childhood Education. These studies have documented the positive impacts of preschool education and its role in boosting student academic achievement. Pre-kindergarten education is now being sponsored by 42 states (Goffin, 2001). According to the National Association for the Education of Young Children (NAEYC), an early childhood program is any group program in a center, school, or any other facility that serves children from birth to eight years of age.

Before the start of the Head Start program in 1965, Early Childhood Education was characterized by three distinct branches: Kindergarten which was designed to nurture the total development of the child; day care nurseries and nursery schools which were developed to provide custodial care; and nursery schools which were to provide child rearing advice and social emotional enrichment of the home life (Goffin, 2001, p.16-17).

Early childhood programs in the United States of America(USA) operate under different auspices that vary in both location and size and use different educational philosophies and curricula. These programs allow children much freedom of choice, but to very limited activities, which range from child centered to adult-centered activities (Kostelnik, Soderman, and Whiren, 1993).

The major step in the development of early childhood education in the United States was the establishment in 1965 of Operation Head Start, a federally funded pre-school program that was designed to educate children of the low-income families and the disadvantaged. This federal program was set up to provide for a comprehensive child development program that offered social services, health, nutrition, and education (Brenner, 1990).

Early Childhood Education and care have evolved as a result of diverse historical reasons that include child protection, early childhood education services for children with special needs, and services to allow mothers to participate in the labor force. The development and expansion of childcare centers (day nurseries) and nursery schools led to a national interest in early childhood development in the United States. Coupled with this, is the importance attached to research which stress that Early Childhood Education must prepare children for school and serve as a way for ensuring that good health care and improved nutrition will be developed and implemented (Cryer and Clifford, 2003).

As mentioned earlier, the biggest investment made in the field of Early Childhood Education in the United States on a large scale came in 1965 with the establishment of Head Start. The federally funded government program for 3 to 5 year olds operates in 50 states and was designed primarily to educate children from low-income families

(Brenner, 1990). According to Morrison (2001), the Head Start program had an annual budget of 4.4 billion by 1998 and served about 794,000 children from low-income families. Also, Morrison estimated that there are approximately 1,456 head start programs nationwide with approximately 17,000 centers and more than 42,000 classrooms (p.175).

Crayner and Clifford (2003) argued that the United States lacks a national child and family policy, or a coherent early childhood education policy. They explained that factors that have increased the importance of early education and care are changes in the following: welfare legislation reforms and provision of public assistance legislation for low income single mothers and children, labor market, and the historical division of responsibilities between the federal government and State, and research on early childhood development and learning.

Bowman, Donovan & Burns (2003) stated the following:

The growing consensus regarding the importance of early childhood education stands in the stark contrast to the desperate system of care and education available to children in the United States in the preschool years. America's programs for preschoolers vary widely in quality, content, organization, sponsorship, source of funding, relationship to the public schools, and government regulation (p.321).

Childcare and early education in the USA developed separately under the auspices of the three branches which were earlier mentioned, and they are not well integrated. Research has shown that majority of children in USA attend low-quality childcare, some of which are not good for their long-term development (Helburn, 1995). However, the great effort made by the National Association for the Education of Young Children (NAEYC) in disseminating position statements on Developmentally Appropriate Practice (DAP) over the past decade has influenced a unification of the field

of early childhood education. NAEYC has developed guidelines on the content for teacher education and professional development. These guidelines have helped the 50 state education departments in making decisions on policy and program evaluation (Bredekamp, 1987).

Moreover, in spite of the many efforts made in the field of Early Childhood Education, there is a lack of comprehensive, coherent infrastructure at the federal, state or local level to support educational programs. Early Childhood Education and care policies are still fragmented, inconsistent, and not sufficiently funded; this is a situation, which does not augur well with Early Childhood Education quality and provision (Cryer and Clifford, 2003).

The table that appears below documents this position but reveals that increased funds have been appropriated and more children are attending early childhood programs. The table indicates that between 1992 and 2002, there has been an increase in federal funding of approximately \$7,000. This is almost 400 % increase. Discretionary and mandatory child care has also recorded a minimal increase.

Table 1

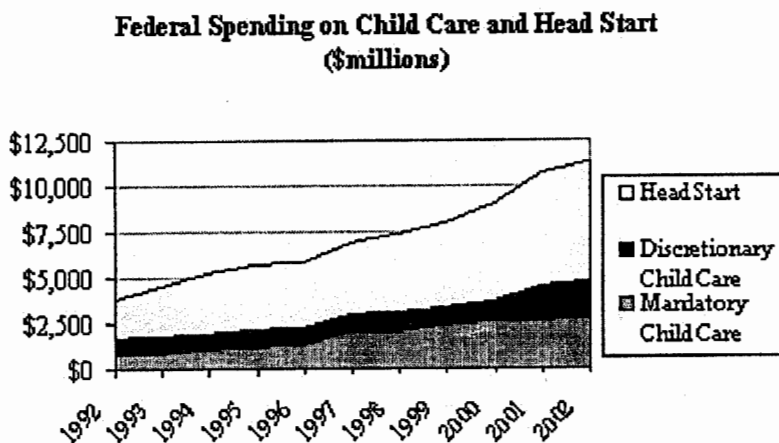
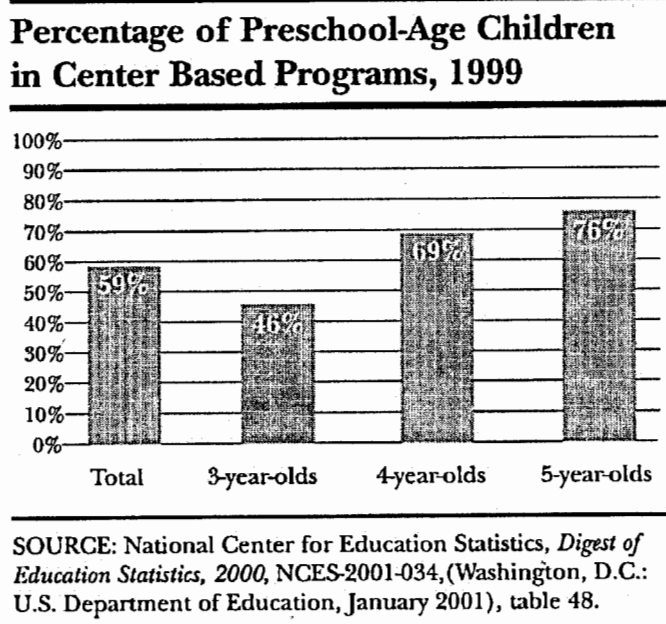


Table 2 shows that in 1999, the percentage of 3-5 year old children in pre-school programs was 59%. The number of children from ages three, four, and five are given in percentage there were more 5 year old children attending pre-school programs than 4 and 3 year old children.

Table 2



Kenya: History of Early Childhood Education

Kenya is located on the eastern coast of East Africa. It is bordered on the West by Uganda, Sudan, Ethiopia in the North, and Tanzania in the South. The following table provides basic geographic and demographic data on Kenya.

The Kenya's population, according to the country profile data estimates of 2002, was more than 31 million people. The population is growing at a rate of 1.15% a year.

The birth rate was 27.61 births for every 1000 people, and the death rate was at 14.68 deaths for every 1000 people. The infant mortality rate was 67.24 deaths for every 1000 live births. Life expectancy at birth was estimated at 47 years. The fertility rate is an average of 3 children for every woman. These figures show that there is a huge drop in population growth compared to the statistics in the early 1990s when the population growth was among the highest in Africa.

Table 3

Geographic and demographic Data: Kenya

Kenya			
Geographic Coordinates	1 00 N, 38 00 E	Total Size in sq km	582, 650
Water sq km	13, 400	Land sq km	569, 250
Population (Millions)	31, 138, 735	Population Growth Rate	1.15%
Birth Rate (2002 est.) (Births/1000)	27.61	Death Rates (deaths /1000)	14.68
Infant Mortality Deaths /1000 live births	67.24		
Life Expectancy total population	47.02 years		
Female:	47.85 years		
Male:	46.2 years		
Total Fertility Rate Children born/woman	3.34		
Literacy Rate (1995 est.) (Age 15 + can read & write).			
Total population	78.1%		
Male	86.3%		
Female	70%		

Source: Adopted From Text reports Country Profile Data: Central Intelligence Agency World Factbook 2002

<http://www.cia.gov/publications/factbook/geos/ke.html> January 13, 2003.

In Kenya, early education and care are known by a wide range of names such as day care centers, nursery schools, kindergarten and preschool programs (http://www.siup.sn/ecdkenya/object_main.htm). The first preschools were started in the 1940s by the Europeans and Asian communities in plantations and larger towns to meet

the needs of the both Europeans and Asian children. The first preschools for African children were started in urban centers, coffee, tea, and Sugar plantation where Africans worked as plantation workers. During the Mau Mau struggle for independence in 1950s, preschools were started in the emergency villages in the central province to provide custodial care to the children of mothers who were involved in the forced labor (Kipkorir and Njenga, 1997).

After Kenya attained independence in 1963, many preschools were established throughout the country as a result of the *harambee spirit* of self-help initiated and fostered by Kenya's founding President Jomo Kenyatta (<http://www.ecdgroup.com/download/aal1tacea.pdf>). Preschool programs have been growing since independence in terms of enrollment, the number of teachers, schools and sponsors. Kipkorir and Njenga (1997) estimated that in 1986, there were 657,688 children enrolled in 12,186 schools with 6,182 teachers. By 1991, the numbers had risen to 908,966 children, 17,650 schools and 24,809 teachers. This was a remarkable growth although this was a small proportion of children attending school. This was just 30% of Children aged 3-6 who were benefiting from the service.

Prior to 1970, services provided to children have been described as *very poor*. This was because of the lack of enough government intervention and coordination. As a result, this lack of government support led to unsuitable and different curricular content and methodology used in schools. Also there was lack of efficient and organized training programs for teachers (<http://www.acs.appstate.edu/orgs/afcab/swadener.htm>).

To address this problems, the Kenyan government through the ministry of education and with assistance of the Bernard Van Leer Foundation, in 1971, initiated the

preschool education project at Kenya Institute of Education (KIE) to improve the quality of preschool education through the development of viable training models for early childhood care and education personnel and to improve the curriculum and other support materials. The ministry of education later established a preschool section at KIE. In 1982, a national preschool seminar was held to review the experiences and the outcomes of preschool education project. This seminar recommended the establishment of the national center for early childhood education and sub-centers at district level. This in turn led to the establishment of two professional organizations, one at the national level and the other at the district level. These organizations are named the following: The National Center for Early Childhood Education (NACECE) in 1984 and District Centers for Early Childhood Education (DICECE) in 1985.

According to the United Nations Educational Scientific and Cultural Organization Report of 2003, early childhood care and development programs in Kenya include children from birth to five years of age who comprise about 20 percent of the Kenyan population (UNESCO 2003, http://www.2.unesco.org/wet/en_lead/rmeet_Afric_Kenya.shtm). Since its independence, the Kenya Government has been providing education in collaboration with other partners such as local communities, non-governmental organization, donor agencies, churches, foundations and individual sponsors.

The majority of preschools are initiated and managed by the local communities who have an enormous task of providing land, constructing buildings, and providing physical facilities, furniture, and recruitment and payment of teachers among other things. Other leading partners, who have been supplementing the government effort in the

field of Early Childhood Education, include United Nations Children's Fund (UNICEF), Bernard van leer, and World Bank (<http://www.nacece.org/ovmain.htm>).

The main aim of preschool in Kenya is to socialize children and prepare them with the basic information to enter primary school. In the Daily Nation Report for 2003 on Early Childhood Education entitled *Kenya makes strides in early childhood education* (<http://www.nationaudio.com>), noted that despite the progress made so far, a lot more has to be done in order to improve the quality of Kenya's early childhood education programs (<http://www2.unesco.org/wef/en-newskenya.shtm>). African preschools were initially intended to be a non-academic and non-teaching. This view persisted until 1970, when policy makers and parents demanded a new approach geared at providing early childhood instruction in reading, writing, and basic mathematics so as to prepare children for primary education (<http://www.acs.appstate.edu/orgs/afcab/swadener.htm>).

As explained earlier, post-independent Kenya has continued to experience a rapid growth of early childhood development (ECD) centers. From a small number of children enrolled in ECD centers in the 1960s, enrolment in preschools programs has expanded and recent statistics (Ministry of Education, 1994) show that in 19,083 centers, 951, 997 children were enrolled. Despite this increase in enrollment, only one third of Kenya's preschool children aged 3-5 years old are attending nursery schools, as most children are left at home. (www.swadener.com).

By 1995 about 20,000 ECD centers provided day care and prepared for primary school over one million children of three to seven years old. By the end of 1999, the number of childcare facilities reached 23,690. This increase resulted from the following changes:

- 1) Changes in the labor market dynamics with tremendous increase rates in the number of women involved in work outside their homes
- 2) Rural urban migration of the poor landless people to the urban areas in search of employment and better life,
- 3) The increasing proportion of women in the industry (World Bank, 2000, <http://www.worldbank.org/gender/prr>). A remarkable feature of Kenyan preschools is that they serve broad social, economic, cultural and geographical spectrums of the society (<http://www.acs.appstate.edu/orgs/afcab/swadener.htm>).

According to the *Early Childhood Development Group Report* for 1992, Early Childhood Development centers in Kenya provide day care and early education to young children of three to seven years of age. Most ECD centers in Kenya are community based which manage over 75 % of the preschool in the country. The community provides land and funds for the construction and maintains physical facilities. They also provide furniture, materials, and pay teachers salaries (<http://www.ecdgroup.com/download/aaltacea.pdf>).

Other types of Early Childhood Education centers were started and run by religious organizations, private companies, plantations, estates, Non-governmental Organizations (NGO's) and local authorities. These Early Childhood Development centers started by partners account for about 40% of all Early Childhood Development centers in the country (World Bank, 2000, <http://www.worldbank.org/gender/prr>).

The consultative Group on Early Childhood Care and Development indicated that the majority of Early Childhood Development centers, which are run by the community and private preschools, operate with no uniform curriculum. The Center of Early Childhood Education (NACECE) currently sets the national guidelines on how preschools should be run. However, a comprehensive curriculum for early childhood education centers was not in existence until the late 1980s (<http://www.ecdgroup.com/download/ccI21bdi.pdf>).

In the beginning of the 1990s, the central government undertook an initiative to train teachers, supervise and inspect preschool programs and helped develop a local curriculum suitable for every community. At the same time, the fees charged by ECD centers continue to vary from center to center depending on location and the quality of preschools. There are no national fee guidelines and this leave villages or urban parent-teacher associations to set their own. Most centers spend their funds on teacher salaries (World Bank, 2000, <http://www.worldbank.org/gender/prr>). Communities, with the help of the local authorities identify teachers or care givers who are then given training by the government through the National Center for Early Childhood Education (NACECE); the semi- autonomous body in the Ministry of Education whose work is to develop training program and curriculum, give information, materials, advice, and train communities. To diversify the provision of services to other parts of the country, the District Center of Early Childhood Education (DICECE) was established to adopt a holistic approach in early childhood program and to support children's growth and development. Included in the curricula are health, nutrition, growth monitoring and promotion, and educational activities (World Bank, 1993, <http://www.worldbank.com/children/Africa/pdf/files/valeseca.pdf>)

The World Bank Report of 2003 on Early Childhood Education identified the following weaknesses of Early Childhood Education programs in sub-Saharan Africa.

- Lack of or poor access to programs by children from low income families, varying physical facilities, personnel and services,
- Lack of policy for children under 3 years old,
- Lack of public awareness of the importance of early education.
- Differentials and irregularity in caregivers' wages, and
- Low funding, and poor monitoring and supervision (www.worldbank.org/children/ecd/book/5.htm).

Curriculum materials used in educational centers differ from place to place, depending on the resources available in a community, leadership abilities, and how serious and motivated are the communities. Local materials that suit every community in the form of riddles, stories, and poems and children games have been developed and used to strengthen and preserve their culture and traditions (Early Childhood Development Group, 1992, <http://www.ecdgroup.com/download/aal1tacea.pdf>).

The main goal for Kenyan preschools, as stated in the guidelines provided in 1984 by the Kenya Institute of Education, is *to prepare and equip the youth to be happy and useful members of Kenyan society*. Included in the guidelines are suggestions that preschools should develop physical skills, the concept of numbers, cognitive skills, knowledge of their environment, the ability to express ideas in words, and to gain awareness of temporal and spatial relationships (World Bank, 1997, <http://www.worldbank.com/children/africa/pdf/files/va1dlbpa.pdf>).

The table below shows Kenya's early childhood enrollment rate by gender and province in 1998. The table gives a clear picture of how enrollment has been progressing every year with disparities between regions and gender. The table shows that more children were attending schools in provinces that have big cities and towns such as Nairobi. For example, Nairobi had 40.3 % and Rift Valley was second with 40.1 %. North Eastern province records the lowest enrollment. Also there is no big difference in gender between provinces. North eastern though, has the lowest enrollment of females.

Table 4

1998 Gross Enrolment Rates in % in ECD by Gender and Province.

	KENYA	Coast	Central	Eastern	Nairobi	Rift Valley	Western	Nyanza	North Eastern
MF	34.9	38.9	33.1	34.8	40.3	40.1	33.8	28.2	19.0
M	35.5	41.0	33.2	35.2	38.6	41.9	33.6	27.5	23.6
F	34.3	36.7	33.0	34.3	42.0	38.2	33.9	29.0	14.1

Source: Ministry of Education and Human Resource Development

http://www2.unesco.org/wef/countryreports/kenya/rapport_2.html April 5, 2003.

According to Early Childhood Development Group 1992, ECD centers in Kenya provide day care and early education to young children who are three to seven years of age (<http://www.ecdgroup.com/download/aaltacea.pdf>). Most ECD centers in Kenya are community based which manage over 75 % of the preschool in the country. The community provides land and funds for the construction and maintains physical facilities. They also provide furniture, materials, and pay teachers salaries. Other types of Early Childhood Education centers were started and run by religious organizations, private companies, plantations, estates, and NGO's and local authorities. These Early Childhood Education centers started by partners account for about 40% of all ECD centers in the country (World Bank, 2000, <http://www.worldbank.org/gender/prt>).

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CHAPTER 3

A COMPARATIVE ANALYSIS OF EARLY CHILDHOOD EDUCATION IN KENYA AND THE UNITED STATES OF AMERICA

Comparison of Kenya's and American childhood programs

The United States has different types of programs from those found in Kenya. These programs vary in target audience and scope and the training background of key school personnel. The preschool programs are full day to half day, full year to partial year, everyday to some days (Kostelnik, Soderman, Whiren, 1993). Programs in Kenya are almost uniform except for those found in drier parts of the country that sometimes have classes half day. Kenya does not have a program of children below 3 years of age that is either home or center based. Few under 3 year old children are enrolled in preschool, yet there are no suitable activities that have been developed for them. Moreover, programs for handicapped children, children of the refugees, children of nomadic people and children of the displaced are not benefiting from educational programs (<http://www.suip.sn.ecd/ecdkenya/object-main.htm>).

The United States government started the Head start program for low-income families in 1965 and the special education for children with disabilities was started in 1975. Other school programs are organized by churches and other not-for profit groups to provide socialization and educational experience for 3-5 year old children (Barnet, 1993). Kenya allocates meager resources to preschool education programs for Kenya commits only 1/10 of one percent of its national budget to educate young children. This is not adequate to provide for the efficient management of preschool programs.

<http://www.worldbank.org/gender/prr/wp15.pdf>).

The United States provides a variety of resources for the early childhood educational programs. The federal government is the primary provider of public funds for preschool programs. For example, in fiscal year 1987, the federal government spent \$3.3 billion on preschool and childcare programs (Bridgman, 1989). The Committee for Economic Development estimated that implementing universal preschool in United States would cost the government between \$25 billion and \$35 billion more annually than the government is currently providing for early education (<http://ericeece.org/fag/prek.html>). Just as parents in Kenya support preschool programs, preschool education in the United States of America is largely supported by parents, although the government provides subsidies for lower income families through federal and state programs.

Across the United States there is a wide variation in the number, scope, funding and programming of state pre-kindergarten program. State funding on pre-kindergarten has expanded from about \$700 million in 1995 to nearly 1.9 billion in 2000. In addition to fostering pre-kindergarten initiatives, states are involved in ECEC subsidies for childcare and work related expenses (Crayner and Clifford 2003). Despite the increase in state funding on early childhood education in the USA over the past 20 years, half of the children have no access to early education programs (<http://www.ericeece.org/faq/pek.html>).

Kenya and the USA differ in the teacher qualifications and teacher training programs that influence the content of teacher training programs. In the United States, the Association of Early Childhood Education International and the NAEYC have made some recommendations for the training of teachers at all levels of preschool education.

Among these is the requirement that early childhood teachers should have four to six years of professional education to involve some type of teacher certification or accreditation. In Kenya, teacher education involves a two-year in-service course that has six residential sessions undertaken during the school holidays which is alternated with field sessions when the school is in sessions

(<http://www.worldbank.ecdgroup.com/download/aa1acs.pdf>). A large number of untrained faculty accounts for the bulk of ECD teachers. It is estimated that more than 17,000 of Kenya's 27,000 preschool teachers have no formal training in the care and teaching of young children (<http://www.nacece.org/Ovmain.htm>).

National Association for the Education of Young Children professional position is that kindergarten teachers must have a college education with a specialization in Early Childhood Education, and should have completed a supervised teaching experience (Bredkamp and Copple, 1997). The standard for the pre-kindergarten teacher qualification vary from state to state from being a high school graduate to having a bachelor's degree. Goffin, Rospnarine and Johnson (1993), reported that the USA does not have a single coherent system of staff qualification. Each state develops its own teacher credentials and licensing qualification.

There are a lot of disparities in teacher's salaries in Kenya and the USA. In 1990, teachers in child care centers in the United States earned on the average about \$11,500 per year (<http://www.naeye.org/resources/position-statements/psqca98.htm>). Salaries in Kenya also varies from center to center and region to region with the lowest especially in the rural areas getting less than \$10 a month (<http://www.eastandard.net/provincial/rift.valley/rift-valley01.htm>). In Kenya the

Ministry of Education does not provide salaried preschool teachers as it does with primary and secondary school teachers, but preschool teachers are paid by parents, Non-governmental Organizations (NGOs), churches and other partners (Swadener, Kabiru, Njenga, 1997), while the training of teachers is carried out at the district level by the District Center for Early Childhood Education(DICECE)

(<http://www.worldbank.ecdgroup.com/download/aa1aces.pdf>).

Both countries have established bodies to look into matters and issues of early childhood care education and development. In Kenya, the District Center for Early Childhood Education (DICECE) and National Center For early Childhood Education (NACECE) are charged with the following responsibilities:

National Center for Early Childhood Education (NACECE)

- Train personnel
- Develop and determinate curriculum for ECCE programs
- Identify, design, undertake and coordinate ECCE
- Provide a liaison with external partners
- Inform the public of needs and development within the ECCE programs

District Center for Early Childhood Education (DICECE)

- Train teachers and other personnel at district level
 - Supervise and inspect District preschool programs
 - Mobilize the local communities to improve care, health, nutrition, and education of young children
 - Evaluate and research issues related to preschool child
- (<http://www.worldbank.ecdgroup.com/download/aa1aces.pdf>).

In the United States, the National Association for Education of Young Children for more than 60 years has been working to promote high quality early childhood programs for all young children and their families. The goals and objectives include facilitating the professional development of individuals, working for and with young children from birth through eight years of age, and to improve public understanding and

to support high quality early childhood education programs. It is also charged with development of guidelines to inform decisions about curriculum content and assessment in programs serving children 3-8 years. These guidelines include the following:

- Making informed decisions about appropriate curriculum content and assessment
- Evaluate existing curriculum and assessment practice
- Advocate for more appropriate approaches.

In recent years, new efforts have included compensation guidelines for early childhood professionals and guidelines for professional preparation and certification (<http://www.naetc.org/resources/position-statement/psqca98.htm>). The work of National Association for the Education of Young Children has led to the adoption of the guidelines by many state departments in the USA in making decisions on policy and program evaluation (Educational Leadership, 2003).

Kenya's Early Childhood Development (ECD) programs are administered through three sections of the Ministry of Education. These include: the preschool section of the Directorate of Education which handles administrative matters, the NACECE for training of teachers and caregivers, and developing the curriculum, and the Inspectorate Department which is responsible for the maintenance and monitoring of program standards (<http://www.siup.sn/ecdkenya/object-main.htm>). Programs in the United States are administered through the department of Health and Human Services (DHS) and these include Head Start, early head start, childcare development fund, temporary assistance for needy families, social services block grant (<http://www.whitehouse.gov/infocus/earlychildhood/earlychildhood.html>). The supervision of ECEC is diversified as it is carried out by separate states and various

governmental agencies within them. However, this does not include specifications of program content and implementation (Crayner and Clifford 2003).

Few states in the United States of America dictate the curricula approaches to be used in preschool. Many states suggest that pre-kindergarten programs consider constantly applying a child-centered approach that utilizes purposeful play to achieve learning goals as opposed to teacher-directed instruction. States allow programs to choose from six approved curriculum models such as the High Scope, the Bank-Street, and constructivist education (<http://www.ericseece.org/fag/prek.html>). In Kenya, the majority of the community based and private schools have no uniform curriculum. Instead, the Ministry of Education has devised national guidelines that schools are intended to follow (<http://www.ecdgroup.com/download/cc/121bdi.pdf>). Moreover, preschools setting and curriculum materials differ from place to place depending on the nature and the type of resources available, leadership abilities, and how committed the local communities are to help. (<http://www.worldbank.ecdgroup.com/download/aa1aces.pdf>).

The National Association for the Education of Young Children recommends that programs be tailored to meet the needs of children rather than expecting children to adjust to a specific program. It acknowledges the fact that a good preschool program takes into consideration the fact that preschoolers develop at different rates and in different ways (Brenner, 1990). Different types of programs in the USA have varied objectives, purposes, and intended beneficiaries. There is no national curriculum for preschool or kindergarten program in the USA. This is because scholars have not agreed on the curriculum and methods to be used in early educational programs, because of ideological positions, competing theories of development and learning and conflicting pressures from

various stakeholders concerning the desired outcomes and effects of the programs. Most programs in operation are eclectic. At present there are 15 recognizable curriculum models or approaches to Early Childhood Education and Care in United States. However, currently there is a growing interest in a constructivist approach to learning (Goffin 1994; Rospharine and Johnson, 1993).

Crayer and Clifford (2003) noted that:

In a country with more than 20 million children younger than 5 years of age, most of who participate in some kind of education or childcare setting, it is difficult to capture the diversity of approaches to program content and implementation (p.116).

The curriculum content and methodology used in Kenyan preschools differ greatly and are often unsuitable or inappropriate for young children (Swadener, Njenga and Kabiru, 1997). Teaching is mainly verbal and little attempt is made to help children develop a basic understanding of concepts that lay the foundation for their future learning. A lot of time is spent on memorizing letters and numerals and on writing and counting. Singing forms a major part of the daily program. Teachers have no specific aim in teaching and are not concerned about whether the songs are meaningful to the children. Children are made to memorize English words by translating from their mother tongue.

The highly commercialized, private preschools use traditional teaching methods of repetition, recitation and memorization, and lots of emphasis is placed on written tasks (<http://www.ecdgroup.com/download/cc/121bdi.pdf>). Most classrooms in Kenya typically have no learning and play materials and hence use notes and *chalk* and *talk* teaching method. In most cases, teachers use formal teaching methods in preschool equivalent to those used in the primary schools with older children (Swadener, Njenga and Kabiru, 1997).

Kenya and the United States of America have striven to keep track of all preschools existing in their countries, although this has proved to be a difficult task. Goodlad, Klein, Nootney et al., (1965), claimed that one of the leading deficiencies regarding preschools is its lack of systematic, comprehensive procedures for licensing and regulating them or keeping track of statistics regarding their existence. According to National association for the Education of Young Children and other sources, there are about 39,000 licensed childcare centers in existence now in the USA (Brenner, 1990) .All states in the USA require Early Childhood Education Centers (ECEC) to be licensed although the licensing requirements vary widely among the 50 states. Licensing laws and rules includes the following:

- Qualifications of staff,
- Safety of facilities and equipment,
- Health procedures and equipment,
- Discipline procedures,
- Program of activities,
- Staff ratio,
- Group size,
- Parent relations for which rules may be written by the state-licensing agency (Crater and Clifford, 2003).

Besides state licensing requirements, preschool education programs are subjected to other publicly administered regulations. These include local health, fire, safety and building codes (Bridgman, 1989).

To develop and promote early education programs, Kenya and the USA have developed policy documents and enacted acts of parliament. In Kenya, the policy has evolved over the last decade. Important aspects of the policy are articulated in the Sessional Paper no.6 of 1986 and in the national development plans (1989/93/1994/96). The government has underscored the importance of partnership, which facilitates

coordination between parents, communities, Non-governmental Organizations (NGOs) and bilateral donors in the implementation of early childhood development programs. The policy emphasizes the need to provide integrated services that meet the social, emotional cognitive, health, nutrition care and protection of children (<http://siup.sn/ecdkenya/object-main.htm>).

The Kenyan government has not done much concerning early education policy and formulation. For example, the country does not have a policy and service for children up to 3 years of age. In the USA, a lot has been done in preschool education on policy matters. Outstanding among this is President Bush's proposal to strengthen Early Childhood Education in his policy document, *Good start, Grow smart* goal to encourage states to set up quality criteria for early education (<http://www.edu.ed.gov/offices/OESE/earlychildhood/eceacademy.html>). Bush also signed the *No child left behind act* into law that proposed reforms expressing his goals in public schools and his mission to build the mind and character of the every child from every background and in every part of America (<http://www.whitehouse.gov/earlychildhood/earlychildhood.html>). The No Child Left Behind Act increased funding, implementation of early reading, early language, literacy and pre-reading development of preschool age children and strengthens teacher quality. The No Child Left Behind Act implements Bush's unequivocal commitment to ensuring that every child reads by the 3rd grade. Also, it has increased the federal investment in reading programs in the early grades (<http://www.whitehouse.gov/earlychildhood/earlychildhood.html>). Significant educational policy decisions in the USA are made locally within different political and

socio-economic contexts and have resulted in the variation in the kindergarten programs available at the state and local level (<http://www.ecs.org/clearinghouse.htm>).

For kindergarten education, compulsory education attendance in kindergarten differs across the states, as well as the entrance age to compulsory education. The entrance age is normally 5 years of age, although 4 years old children can attend. An entrance age varies from state to state and is not compulsory. But those children who do go to school range between 4-8 years of age. The kindergarten class size ratio recommended by the NAEYC is 25 children to 2 adults (Bredenkamp and Copple 1997). The National Education Association (NEA) recommends a maximum number of fifteen children in a classroom (NEA, 2000). In 1986, 11 states set a child –adult ratio of 15:1 or higher for preschool children and in 1997 only four states had a higher ratio (Clifford and Crayer, 2003). This contrasts with the Kenyan situation where schools have large enrolments often with one-class up to 40 children to a single teacher and little or no equipment or learning materials (<http://www.ecdgrpoup.com/download/cc/121bdi.pdf>). In many places, children do not enter to school until they are four years of age (Swadener, Kabiru and Njenga , 2000)

Early childhood research is advanced in the USA compared to Kenya. Data obtained from research on Early Childhood Education and Care (ECEC) is used to inform policy and research on the supply and demand of ECEC and on the impact that this care and education has on children's development (Education Leadership, 2003). In Kenya, the National Center for Early Childhood education (NACECE) is charged with designing, undertaking and coordinating ECEC research although very little has been done (<http://www.worldbank.ecdgroup.com/download/aa1aces.pdf>).

There are disparities in enrolment especially in terms of regions, with the marginal areas in the northern frontiers of the country having the lowest enrollment. Also, these areas have low participation rates compared to other regions (<http://www2.unesco.org/wef/en-leadup/rmeet-afric-kenya.shtml>).

Kenya's Social and Economic Constraints

Kenya faces a myriad of social and economic problems that hamper the development and provision of Early Childhood Education. Aduda (2000) observed that despite the advancement made so far, there are still some teething problems that have to be resolved. Chief among these is funding. Since the government's overall expenditure on education has been declining in recent years, areas like Early Childhood Education have had their budgets reduced (<http://www2unesco.org/wef/en-news/en-news/kenya.shtml>). The government spends 1/10 of one percent of the national budget on education. This is only \$0.61 per child per year on preschool programs. This amount is 60% that is spent on primary education, 15% on secondary education and 20% that is spent on university education. (<http://www.worldbank.org/gender/prr/wp15.pdf>). Lack of adequate funds do not allow for efficient and effective programs to be improved or implemented. This leaves parents and communities with a burden as they are forced to shoulder most of the responsibilities of running preschools. Swadener, Kabiru, and Njenga (1997), noted "it is important, however to point that preschools managed by the parents experiences more financial and organizational problem than those funded either by local authorities or private agencies or entrepreneurs" (p. 27).

Although the government spends a very small proportion of the national budget on preschool, it does not provide for salaried preschools teachers, as it is the case with primary and secondary school teachers. The communities, local authorities, Non-governmental Organization (NGOs) or private companies employ preschool teachers. Most of them are at the mercy of parents who decide their remuneration (Swadener, Kabiru, and Njenga, 2003). Furthermore, there is no clear policy for Early Childhood Education teachers, and there is no clear scheme of service for them. This has resulted in lack of job security for teachers. Most teachers earn about \$10 a month (<http://www.cyc-net.org/newsdesk/newsdesk-000417-m.html>).

The following table will reveal the number and location of trained and untrained teachers in Kenya. This table will focus from 1990 to 1998. There is an increase of 9,793 of trained teachers between 1990 and 1998. The number of untrained teachers has also increased by 6,825. The percentage of untrained teachers has been decreasing since 1990.

Table 5

PERCENTAGE OF UN-TRAINED TEACHERS IN PRE-PRIMARY SCHOOLS IN KENYA FROM 1990-1998

YEAR	TRAINED	UNTRAINED	TOTAL	%UN-TRAINED
1990	6,213	14,831	21,044	70
1991	8,595	16,214	24,809	65
1992	8,967	16,714	25,681	65
1993	10,435	16,190	26,625	61
1994	10,551	17,278	27,825	62
1995	11,877	17,374	29,251	59.4
1996	12,551	20,658	33,170	62
1997	14,985	21,144	36,114	58.5
1998	16,006	21,646	37,752	58

Source: Economic Survey, MOE & HRD

http://www2.unesco.org/wef/countryreports/kenya/rapport_2.html April 5, 2003

The rising cost of living and the increasing levels of poverty have driven most parents not to send their children to preschool. It is estimated that roughly half of the country's 6 million preschool children live in poverty. It is further estimated that 52% of Kenyans are living below the poverty line which is using less than a dollar a day.

Because of this, most people are struggling to provide themselves with the basic needs of life and thus parents are more concerned with their own survival than education for their

children. Moreover, the rising cost of education in Kenya with a lot of levies and fees charged for school uniforms, books, physical facilities and even wages for security personnel has discouraged many parents. Different socio-economic status has caused differentials in urban and rural areas and as a result a large number of children in rural areas more than urban areas miss out in the Early Childhood Development programs (<http://www.cyc-net.org/newsdesk/newsdesk-000417-m.html>).

The table below gives regional differences in the incidences of poverty from 1992 to 1997. There is a correlation between the percentage of food poverty and overall poverty. The table shows that rural areas have a higher percentage of food poverty and overall poverty than the urban areas. There has been a drop in percentage of overall poverty in most provinces and urban centers.

Table 7

REGIONAL DIFFERENTIALS IN THE INCIDENCE OF POVERTY

% of food poor**% of overall poverty**

Rural Areas	1992	1994	1997	1992	1994	1997
Central	68	33	30	36	32	31
Coast	63	51	59	43	56	62
Eastern	62	59	56	42	58	58
Nyanza	71	41	58	47	42	63
Rift valley	81	46	48	51	43	50
Western	78	52	58	55	54	59
North Eastern	-	56	-	-	58	-
Total Rural	72	47	51	48	47	53
Urban Areas	1992	1994	1997	1992	1994	1997
Nairobi	42	27	38	26	26	50
Mombasa	45	33	38	39	33	38
Kisumu	-	44	53	-	48	64
Nakuru	-	37	27	-	30	40
Other towns	-	27	38	-	29	43
Total urban	42	29	38	29	29	49
Total Kenya				45	40	52

Source: Welfare Monitoring Survey series 1992, 1994, and 1997

<http://www.imf.org/exrenal/NP/prsp/2000/ken/01/kenya.pdf>

Most preschools do not have feeding programs and thus learning times are always short. This is because parents cannot afford to provide the cost of food as the government does not provide for a food program (Swadener, Kabiru, and Njenga, 1997).

It is estimated that the number of children aged between 3-6 years in preschools is less than 20% of the total age group. A major effort is needed to provide services for

all the children. District Center for Early Childhood Education (DICECE) report for 2000 indicated that about 3 million children in Kenya, fewer than six years of age have no access to Early Childhood Education services. Those under 3 years of age have no early childhood education program or policy and services and those who are enrolled in preschool have no suitable activities developed for them

(<http://www.nacece.org/OVMAIN.htm>).

A large number of children are retained at home in the extended family childcare system to provide care to young siblings and other close relatives (Swadener, Kabiru, and Njenga, 1997). In the rural areas, most single mothers are landless and most of them are either engaged in small business or are employed in large plantations where they are paid low wages. Because they are not paid during their maternity leave they are forced to resume working soon after delivery, as they cannot afford the services of a caregiver. This situation forces them to leave their babies under the care of preschool aged children. In plantations preschools, it is very common to see preschoolers moving around with babies strapped on their backs (<http://www.siup.sn/ecdkenya/objects-main.htm>).

Gender may also affect which children are sent to school. For example, girls are more likely to be kept at home to care for young siblings than boys. They are also made to help their mothers to gather firewood, carry water, go to the market, and perform other domestic chores that include *shamba* or garden work. An alternative to preschool for children under 3 years has been the use of *Ayah* or child minder who apart from providing custodial care has many other responsibilities such as cooking and cleaning. Most of them are often too young, uneducated, malnourished, and untrained in basic

development and safety issues in order to teach children effectively (Swadener, Kabiru, and Njenga, 1997).

Awareness on the importance of early childhood development and programs is an issue that has not been disseminated to the general public. To most people and particularly parents living in the rural areas, preschools are meant only to provide custodial care and to socialize children, so that they acquire acceptable norms and values (<http://www.siup.sn/ecdkenya/object-main.htm>).

Most preschools are poorly organized and managed. Preschool committees lack skills in management and as a result schools are faced by a lot of financial mismanagement, poor record keeping, and general mismanagement and service planning. Preschools managed by parents have been known to experience more financial and organizational problems than those managed by other interested groups (Swadener, Kabiru, Njenga, 1997)

HIV/Aids menace in Kenya has not spared children. Many are either infected or affected as the scourge spreads unabated. Statistics in Kenya show that 1.8 million people carry the HIV virus. By the end of 2000, nearly 1 million children were orphaned by the disease. Other diseases that affect children and their studies include typhus, malaria, and hepatitis B. The mortality rate of children less than five years is very high. Most children do not live to their fifth birthday (<http://www.siup.sn/ecdkenya/hiv-aids-main.htm>). Swadener, Kabiru and Njenga (1997) noted that “diarrhea and acute respiratory infections continue to take many children’s lives and it is predicted that by 2010 up to 41% of infant mortality in Kenya will be due to Aids. Thus HIV/Aids continues to be a major threat to children in Kenya” (p. 21).

Most preschools are poorly supervised or monitored. Because of poor or lack of supervision, teachers teach and manage schools as they see fit without following the prescribed procedures and guidelines. Early Childhood Education Inspectors are very few and most are not trained in Early Childhood Education (ECD) issues. Also, most of them have no transport to early childhood centers (<http://.nacece.org/OVMAIN.htm>).

The needs of the of the handicapped children, street children, children living in slums, children of nomadic people, children of refugees and children of displaced families have not been well assessed, developed, or programmed for. Most of these children do not have access to early childhood education programs in Kenya because of the socio-economic environment (<http://www.siup.sn/ecdkenya/object-main.htm>).

Insecurity brought about by cattle rustling and banditry is a major problem that stifles education and development in some parts of the country. Some communities still value the keeping of large herds of cattle. Because of this belief, cattle raids still continue in many rural areas. This banditry and rustling practiced by communities along the borders of Kenya, Sudan and Uganda for example the Pokot, Turkana, Marakwet, Karamojong, Tongiro, and Tophosas has hampered education development. Sometimes this causes the schools to be closed for a long time. Raiders sometimes kill or maim men, women and children. The persistent warfare by rival groups among neighboring countries and refugee situation in Kenya also affect preschool education care and development. The results are always the loss of lives; orphaned children, disabled, and malnourished. The war between Christians and Muslims in Southern Sudan, clan wars in Somalia, and the war in the Great lakes region have forced many people to seek refugee status in Kenya. Because of lack of resources, the country finds itself in a situation where it cannot

meet the needs of refugee children (<http://www.cyc-net.org/newsdesk/newsdesk-000417.m.html>).

Lack of learning facilities and materials has made many schools and especially in the rural areas to use traditional methods of teaching. Teaching in most schools is still verbal and teacher oriented. Little attempt has been made to help children develop a basic understanding of concepts that lay the foundation for future learning. A lot of time is spent on memorizing letters and numerals and on writing, counting, and singing. Singing is a major part of the school daily program. There is no specific aim in teaching the songs as teachers are not concerned whether the songs are meaningful or not to the children. Sometimes children are made to memorize English words with their meaning in their vernacular language (<http://www.Bernardvanleer.org>)

Kenya has at least 135,000 street children, according to a report issued in 2001 by the United Nations Children's Fund (UNICEF). Most of these children have been neglected and discriminated against and need rehabilitation before they can be a part of the formal school system.

A government study on child labor reported that many children are working under hazardous conditions. The report placed the number of children working at any one time at 1.3 million to the detriment of their education and development. It is estimated that 10.9 million aged between 5 and 17 based on 1989 population census projections were out of school, and or working. The level of family income was found to have a strong bearing on child labor. Children are being used as a source of cheap labor in all sectors. They are made to carry heavy loads, sand and salt harvesting, cutting stone and on the

farms. They are made to work for long hours under risky and hazardous conditions with little pay (<http://www.irinnews.org/report.asp?ReportID=28057>).

The following table gives the Ministry of Education Science and Technology (MOEST) results concerning the percentages of a survey of households supporting ECD programs, centers with management committees, play and learning materials, and trained teachers. This survey was carried out in eight out of the fifty two districts in Kenya. The table shows that households support for early childhood programs is very poor. The highest percentage is 65% (Wajir) while the lowest is 3.7 (Griftu). All the districts have early childhood management committees. Mwea, manga, and Mfanga have 100% centers with management committees. Most centers have neither developed play nor learning materials nor have trained teachers.

Table 8

COMMUNITY PARTICIPATION IN 8 DISTRICTS, 12 DIVISIONS MOEST
BASELINE SURVEY 1998

	Tharak a south	Tharak a central	Mwe a	Evuror e	Kono n	Longis a	Kebirig o	Mang a	Mfanga no	Lambw e	Wajir Centr al	Grift u
Percentage s of Household supporting ECD centers	14.8%	18%	26%	14%	8%	23%	18.7%	15.5 %	17.4%	8%	6.5%	3.7%
Percentage s of ECD centers with manageme nt committees	90.5%	94.7%	100 %	90%	90%	89.5%	70%	100%	100%	95%	22%	86%
Percentage s of ECD centers with play/learni ng materials	30.2%	16%	33.5 %	35%	28%	28%	19%	25%	28%	25%	22%	10%
Percentage s of ECD centers with trained teachers	33.3%	25%	52.4 %	59.1%	34.8%	58.3%	40%	33.3 %	23.1%	44%	29%	38%

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the literature concerning Early Childhood Education in the United States and Kenya and to give strategies to be adopted to improve Early Childhood education in Kenya.

The paper addressed the following questions to accomplish this purpose:

1. What are the differences and similarities of Early Childhood Education in Kenya and the United states?

The study found out that there are many differences and few similarities between early childhood programs in the United States and Kenya. The differences are brought about by the advanced educational research and long historical background of Early Childhood Education in the United States.

2. What is the history of early Childhood Education in Kenya?

Since the inception of the first preschools in 1940s by the European and Asian communities to meet the needs of their children, early childhood programs have been growing. After Kenyan independence, there has been a remarkable growth in the number of preschool children and teachers.

3. What are the socio-economic problems facing Kenya in her endeavors to develop Early Childhood Education?

The study found out that there are a number of socio-economic problems faced by Kenya in an attempt to improve and develop Early Childhood Education. This calls for concerted effort between the Government, Non-governmental Organizations, religious organizations, county councils and parents.

4. What are the strategies that should be adopted to improve Early Childhood Education in Kenya?

Some recommendations have been suggested that can be adopted to improve Early Childhood Education. The suggestions are radical measures that need the goodwill of the government and economic improvement for them to be realized.

Conclusion

The following conclusions were drawn from this study.

1. Kenya early childhood programs differ with those of the United States of America
2. More funds are needed to improve services and provide accessible care and quality education in both countries.
3. There is a rising number of children in Early Childhood Education centers and thus the need for careful planning and organization.
4. Early Childhood Education has not been given the attention it deserves.
5. Most Early Childhood Development Centers in Kenya are run and managed by the community or parents.

Recommendations

Based on the review of literature, the following recommendations are suggested:

Children

1. Improve child teacher ratio
2. Studies on existing policies affecting children need to be looked into. For example, social welfare, health, and labor policies that affect childcare and development during the early years.
3. Advocate for the basic rights of Kenyan children to health, education, nutrition and protection from abuse must be advocated.
4. Focus attention on the disadvantaged groups such as the low-income groups, rural areas, girls, those affected or infected with HIV/aids, children between 0-3, and working mothers.

Program management

1. There is need for the government to show a strong political support for Early Childhood Education.
2. There is need to have more statistics, strengthen monitoring and evaluation system, and putting more attention to local research
3. Provide a clear legal base for assigning budget allocations and increase allocations in the national budget and make a serious and permanent commitment to such funding.
5. Provide greater coordination among government programs of health, welfare, nutrition, education, and rural and community development

6. Look for more alternative sources of funding such as philanthropic contribution, private sector involvement, NGOs etc.
7. Improve and reform the curriculum
8. Train preschool management committees on management and organization, finance, record keeping and service planning.
9. Introduce subsidized feeding programs in schools.
10. Communities should be empowered economically by helping them start income generating projects and encouraged to support ECCD as much as possible.
11. The government should step up its effort in providing security in the country in order to allow for a safe learning atmosphere in the early childhood programs.
12. Establish better ways of monitoring and evaluating children and early childhood education programs.

Teachers

1. Provide sound training for teachers and effective and efficient supervision to teach more efficiently.
2. Improve teacher salaries and come up with a scheme of service for them to improve efficiency and raise their morale.
3. The government should set some minimum qualifications of preschool teachers and care givers to ensure that quality education is realized.

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