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Early Care and Education for At-Risk Children in Rural and Urban Slums in Kenya

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*Early Care and Education for At Risk Children in
Rural and Urban Slums in Kenya*

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Kenya: Health and Development

Spring 2010

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Abstract

With the rise of changing family structures as well as an increase in the demands of an early preparation for children to enter primary school, Early Care and Education (ECE) has become extremely important in Kenya. In particular an increase of ECE centers for at risk children is important because research has shown that at risk children benefit more from a high quality early care and education program (Calman, L.J., & Tarr-Whelan, L., 2005). Observations were conducted in fifteen ECE centers located in urban slums and rural villages throughout Kenya where poverty is high and sanitation conditions are poor. This project sought to study the impact poverty has in early care and education, the inequalities, and the challenges teachers, parents and children face in impoverished communities. It analyzed the difference between rural vs. slum ECE centers as well as public vs. private ECE centers. Although no major differences were found, an indication of the lack of quality in early education was apparent in all domains. Observations indicated a high need of governmental funding as ECE centers in impoverished communities did not have sufficient funds to provide food, materials, or a steady income for the teachers. Consequently, the lack of resources diminished the quality of education the children received.

Introduction

An examination of various Early Care and Education (ECE) centers with at-risk children was conducted throughout Kenya, in order to identify the role ECE centers take in helping the young children acquire proper care and education early in life. At risk children will be defined as children who live in poverty, are abandoned by their parents and/or live in an environment that causes stressors on their health and well being. The children most at risk are those living in high stress and high poverty environments such as rural villages and urban slums. The start of a good early care and education has demonstrated positive outcomes on a child's development. Children who are at risk benefit more from a high quality early care and education (Calman, L.J., & Tarr-Whelan, L., 2005). A total of fifteen ECE classes were observed to identify the type of education children receive in the environment they were in, as well as the benefits and complexities that are involved in helping the children who are at risk. To further understand the role ECE centers have with at risk children, rural villages in Shirazi, Kisumu and Nairobi were visited. In addition, urban slum ECE centers were also visited in Nairobi and Kisumu. A combination of public and private schools were visited and the lesson plans, instructions and daily curriculums teachers used to instruct the children were also observed and analyzed.

ECE Emergence in Kenya

The first ECE center in Kenya was started in the 1940's for European and Asian communities only. It was not until much later when preschools were developed for African communities in urban areas and on coffee, tea and sugar plantations (Kipkorir, L.I. & Njenga, A.W., 1993). Early childhood programs in Kenya expanded shortly after the country's independence in 1963 in response to President Jomo Kenyatta's call for Harambee ("self help") (Kabiru, M et al., 2003). Harambee brought the sentiment that when a community had a need, the community was responsible for meeting that need. With this new attitude parents, in particular those who lived in rural villages and slums, who wanted preschools for their children needed to establish the preschools themselves.

Although ECE centers began to be established throughout Kenya, there was no training for teachers, teaching materials or organized curriculum prior to the 1970's (Kipkorir, L.I. & Njenga, A.W., 1993). As a result, the need to establish a curriculum for ECE centers and a training manual for teachers in ECE became essential. A number of events lead to the establishment of an ECE curriculum. In the 1980's the Ministry of Education (MOE) became responsible for the administration of preschools (Kipkorir, L.I. & Njenga, A.W., 1993). Then in 1983 the government became decentralized, as a result district and local governments took

the responsibility for supporting ECE (Kipkorir, L.I. & Njenga, A.W., 1993). In 1984 the National Centre for Early Childhood Education (NACECE) was established in order to develop training systems for ECE personnel, create a preschool/nursery curriculum and coordinate ECE research (Kipkorir, L.I. & Njenga, A.W., 1993). Then in 1985 the District Centers for Early Childhood Education (DICECE) was implemented to facilitate decentralization of ECE support and provide training for preschool teachers. It also mobilized local communities to improve the care, health, nutrition and education of young children (Kipkorir, L.I. & Njenga, A.W., 1993). Later, in 1991 the Kenyan government and the Bernard van Leer Foundation created the Preschool Education Project, based at the Kenya Institute of Education (KIE) as a way to improve the quality of preschool education through the country (Kipkorir, L.I. & Njenga, A.W., 1993). Kenya's ECE programs were developing in a unique manner as the government took a small role in providing early care and education guidelines while parents and local communities played a larger role in establishing ECE centers.

ECE services emerged in Kenya due to changing family structures and life styles (Kabiru, M at al., 2003). As a result of industrialization an increase number of women with young children entered the labor force, causing an increase in the number of parents that entered the work force. It also increased in the number of single parents, and caused the demise of traditional systems of child care and the extended family support systems. The result of these changes in social structures increased the need for child care and education. There are two main interest in child care; first, parents became interested in ECD services for the custodial aspects of child care. Second, parents wanted their children to be better prepared for their primary education and become more socialized (Kabiru, M at al., 2003).

Early care and education is defined as the period from birth through age eight (Essa, 1999). Early Childhood Development (ECD) in Kenya concerns the holistic development of children between zero and five years old (UNESCO/OECD Early Childhood Policy Review Project, 2005). At the moment there are 2,247,071 children in ECE classes according to the most recent census (Muindi, B., 2010). Over 25 percent of child development centers in these areas are owned and run by local authorities, NGOs, and the private sector (Lokshin, M., et al.,1993). Unfortunately, poor regions with the weakest institutional capacity often lack the skills and resources necessary even to design effective ECE centers (Lokshin, M., et al.,1993). Interestingly these centers are those located in rural village's as well as urban slums.

Although the number of children in ECE centers is high, an increase in ECE centers will soon be in demand to accommodate the growing population as the birth rate in Kenya is drastically increasing. The population has increased by more than three times what it was forty years ago (1969 population was 10,942,705; 2009 population was 38,610,097) (Obura, F., 2010). This population increase creates the need for more ECE centers. Early education is most important in poverty stricken societies such as in urban slums and rural villages as research has shown that education has a larger positive effect for children from economically disadvantaged families. This is because children who live in poverty enter school with fewer academic skills, and less cognitive and academic preparation compared to their peers (Stipek & Ryan, 1997).

Approximately 23% of children spend some or all of their childhood in poverty (Hernandez, M., 1997). Most of these children come from urban slums and rural villages. Such children are considered at risk because they experience impairments in cognitive development, social competence and school performance (Knitzer, 2000; Brooks-Gunn & Duncan, 1997). Such impairments are attributed to the lack of resources, such as nutritious food and educational toys (Azzi-Lessing, L., 1999). About 40% of the associations between economic disadvantage and young children's lower academic performance are explained by the lower quality of home learning environments (Smith, Brooks-Gunn, & Klebanov, 1997). Family stress, as well as family and community violence also play a major role in the educational development of young children living in poverty. Poverty puts adults under stress making them less effective and responsive to their children. Families who live in poverty experience greater, maternal depression, maternal substance abuse, and domestic violence (Knitzer, 2000; Knitzer, Theberge, & Johnson, 2008). The stress of living in poverty combined with a lack of resources and social support impacts the child's learning capacity (Brooks-Gunn & Duncan, 1997; Knitzer & Lefkowitz, 2006; Knitzer et al., 2008; Petterson & Albers, 2001). At risk children benefit from early care and education programs because they offer an opportunity for safety and nurturance which is lacking at home (Koplow, 1996). They also provide opportunities for children to learn in a calm and predictable environment (Donahue, Falk, & Provet, 2007; Halpern, 2000).

The importance and need for early education is important not only to prepare the children for primary school and to provide a safe environment while their parents work but also for the future of the children and society as a whole. Research has found that children retain more information at a younger age (Shore, R., 1997), and therefore the earlier the education the more opportunities the child has to do well in their educational upbringing.

Research has also shown that negative experiences or absence of appropriate stimulation have a serious and sustained effect at an early childhood (Shore, R., 1997). Early childhood programs have shown to help prevent antisocial and delinquent behaviors by targeting key early childhood factors. These factors are associated with later antisocial or delinquent behavior (Yoshikawa., H., 2010). In addition, education and economic development are positively correlated making education fundamental to development. Thus, the potential long-term benefits for children's cognitive and social development have increased the need for early childhood education and care (Gonzalez-Mena, 2000).

Proper child care from the start is important because it provides a foundation for children. Children who are considered at risk benefit substantially from a high quality early care and education. Such children face difficulties early in life because their parents struggle to provide for them while maintaining their job. This paper hopes to highlight the importance of early care and education with at risk children in ECE centers located in rural villages and slums throughout Kenya. It addresses the need for free public early care education for at risk children so as to improve the well being of the child as well as the nation.

ECE in Urban Slums

Kenya has among the largest slums in the world. Children who live in the slums live in overcrowded regions with poor water, sanitation and sewage disposal facilities (Nair, M. K. C., & Radhakrishnan, S. R., 2004). In addition, children in urban slums are exposed to acute respiratory infections, diarrhea, measles, malaria, and malnutrition leading to a 70 percent mortality rate for children under five (Nair, M. K. C., & Radhakrishnan, S. R., 2004). As a result of extreme poverty in urban slums child labor becomes a necessity for survival which puts the child in harm's way. Children in the slums are further at risk because their mothers are forced to work thus making them unable to care for their children (Nair, M. K. C., & Radhakrishnan, S. R., 2004). The health and psychological well being of children who live in slums with their mother are affected by the high rate of depression that most mothers suffer being in the economic situation they are in. The depression affects the quality of maternal interactions with the child in turn has a direct relationship in their language and motor skill development (Nair, M. K. C., & Radhakrishnan, S. R., 2004). Studies in urban, deprived settings have shown that children in these settings lag behind other like aged children who do not live in poverty (Nair, M. K. C., & Radhakrishnan, S. R., 2004).

ECE in Rural Village

The difficulties children experience in urban slums runs parallel to that of children in rural villages because they also lack resources and live in an environment where poverty

levels are high. Isolated from urban areas, rural villages do not receive a steady income. A study of poverty in Kenya indicated that the poorest people are rural small-holders where the poorest are women(Collier, P., & Lal, D., 1980).

About one- to two-hundred thousand rural households are headed by single women with children(Fleuret, P., & Greeley, N., 1982). Mothers are left to play a double role as their husbands to go off to the city and work. Many mothers are left widowed while others are abandoned by the child's father. Mothers are then forced to leave their children behind with a neighbor or carry them on their back while they go to the farm or market to sell their goods (Kabiru, M. et al., 2003). If mothers cannot care for their children they are left with little alternative but to leave their children with inadequate care. As a result of the large number of women-run homes in rural areas, the need for ECE centers is of greater importance in the villages than in the urban areas.

Method

A total of fifteen ECE centers with at risk children located in urban slums and rural villages were observed throughout Kenya. Observation sites were predominantly in Kisumu but also included Nairobi and Shirazi. Sites were chosen at random in order to get a look at a variety of ECE centers in slums and in rural villages throughout Kenya. Observations were made at the ECE centers during normal daily lessons. Paris Ogonda introduced me to the different schools. Each center was observed for one whole class day in order to understand the daily schedule, curriculum and teachers teaching strategies. In addition, open ended interviews were conducted with teachers on their level of education as well as their thoughts on educating children.

Teachers were notified about not being required to participate or take part in the research study. In addition, all observations and interviews were authorized by the school administration. Observations and interviews took place from September 22nd, 2010 through November 20th, 2010.

Sites

Both rural villages and urban slums were visited in order to observe ECE schools in impoverished communities. Observations were predominantly completed around Kisumu. Kisumu is a port city on Lake Victoria located in western Kenya at 1,131 m (3,711 ft) (Trillo, R., 2002). It is the third largest city in Kenya, with a population of about 355,024 (Trillo, R., 2002). It is the principal city in western Kenya and the capital of the Nyanza Province. Nyanza province is home to Lake Victoria. Observation sites in Kisumu were chosen at random. Urban slums that were visited in Kisumu included Bandani, Nyelendi, and Kibuye. The only slum observed that is not in or near Kisumu was Kibera, located in the Nairobi district. The rural villages where the observations took place near or in Kisumu were Otongolo, Rabour, and Kibos. Two villages outside of the Kisumu district were also visited. The first rural village in which observations were conducted outside of the Kisumu area was in Shirazi, located in the district of Mombasa. The second rural village in which observations were conducted was in Kimuka Village located in the Nairobi district.

Slums

In the slum of Kibera the Kibera School for Girls (KSFG) was observed. Kibera is in the biggest slum in the world and is located in Kenya's capital city, Nairobi. There are approximately one million settlers in only two square kilometers. KSFG is located in the heart of the slum. The school was established on August 21, 2009 by Jessica Posner and Kennedy Odede. This is an all girl school that is funded by outside organizations. KSFG is the only free school in Kibera. The school provides a free education, uniform, snack and lunch. The school is located in a concrete structure with six small classrooms, one of which is the ECE classroom.

In the slums of Bandani, Hope ECE was observed. Bandani is part of the Kisumu district. It is a small slum near Lake Victoria connected to Mumias Road which is about twenty minutes from Kisumu town. On June of 1995 Madam Carolyn established the school by herself. There are a total of 155 children in the ECE center (65 baby, 45 middle, 45 final). The structure is small but has three classrooms with one teacher in each classroom.

Kibuya is a slum that is near downtown Kisumu. There were two schools that were observed in the slum of Kibuya. One is a private school called Destiny ECE and the other is a public school called Shaurimoyo Primary School. After separating from the original school that was founded by 21 members of the Kiwana Club, Leah Onyango established Destiny ECE in July of 2009. There are currently 80 children enrolled in the school, (25 baby, 35 middle, and 20 final class). The public school, Shaurimoyo Primary School, had the ECE in

this school established in 2002. It consists of a large room built for three groups of children to learn in. There are a total of 52 children enrolled in the school, (12 baby, 20 middle, and 20 final).

Nyalenda is another slum that is located a walking distance from downtown Kisumu. Two schools, one public and the other private, were observed in there. The private school that was observed is called Gate Way ECE. It was established in 1998 by Milka. There are approximately 95 children in the ECE, (40 Baby, 25 middle, and 30 final). The structure is made of concrete with three rooms separating the three groups of children and one teacher for each room. The second school that was observed was a public school located near the outskirts of Nyalenda slum called Joel Omeno Primary school. The school was established in 1990 with the support of the parents. As a well established school, it is among one of the better primary schools in its area. There are three ECE classes and three teachers with a total of 105 children (30 baby, 45 middle, 30 final).

Manyatta was the fourth slum that was visited. The slum is also located near downtown Kisumu. The school observed there is called the Manyatta Primary School and had one ECE classroom. It is also among the top performing schools in Kisumu. In addition, it has the most children enrolled in an ECE class than any other school visited with a total of 234 children. The school campus is large and therefore has the capacity to fit all 6 ECE classrooms. There are two final classrooms (one class has 49 children the other has 39 children), there are two middle classes (one class has 38 children and the other has 35 children), and there are also two baby classes (one class has 37 children and the other class has 36 children).

Villages

Otongolo is a village that is located in Kisumu. It is near Lake Victoria and borders Mumias Road, about thirty minutes from downtown Kisumu. Two schools were observed in the village, one public and the other private. The private school that was observed is called Bright Minds ECD. The school was established by Esther Awvor in 2009. The school is located near the road where Esther rents a church for the children to go to school. There are no classrooms, just the church structure where all 34 (21 baby, 8 middle and 5 final) children sit in church benches. The other school observed in the village of Otongolo was Kodigo Prison Primary School. The school is located deep within the village as is attended by the prison employees' children as well as the children from prisoners and around the area. The small ECE classroom was established in 2001 from the request of the parents in the reserve. There is one class, two teachers and 80 children (35 baby, 15 middle and 30 final).

Rabour is another village in Kisumu. Rabour is east of Kisumu town about thirty minutes from town on Kisumu Nairobi Road. There were two schools observed in the village, one public and the other private. The first school observed was a private school called, Vispa Emmanuel Academy. The school receives some outside sponsorship being not only a school but also an orphanage home for 50 children. The ECE in the Academy was established in 2001 by Mary. The children receive free food and the orphaned children sleep in the dormitories. There is one large ECE classroom with three teachers and 83 children (42 baby, 24 middle and 17 final). The other school that was observed in the village was a public school called Karombe Primary School. The ECE was established at the request of parents in 2007. At this moment there is not a designated ECE classroom and the children are temporarily using the adult classroom. There are 96 children (35 baby, 25 middle, 36 final) in a small classroom with two teachers.

Kibos was the third village in which observations were completed in Kisumu. Kibos is a thirty minute drive from Kisumu town on Kakamega road. Two schools, one public and the other private, were observed in the village. The first school observed was Rainbow ECE. The school has no structure at the moment. The school was established by an inspired lady named Cynthia in May of 2008. There are 72 children (30 baby, 25 middle and 17 final). The other school that was observed in the village was Kibos Primary School. The school was established in 1990 by the parents around the school. There is one classroom, and two teachers for 31 children (6 baby, 19 middle, and 6 final).

Kimuka Primary School was observed in Kimuka village. Kimuka is in Maasai land located near Ngong. It is about one hour away from Nairobi, the capital of Kenya. The ECE was established in 2001 with the help of the community. There are two class and two teachers. There are currently 80 children enrolled in the ECE center, (30 baby and 50 combined in the middle & final class).

Shirazi Primary School was the first school observed. Shirazi (also known as Kifunzi, Kifundi or Chifundi) is a coastal village in the Coast Province of Kenya (Allen, J. V., 1993). It is inhabited by people belonging to the Shirazi ethnic group. There are about 880 people in the village and all are Muslim. Shirazi Primary School was founded in 2002 with the help of parents as well as a Belgium organization. There is one classroom and one teacher for 55 children.

Observations
Shirazi Primary School
September 22, 2010

With the need for early childhood education, the people of the rural village of Shirazi wanted to have a preschool in the village. The Shirazi preschool/nursery emerged in 2002 with the hope of providing the children of Shirazi with a formal education early on in life. The elders in the village believed it was important and necessary for children to go to school early on so that they could be prepared for primary school. The school building was funded by the government with help from an organization from Belgium. At the moment the government does not fund education for nursery/preschool in Shirazi. The children who attend are between the ages of three and seven. There are 44 children in the classroom with two teachers. One teacher has been at the school since 2003, her name is Madam Zainabu Juba, the other teacher, Madam Mwanakame, started three months ago but does not go everyday to teach due to transportation and payment issues. Madam Zainabu Juba has a four year old son who she takes to school with her. She went to college in 1994 to be a teacher. She loves children and decided to teach preschool despite the lack of training in early care and education. She mentions how preschool is important because it is the “the start of education”. She expressed her joy for the nursery/ preschool in Shirazi but hopes that there will be improvements in the materials as well as payment.

The day of the observation, there was one teacher with 35 children present and nine absent. The parents of the children have to pay 150 shillings a month per child, if parents are unable to pay such payment they do not take the child to nursery school. Many children do not have the opportunity to receive early education and are not prepared to enter primary school. In addition if the children who do not go to nursery school, are exposed to dangers because the parents carry them to the farm where they are exposed to the heat. Many mothers as well as the nursery teacher agreed that the nursery school is very important “It helps the children become better educated and hopefully have a chance to go to college” (Mwalimka).

Teaching techniques

As young as three years old, children are placed with older children where they are expected to keep up with the lessons in the classroom. In order to bring order to the classroom, the children are split into two groups. There is the younger group where the youngest child is three years old, and the oldest child is six. The second group is composed of six to seven year olds (they are also placed in a group based on how much they know and understand). Although there are two groups, they are usually taught together except for two

short lessons in the day when the older children are given more challenging work than the younger. The children are tested almost monthly to evaluate how well they are doing in school. The tests are done in English and in Kiswahili. The children's mother language is Kiswahili but the teacher focuses on teaching in English but uses Kiswahili at times in order for the children to understand what she is saying. The teacher states that the children are mainly taught in English because in primary school they are taught in English to prepare them for college.

The teaching technique is very rigid because children are expected to memorize everything rather than truly apply and understand it. The children memorize by singing songs. Not only do children memorize through singing but also through the use of visuals. There are pictures throughout the room of letters, body parts, plants and shapes.

Memorization is key and the teacher makes sure the children try to memorize the material. The teacher is very strict and if the children do not say the right letter or number she screams at them. In addition, if the child does not pay attention, he or she is reprimanded with a tap on their hand using a pointing stick or a tap on the top of their head.

Daily Routine

The children begin class at eight in the morning. The children are in the classroom before the teacher arrives and when the teacher arrives the children stand up and welcome her. The teacher then allows them to sit. They sit in the floor and begin to sing "Today is my special day". They all sang in a harmonized manner. The children continue to sing until the teacher asked a child to tell her what day is next. When a child stood up and said the wrong day the teacher said "No, No, NO, stop singing and sit down, you are not doing it right". She calls on another child and says it is Thursday, repeat after me Thursday. The whole class repeats.

After singing welcoming songs, the children started singing the alphabet song in English. The children first sang the ABC's and jumped after every letter. They then all sat on the ground while the teacher stood pointing at an alphabet chart on the wall. The children said the letters she would point at, because the teacher herself does not speak English well, the children pronounce the letters incorrectly. After the teacher finished teaching the class, she chooses a child to teach the children. A five year old child goes up and imitates what the teacher was doing. He loudly spoke to the class and waited for the classroom to respond. After the lesson was taught to everyone, the children split up into two groups. The older children sit on the floor while the younger children went to their desk. The younger children were instructed to match the letters the teacher wrote on the board (i.e., A with A and T with T). The children were then left alone to work. The older children were taught to read words

with the teacher such as pot and lot. The classroom is extremely loud and some children are working, others are playing and one fell asleep in the corner of the room. The teacher tried controlling the older children and once in a while would tell the younger children to finish their work. Once the teacher finishes teaching the older children, she goes to her desk where a line of the younger children forms as the teacher corrects their work. While some are correcting their papers, others are playing. Many children had trouble writing the letters the teacher wrote on the board and were unable to complete the assignment. She helped the children who needed help individually and made them trace the letters she wrote on the notebook for them. This took the majority of the lesson time and while some children had their papers corrected many just sat around. It was obvious that the teacher was overwhelmed with work.

After the ABC's in English were taught there was a break at nine where the children went outside to play. Some played jump rope, others ran and few ate snacks provided by their parents back home. The break is only about fifteen minutes but it allowed many children to release all the energy they had.

The next lesson taught was math which was from 9:30 in the morning to eleven in the morning. Just like the English lesson, the math lesson began by singing a song. They sang number songs both in English and Swahili. After the songs, the children were instructed to sit on the ground. The teacher points to numbers on a chart while the children repeat in English. Just like the English lesson, she chooses one student to teach the numbers to the classroom. She gives two other children the opportunity to teach. The class is split in two once again. The younger children are told to match the numbers with the same numbers that the teacher writes on the board. The older children sit in the floor while the teacher instructs them on how to add and subtract numbers. To teach the children math the teacher uses stones and draws a circle on the floor using chalk. A circle is drawn near each child and ten rocks are distributed to each child. She writes down $9 - 5 = ?$ and instructed the children to put nine rocks in the circle and remove five. Some children had difficulty while others found it to be fairly easy. She showed them one more example and did it with them and then she wrote down two problems for the older children to solve on their own. They went to their desk and solved the problems. A couple minutes later the teacher has the children lined up to get their work corrected. She was overwhelmed and some of the children did not know how to write down the numbers, so she made them trace the numbers she wrote on their notebook. The children who were working on the math problems also had difficulty applying what they had learned. Few were able to accomplish what was asked of them.

Once the teacher completed teaching the children math, she moved on to shapes. She had cut out shapes of triangles, squares, rectangles, diamonds and circles and hung them across the room. She pointed to each shape and asked the children what the shape were. If they answered incorrectly, she yelled at them. She teaches the shapes in both English and Swahili. While some children are attentive and participate others play with blocks in the back of the room.

After learning shapes, there is a fifteen minute break when the children are free to do anything they want. The teacher relaxes at her desk for a while and is visited by students from other classrooms. The children are running around singing and playing with each other. No child is isolated or excluded from their play.

With the ring of a hand held bell the children rush into the classroom at 11:15 am. The teacher instructs them to go outside because they have outside activities. All the children go behind the classroom where there is a big flat surface and a big tree that provides lots of shade. Two children are instructed to carry a bench outside. The children then make a very large circle where they sing songs and exercise. The teacher says, "fly like an airplane" and the children imitate an airplane. The next song incorporated partner cooperation and the third song was a group song that many Kenyans play and sing. When the teacher went to help a younger child, an older child quickly took over in guiding the other children. To complete the exercise, the teacher makes the children stretch and breath in and out.

The singing continued in the classroom as the children were going to learn their body parts. They sang "head shoulders knees and toes" and the teacher corrected the children who pointed incorrectly to a body part. Then the teacher chose a child to lead the class with the song. The class sang one last song about their names and were dismissed. They all left walking home alone.

Observations
Kibuka Primary School
October 18, 2010

To get a greater understanding of at risk children in an early care and education setting in a rural village, an ECE center was observed in a Maasai village community. Observations took place in Olosho-Oibor of Maasai land in the Kajiado District of Kenya. It is located approximately forty five minutes from Nairobi. A couple years ago, formal education was not encouraged in this community as the elders feared that through education their children would lose their culture. Rather than formal education, the people in the village wanted a traditional oral education called, Eloipa. Eloipa was the term given to describe the teaching the children received from the elders in order to educate them about how to respect their elders and how to act corresponding to their gender. Tradition was strongly embedded within the community and any threat to diminish such traditions was not welcomed. As the people in the community experienced famine and hardship, they began to notice that those that became educated had food to eat as they had jobs and were able to provide for themselves. As a result, Olosh Oibor School was established in the early 80's by the Massai villagers where there were only two clans. Kibuka Primary school was then established a couple years after Olosh Oibor School. It was not until ten years ago when the ECE center became established. The school was built with the help of the community and the government. The ECE class was once the storage room that was converted to a classroom. The parents pay a fee of 150 Kenyan shillings a month. The money is given to the teacher. There are a total 58 children in the class from age three to seven. There are 32 children in the nursery (3-6 years old) and 26 children ages 5-7 in the preschool class. (There level of understanding and education determines whether they are placed in nursery or preschool classrooms). The community believed it was important to establish an ECE center as it was the "foundation for a child's education." (Mary).

The nursery teacher, Eliod, is very passionate about providing a good foundation for the children in the school. He studied psychology and child development after high school and continues to go to school during vacation. He wants to earn his diploma in child development and psychology. He is 23 years old and has been working in the school for three years. He is fond of his nursery experience. When he was a child, there was no nursery school and he went directly to first grade. After completing first grade, nursery school was established and his parents put him a year back in nursery school as they believed he needed

to further understand basic concept. He remembers his teacher and the concept he learned. He mentioned his passion and love to teach children as he believes, "Nursery school is the foundation, and if children are taught well they can use the concepts for the rest of their life and get a good job." He is interested in getting a greater understanding of why some children learn faster than others and how some can capture concept much more easily than others. In addition he wants to help children who have psychological problems and require further help. He is proud of his job, "I feel very happy because when a child graduates I know that I was the one who built a good foundation, without me the child could have not had a good foundation." Eliod passion to teach and help children was demonstrated in his teaching technique. Observations were taken mainly in Eliod's room as the range of children was from three to six years old. The preschool classroom was taught by Faith. She also continues to attend school to get her diploma in child development.

Teaching techniques

To facilitate learning, Eliod organizes the few desks that are in the class and assigns children seats. He separates the children who are loud and fight with each other. The class is taught in English and in Kiswahili. The children's mother language is Maasai but the teacher focuses on teaching in English and Kiswahili and uses Maasai at times on order for the children to understand what he is saying.

In order to prepare the children for the country exams, the children are expected to memorize through repetition. Eliod expects the children to repeat what he says. Not only is repetition key when it comes to memorization, but also visuals and singing play a large role is helping the children memorize concepts in the school. In addition, in order to acknowledge the children who do well, they are put in front of the class and a sticker is placed on their forehead.

Daily Routine

Class begins at eight in the morning. The children arrive before the teacher and get the materials required for the day they bring a chair for the teacher and the notebooks used in the class from the supply room. Once the teacher enters the room, the children greet the teacher. The teacher then assigns them to pick up at least one piece of trash from the floor and throw it away. They then sing all together as loud as they can. They are then placed in their assigned seats.

The first lesson of the day is math. Eliod uses the blackboard to demonstrate addition and how it is done. He uses sticks as a visual to help the children grasp the concepts. Each children is either given sticks or bottle caps in order for them to count. Three children out of

36 children get the answer correctly and are rewarded with stickers in their forehead. In order to help the children who did not understand the concept of addition, Eliod goes to each table and explains to the children how to add using sticks or bottle caps. Eliod repeats the concept. While he goes to each table to explain how to add, the other tables get loud and play around. After explaining to each child how to add, a break of 20 minutes is given where the children play outside and children from all grades are in the field.

The next lesson is English. The children begin to first sing a song and then are introduced into the lesson. Eliod writes all the letters of the alphabet on the wall and says them out loud to the children. The children then say them themselves and they then all say it together. The repetitive memorization of the alphabet is continued for awhile. The teacher then passes out notebooks and pencils for the children as he begins to teach them about utensils. Pointing at pictures that he drew, he shows them spoons, plates and cups and tells them to draw the pictures of each utensil. The third English lesson is done through the use of flash cards that he made with two letter words. The lesson is completed with a song about identifying their body parts (head shoulders knees and toes).

The next lesson is outdoors where the children have time to exercise. The teacher plays games with them and they all participate. The children are then instructed to race with one another. The children laugh and play. They are then given a break where they can play outside by themselves.

The final lesson is on the environment and surroundings. Instead of keeping the children in the class, Eliod walks the children to the surrounding places of the school. He walks with them to the nearby church, secondary school, small market and neighboring preschool. As he points out each building he instructs them to repeat after him the place they are visiting "These are our neighbors, repeat after me, these are our neighbors". He also points out animals and plants on the way waiting for them to repeat what he says. After taking a walk around the neighborhood, Eliod safely escorts the children to school where the children are free to walk home.

Observations
Kibera School for Girls (KSFG)
October 24, 2010

Urban slums are overcrowded, polluted and with few resources as poverty lurks throughout. Receiving proper care in such environment is not likely. As the government fails to support early child care education, private organizations attempt to provide such aid. Due to the extreme living circumstances, NGO's as well as private organizations have made an effort to provide help within slum communities. Although some organizations fail as they are ran by people who do not understand life in an urban slum some private organizations have succeeded. Kibera School for Girls (KSFG) is a great example of an ECE that is targeted and designed for children being raised in an urban slum. KSFG was started by Kennedy Odedo, who was raised in Kibera. He grew up knowing and understanding the difficulties and obstacles children go through in a highly concentrated poverty region. With the help of Jessica Posner, Kennedy was able to receive grants and personal donations to build a school for girls. The school was funded on August 21, 2009. Their mission is to "Strive to empower young woman of Kibera imagine and then enact their own solutions to some of the world's most pressing problems by providing a superior education".

KSFG is located in the Gatwekera neighborhood of Kibera. Kibera is the largest slum in the world, there are approximately over one million people living within two square kilometers of an area. Nubian refugees from the Kenyan/Sudanese border first settled in the slums of Kibera in the late 1920's. The school was built in six months, after completion Jessica and Kennedy worked hard so that they could find sponsors to help provide free education for 19 girls. Once donors were found, teachers were interviewed and hired quickly in order to get the school running. The teaching approach is a mixture of Montessori and Integrated philosophy. Teachers were trained as well as briefed in how to lead in the class. In addition, there was an application for the children that would go to the school. Kennedy reviewed who would be accepted by visiting the homes of the girls and evaluating who is most at risk and in need of a good and free education. In addition, the participation of parents was essential. The mothers were in charge of cooking snack and lunch for the children. In addition, the parents were also in charge of maintaining the school by cleaning it and disposing of trash. The parents are very grateful because their children not only receive a free education, snack, and lunch but the children have a place to stay where they are safe. There is also a library, a new restroom and a clinic that was built by the same organization.

Observations were conducted in the preschool class where Lydia was a teacher. Lydia has been working at the center for two months she replaced the teacher who is on maternity leave. She received her ECE training certificate by attending classes in a part time basis where she completed in two years. She then received her diploma one year later. She mentioned her passion for child care as she explained how much she loves being around them. Kibera School for girls gave her additional training when she became a teacher in the school in order to help her understand the different teaching techniques followed by the school. There is training for all new incoming teachers to teach them how the school is ran and the type of philosophy and curriculum they follow. In addition, teachers are briefed and go to training once a week to strengthen their lesson plans for the week. The teachers are trained to plan out the curriculum for the day and the curriculum is looked over by a supervisor. Teachers receive a salary based on their time with the school. Lydia is currently paid 5000 shillings per month.

KSFG is a private school that runs uniquely to most programs. The curriculum does not focus on memorization but rather on comprehension. In addition, tests are not conducted in the school until the third grade. The belief is that children are there to learn not to be examined and judged. Although there are no tests, the children keep a chart and grade the girls based on their performance. There is a daily schedule that is completed weekly by the teacher and supervised. The curriculum contains, morning greeting, language, math, reading, extra lesson, lunch/nap, writing homework, and signing diaries.

The school is well kept. All the girls have uniforms that are clean and not ripped as they are provided by the school. The room is small only eight feet by twelve. There are two large desks with chairs for the children to sit around. There are plenty of materials in the classroom. The materials are well kept and organized. Not only is there an abundance of materials but examples of the girls art work is seen throughout the little classroom. Although colorful, their art work is structured because they have to draw a certain manner, and color a certain way.

The girls are well seated and quietly listen to the teacher at all times. When the children begin to get noisy the teacher just said "Don't be noisy be like Grace, Grace is a good girl". In addition, the teacher would not allow the children to speak their mother tongue only English. The philosophy was that children learn language more easily at a younger age so the more exposed they are to English the better they would grasp the language. In addition, they believe that the children learn Kiswahili at home and in their neighborhood and thus have enough exposure to the language. Although the teacher was very attentive towards the girl,

she would randomly leave the class without notice and the girls would become extremely loud.

Daily Routine

The children begin class at seven thirty in the morning. The children are in class before the teacher and when the teacher arrives, they all stand up and greet her. They sing songs for a while and then the teacher instructed them to sit down and listen to what one of the girls had to show and tell that day. Each girl has an assigned day in which she brings in something to show and tell to the class. The girls are split into groups with approximately four to five in each group. Each group has a day of the week in which they present an item to the class. On the day of the observation, the girls had forgotten it was their time to present and just presented the clothes or an item they were wearing. A girl showed off her uniform sweater and described what color it was. Another girl showed a bracelet she had done. Some of the girls presenting were shy for the first few minutes and then they became extremely open when they started sharing their items.

After show and tell the teacher read to the girls a very short story—the only school observed to read out loud. The girls sat quietly at their desk and listened to the teacher. After reading the book, the teacher passed out a notebook to each girl and instructed them to draw something that they remember from the story. As one of the girls was drawing the teacher said “no, the arms do not belong there, that is not how you draw a person’s arms”. Although the children are not told what to draw exactly, they are told how to draw, which does not allow them to be creative. After drawing what the teacher read, the girls were then given blocks and other material to build homes that they saw in the book. They laughed and build a variety of different homes. Once completed, they sang “tidy, tidy up” and cleaned the whole area up.

The girls were then given a break at around ten. Two mothers came into the room serving porridge for all of them to drink. The girls pray before they drink their porridge. Some brought extra snacks from home. The girls then went to the restroom. The teacher sits and watches the girls for a while and then begins to look at their work.

After break, the children sit down and thank the teacher by saying “Thank you teacher Lydia”. It is around eleven thirty when the girls then begin to sing songs together. After singing the teacher begins the next lesson which deals with learning letters and their sounds. In order for the children to learn letters and their sounds, the teacher incorporates movement, music and everyday objects. For example, the children repeat Jack is jumping, ju, ju, ju” the children jump as they say the letter and the phrase. The teacher then ask “can you say a name

of a girl whose name starts with J” The children quickly say a name and repeat the phrase. After completing the alphabet, the teacher continues teaching language by combining to letters. The letter presented in class was the letter I. “It’s a short stick and a dot” says the teacher and the girls repeat. She writes everything on the board and then adds an extra letter to an I ($I + s = is$) and the teacher says what she writes as the children repeat what the teacher writes. The teacher then writes on all of the children’s notebooks ($I + s = is$, the children copy it on their own).

At around 11:30 in the morning, the girls begin to do bead necklaces using beads and thread provided by the teacher. The teacher is busy correcting their work while the children do different types of bead work as well as build different stuff with the bead work. The children are free to play and design their own bead work.

By noon, the children transition into math by singing a song. They then go around the classroom and say a number in consecutive order. For example one girl said “I am number three I like to dance.” And then another girl follows saying she in number four. After singing, the teacher then began to teach the children addition “two plus two equals four,” the children were instructed to repeat over and over. In order for the children to understand, she wrote the number and below she drew the number of circles that corresponded with the number. The teacher then draws circles on the children’s notebooks. They count and draw balls themselves. One by one the children go to the teacher to have their work corrected. As the line forms and the children get louder but the teacher calms them down.

The children are dismissed to go to the restroom around noon. A few minutes pass and as all the girls enter the classroom, lunch is served. Before eating the children pray. Some rest their head on the table while other girls go straight to playing outside with their friends. They laugh and play near the school. The children are crowded in a nearby path where there is few space for the girls to spread and run around.

The children are then called inside with the sound of a ring. They all sit down and greet the teacher. The next lesson taught in class is how to write the letter t. The teacher passes out notebooks and the children begin to copy the letter t on their notebook. The day is completed as the teacher assigns the girls homework for the next day. The children copy the homework down on their notebook. The teacher then signs and checks every girl’s notebook one by one. To end the day, the children sing together.

Observations
Destiny ECE
November 9, 2010

After noticing the needs to take care and educate children at a very young age in the slums of Kaloleni, Leah Onyango decided to build a child care center that would provide quality education for at risk children and to generate income for a feeding program. The fees collected from the school go to buying food to feed the orphans as well as other children whose parents cannot afford a meal a day. Leah named the center Destiny in 2007.

The land is fairly large providing children with a lot of space and open area to play during breaks. There are three classrooms, a kitchen, the teacher's office, and a big yard with a kiosk in the middle. In the first classroom there are ten children who are five to eight years old. This is considered the older class in which some of the children have finished their exams and are entering primary school soon. The children in the middle class are four to six years old and there are 25 children in the classroom. In the older and middle class, the children are very well behaved and composed. The children one by one lead the classroom. The baby class is the third class. There are sixteen children between the ages of three and four. The children are placed in classrooms by age but also by performance. Each class is lead by a teacher. Liz is the teacher for the older children, Elizabeth teaches the children in the middle and Paris teaches the baby class.

The classes start at 7:30 and end at 12:30. Lunch begins at 12:30 and some children stay to eat while others go off to eat at home. After lunch there is an additional program in which parents can choose to enroll their children. The program begins after lunch around 2pm and finishes around 3:30pm. Most of the parents who decide to keep the children for the additional program are working and need their children to be cared for. The parents pay for their children to attend school. There is a fee of 700 shillings a month. If the parents want their children to be fed in school they have to pay an extra fee of 200 shillings a month. There is also an additional charge for the afternoon program that is an extra 300 shillings a month.

Observations were done in the baby room where Paris was the teacher. Paris is also the administrator. Because of her double role, there are times when she is late to take care of the children as she has to receive payments from the parents and sort out paper work. Paris is fairly new to the center this being her second month working as a teacher in Destiny. She got her certificate on Early Child Development just recently after two years of taking classes.

She is about to enroll to get her diploma which will take another two years. She repeatedly said "I always love children and wanted to be a teacher".

There is only one desk in the room, a few children sit around the desk and the others sit on a mat on the floor. The classroom is surrounded by colorful posters. All the posters have themes which include, cooking utensils, family members, numbers, colors, days of the week, domestic animals, fruits, weather, house appliances, and modes of transportation. Although there is an abundance of art on the walls, none of the art is created by the children themselves.

The lessons are explained in Kiswahili but are taught in English. There is a lot of singing involved in the classrooms as the teachers believe that "songs motivate and make [children] happy". In addition the teachers are very loving and hug the children and congratulate them for their good work. The children dance when they are congratulated. Because they are congratulated, they become extremely interested in participating in class. The children speak up in class and are very keen to the words the teacher says as one word can spark a snowball effect of continued singing. The children enjoy singing and learning at the same time. The children who do not seem to care about singing and participation are slapped by the teacher. Once slapped, the children's eyes get watery and they look down for awhile before they compose themselves to sing with the class. Because the teacher believes that the "Babies understand more singing", they sing rather than instruct for the majority of the class time. In addition, instead of teaching the babies the letters of the alphabet, they teach them the sounds of the alphabet first. The teacher states that this way the children can learn to put sounds together and read much more easily.

Daily schedule

When the school opens at 7:30 in the morning all the children from the three classrooms are joined together. The children get a book individually to read or they read the charts that are up in the board. On the day of the observations, the teachers were collecting school fees. There was a long list of parents who had not paid their child's fees. The children were called up in class to stand in front of the classroom. One by one the child was explained how much their parents owe and then they were told to go back home and tell their parents they had to pay. They were also told not to return to school unless they had the money. Once payment issues were taken care of, the children went to the classrooms they belonged to.

The baby class begins at nine in the morning. The first lesson is a review of last week's lesson on weather. There is a fairly large weather chart in the classroom with the picture of the rain, sun, and wind. The teacher asks the students to repeat after her every time she

points at a picture. The teacher explains each weather event with great detail. When she talks about the rain she asks the children questions like “when it is raining what do people wear?, What happens when it rains, how does the day look and feel when it rains?, Can you tell me the uses of water?”, in order for them to completely understand what rain is and its importance. The children answer the questions in a synchronized manner. She asks the same questions about the sun but also tells them to go outside so the children can see and feel the sun.

The next lesson is on domestic animals. There is a large poster with different animals painted on it. The teacher once again clearly explains each animal. For example, when she talked about the cow she described what color cows are, how they look, why they are important and how they feel. To further describe the cows, the teacher brought a drum that was made from the skin of a cow. She described how the skin of the cow felt. To transition to the next lesson, the teacher asks the children how many legs does the cow have. They count the number of legs out loud.

The children begin to sing a song of numbers. After awhile, one by one the children go up to the poster that has numbers on it and read them to the class out loud. The child is congratulated with a song for participating. The child who participated dances as the classmates sing “good job, good job...” The children then do addition as a class using shapes to count. Math continues on an individual basis as the children begin to work independently. The teacher assigns each child to work by themselves on an assignment that she writes in their journal. She knows what level of math each child is in and assigns them a task depending on their level of comprehension. Some children are assigned to write the number two on the floor using chalk, a few children are told to match the numbers, and others are told to count the number of shapes that were drawn in their notebook. The older children do addition and subtraction using numbers and not shapes. The teacher takes time to explain to each child what their assignment is. Not only does this process take time but it also creates downtime causing the children to get restless. Some children work very well by themselves while others cannot stay still and do their assignment. When the children are done they go to the teacher to check their work. If the child is incorrect and does not answer the teacher correctly, the child is slapped. One child begins to have a lot of difficulty understanding the teacher and getting the right answer so the teacher slaps him three times. The child begins to cry and the teacher then says, you are a good boy just pay attention and answer correctly. The child could not answer. A boy standing close by sees the child cry and wipes off his tears. After crying the child is able to count until ten (although he cannot solve the problem

the teacher originally gave him). The teacher then congratulates him and he begins to dance. As another child dances with him the teacher hits the other child and says that only the kid that completed his assignment is dancing. Once the children have completed their assignment, the teacher leaves the classroom to go to the office for half an hour.

When the teacher returns, it is time for lunch. Before the children eat they pray. There are Muslims and Christians in the school but the teacher only prays with the Christians and the Muslim children do their own thing. The children whose parents pay for lunch stay and eat the lunch there. There is a cook that prepares the meal for them. They sit on the mat and eat their food. They eat cabbage and ugali while they talk.

After lunch the children whose parents have paid enter the room and get prepared for class. The lessons vary in the afternoon but they are usually a review of everything. The children were reviewing math on the day of the observation. They first sing for a long time and then the class as a whole begins to count numbers as well as do simple addition. Classroom is completed at around three when the children sing a couple more songs and then are dismissed to walk home alone.

Observations
Rainbow ECE
November 9, 2010

Parents who live in a village with few resources and distant schools suffer from getting their children suitable education and care. A nursery school in the village of Kibos arose due to the necessity of helping the community. Although there is barely a roof over their head and there are no completed walls, Rainbow Nursery school in Kibos is a safe place where over seventy children attend. The school is located on a little hill near a main road. The room is very open as there are no door, windows or much of a structure. There are two large desk in the room and one large mat. The three to four year olds sit in the rug, while the four to six years old share a big table and the seven year olds share a smaller table. The children crowd up in bunches and squeeze themselves in to try to have a seat. The teacher carries with her nothing but a box with notebooks for the children and a couple pencils to distribute to the class. The children do not have a set uniform, as many cannot afford buying one. In addition, there is no structure for a restroom so children just have to choose any bush they want to go to. The school does not have much funding but the children at least have a place to be together and socialize under the care of an adult. It also serves as a church in the village when it is not used as a primary school. For that reason, (and also for the fact that the structure is not enclosed) the few materials which include the desk, mat, teachers chair, children sets and notebooks are all collected and placed in the home of a nearby friend to care for.

Rainbow Nursery began two years ago when Cynthia wanted to help her community care for children. Cynthia received her certificate in 2007 for early care and education and although she wanted to get her diploma, she could not afford it. She loved children so much that she decided to open a nursery school free of charge. Because it was free, there was an abundance of children who enrolled. The center started off with 100 students. She received the help from Beatrice to control the massive amount of children. The children not only received free care and education but also a free snack. After awhile, Cynthia could not afford feeding the children for free and told them they had to bring their snacks from home so that they can have something to eat. In addition, Cynthia began to need money, so she decided to charge the mothers 100 shillings per month. Many parents refused to pay such fee and decided to take their children out of school. The numbers of children decrease by almost forty percent, there being approximately sixty children remaining Cynthia hopes to finish building the school by this coming January. She wants to change the name from Rainbow to

Grace Nursery school as she states that the school is still there by “the Grace of God”. She also plans to charge 200 shillings per child and help educate children better.

Daily Curriculum

The Children arrive to school at around 7:30 in the morning. When they arrive, they are free to go where they want to go. There are three corners set up with different materials. The first corner is designated for mathematics. There are few resources set up on the floor for the children to count. Some children use rocks while others use bottle caps and sticks. In another corner of the room, there are materials to facilitate language. There are cut outs of letters and sticks to draw letters on the sandy classroom floor. The third corner is set up for the children to learn about the environment. The children see pictures about their environment, like members of the family.

After free time, the children sing songs. They then all pray together, after prayer, one by one the children have their health checked. They are checked to see if they washed their body, cleaned their clothes, cut their nails, if they did not then they are instructed to tell their mothers in the afternoon to help them.

Class begins at nine in the morning. First they are taught language. They first sing a song to teach them about the letters in the alphabet. The children sing for while and the teacher then passes out notebooks where the children copy the letter she writes on the board. One by one the notebooks are collected and reviewed very briefly. After language, the teacher teaches math. Just like language, the teacher first introduces the subject through a song of numbers. The older children lead the class when saying the numbers. Then the teacher writes numbers on the board for the children to copy in their notebook. One by one the children go up to the teacher and get their notebook while the others wait climbing on trees, laying on the floor, joking around or simply sitting on the floor. Some children begin to fight and nothing is done.

The children have a break at eleven in the morning. The children go outside where they get in a circle. They do not wait for the teacher to get them organized as they themselves are excited about playing outside. The teacher joins the children outside to play. They dance and sing a variety of songs in English. After a couple songs, the children are dismissed and can go off to have a snack. Few children bring their snacks from home while many have nothing to eat and just go off to play.

After snack time the children have movement and music outside the classroom. The teacher stretches with them and sing songs about their body, “Head shoulders knees and toes...” After singing the children are instructed to recite a prayer from memory. They cite

Bible verses out loud. The teacher joins as they cite the book of Genesis. Some children pray while others play around.

By twelve the children start clearing everything from the classroom. They take the desk, mat and chairs to a neighboring home to take care of. The older children carry the heavier objects. The children love to carry the items because they all crowd to help out. The children are then joined again in the school and dismissed. The children walk alone but those that must cross the road are guided by the teacher.

Observations
Gate Way ECE
November 10, 2010

In 1998 Milka saw the need for a preschool in the slums of Nyalenda. She got her ECE certificate and wanted to dedicate her life to teaching young children. She had been working in a public school preschool class and was not getting paid when she decided that if she is not getting paid then she should volunteer in a community that really needs her. She started the school by buying a small plot of land where she built a home. The home became a preschool for children; she had one room and five children. The children were not only taught freely but she also made their uniforms as well as fed them for free. The parents of the children were so grateful that they decided to pay her a small amount of money for her dedication and hard work. The children she taught appeared to be doing very well and all passed the exams to go to primary school. More parents began to enroll their children into the school seeing the benefit. As the number of children increased, Milka decided to expand the school and build two more classes. She then decided that she needed to charge the parents a small sum for their children to attend school. Some parents opposed the idea and refused to pay fees so many children dropped out. The mothers were being charged 400 shillings a month in order to pay the teachers, maintain the school and feed the children. Unfortunately, many parents could not afford to pay the amount and preferred not to send their children to school. Milka was left to pay the teachers money from her own pocket and decided to no longer cook because of money problems. She stresses the need for help and says that she has tried contacting, any NGO's in hope of help. She would like to not worry about money and be able to teach all of the children freely.

The school is located in the middle of Nyalenda slum where children walk to school on their own. Classes begin at eight in the morning and end at four in the afternoon. Milka is not only the founder, administrator, and coordinator of the school but also a teacher. There are two more teachers beside her named Cynthia and Evelyn. Although Cynthia received her ECE certificate while working at the center, Evelyn only finished high school. Evelyn would love to get her certificate and her degree but does not have the income to do so. The teachers are not assigned to one specific classroom but rather rotate classrooms in order for all the children to get acquainted to all of them as Milka wants the children to feel as if they are in one big family. There are about 95 children (Although numbers are not clear due to the fact that many children miss school because they cannot pay at times). There are forty children in the baby class, twenty five in the middle class and thirty in the older class.

The amount of space for the children is not enough to the amount of children in the school. The school is overcrowded with students and there are around thirty to forty children in each classroom. The classrooms are very small and are filled with three very large desk in which the children cram themselves in order to have a spot to sit and write.

Daily Schedule

The day begins at eight in the morning with health inspections. The teachers check that children are not feeling sick and are not hurt. They ask them how they feel and touch their head. They then begin to sing songs. Milka states that the songs relax the children. After singing a couple songs, the children start praying and giving thanks for having the opportunity to go to school. Then, the children are excused by classes in order to go to the toilet. The teachers then exchange classes. All the lessons are taught in English but use Kiswahili to facilitate the learning.

The teachers begin to teach the lessons of the day. They all cover similar topics but geared towards a particular age group. On the day of the observation, the children in the middle class were observed. First they covered English. The teacher drew a picture on the board and the children had to write what they were seeing. The children wrote clearly and spelled everything correctly. As each child went to the board they were congratulated with a song to which they danced to the beat, "good job, good job, try again another day". The children were excited to participate and they all would raise their hands and snap their fingers in order to go next.

The next topic presented was domestic animals. The teacher drew a line in the middle of the board and puts the word domestic animals on one side and wild animals on the other. She chooses the children who are quiet and not raising their hand to answer as she says that she knows that the ones raising their hand know the answer.

The children then proceed to outdoor activities where they laugh and play. The teacher does not have to lead them as the children automatically know what song to sing. There is a young girl who usually leads the group. They sing songs in English and in Kiswahili. A group of girls then put on a skirt and take their shoes off as they prepare to perform a traditional dance. The girls are very happy as they get in a row and begin to sing. The boys sit and watch while the girls perform. The children then have a break and those who have snack begin to eat their snack while others go out to play. After break the children have one hour in which the teacher allows them to be independent. The children get loud and obnoxious. She is seated next to a small group of children in which she tells them how to

match a shape with a word. Some children have difficulty while others do not have any trouble at all.

At noon, lunch time comes and the children leave the classroom. They go home to eat while the few who paid stay and eat food. Some children just hang around and go without eating all day as they cannot afford it. They play outside chasing each other and singing songs. At two thirty all the children arrive for an additional two hours of class. During this time the teachers check the children's book. If the child does not do the work correctly, then the teacher explains to the child what they did wrong and how they can do it better. The children learn on an individual basis. Some children are learning while others play. The teacher then brings all the children together and reviews math. The children copy the numbers from the board. To end the day the children sing and pray then walk home alone.

Observations
Hope ECE
November 11, 2010

As more people become aware of the need for early childhood education many more ECE centers are being established to meet that need. Hope Day Care is a private ECE center in the slums of Bandeni. Madam Carolyn began the school in 1995 in order for parents in the village to have a place for their children to stay and become prepared for primary school. Although she did not have the funds to build a school, she was able to find a place to rent. She is the administrator of the school but also teaches. There are three small classrooms, the baby class (65 children), the middle class, (45 children) and the older class (about 45 children). The parents are charged a fee of 250 shillings a month for their child to attend class from eight in the morning to three in the afternoon. If the children want to have lunch at school they have to bring money with them. The lunch is prepared by an elderly lady that lives next to the school. She charges between ten to twenty shillings per meal depending on what she cooked.

Madam Carolyn is a very well respected lady in the slums. Because of the respect she has earned, the parents are very good at paying the school fees. If the parents forget to pay, the children are given an envelope with the amount written on it indicating how much they owe. The parents then usually pay the fees with no further need for Madam Carolyn to ask them again. Due to Madam Carolyn standing in the slums, the teachers that teach at the school are happy as they know that their payments are secure and punctual every time at the end of the month. Besides Madam Carolyn, there are two additional teachers and one substitute teacher. Madam Mary and Madam Miriam are new at the center and Mr. Dominique substitutes for Madam Carolyn when she needs to take care of administration issues at the school. The teachers get paid 2,000 shillings a month. When asked if there are any difficulties about teaching in the school they said that there were none.

Observations were predominantly conducted in the classroom for the older children with Mr. Dominique as the teacher. Although he does not have his ECE certificate, he did graduate college fulfilling the requirements to be a primary school teacher. The classroom has nine little desk that completely fill the classroom. The children squeeze themselves in a desk to find a place to sit and write. There are charts throughout the room about different topics (days of the week, weather, animals, numbers etc). There is a large blackboard in the front of the class. There is a notebook for English and one for math for every child. There are enough coloring pencils as well as writing pencils for each. There are no other materials

to enhance the education of the children. The children have their uniforms although many are dirty and torn. The children are taught in English but once in a while they use Kiswahili to understand each other.

Daily Curriculum

The day starts at eight in the morning with a prayer. After prayer, the children begin to sing. They sing songs about numbers, the alphabet and their body. The lesson is then smoothly introduced as the children sing about numbers and are then taught math. The teacher drew different types of objects on the blackboard with addition signs in order for the children to learn to add. One at a time the teacher told a child to go to the board and answer the question. The teacher would not tell the child they were wrong or right but rather ask the class if the child was correct. If the child got a correct answer the children would sing "Good job, good job, baby girl/boy". The child who answered the question would then smile and dance. If the child was incorrect the children would tell her she/he is wrong and help them correct it. Teaching addition using visuals such as plants, utensils and circles allowed the children to answer the problems easily. The teacher then wrote a difficult addition problem by writing $16 + 24 = ?$. The child that was first chosen to answer the question drew 24 circles and then 16 circles and got the correct answer. The teacher then demonstrated how the problem can be completed more easily. The children were excited to learn a different and fast way to solve the problem although they still had difficulty grasping the concept. The teacher then wrote different assignments on the board for the children to complete. One by one he passed the children's notebooks out taking 20 minutes to complete the process. Once the notebooks were passed out it took him another 20 minutes for him to explain the topic, it took so long because many of the children were not paying attention. Once he got their attention many of the students did their work, the teacher then collected the notebooks to correct them.

After the first lesson, there was a break for about half an hour from 10:30 in the morning to 11:00 in the morning. The children have a large piece of land where they run around. There are many tires in which the children use to role and play with. The children play together no matter the age. The girls dance around, many kids fight with each other without anybody saying anything, and other children sit around. The teachers are all inside correcting notebooks while the children play.

With the ring of a bell, the children go inside the classroom and begin the next lesson. Without any instructions, a girl leads the class by reading words that are posted in the class, she then proceeds by saying the days of the week and the months of the year. The teacher

then takes over by teaching social studies. He draws the Kenyan flag and instructs the children to tell him what colors the flag has, how many colors the flag has, what days of the week the flag is risen, and the meaning of the colors and the flag. The children would not pay attention at times which frustrated the teacher so the teacher would hit the kids with a stick. The teacher would only hit the kids on their behind or on their side. Some children would then pay attention while others would cry. The teacher then passed their notebooks out so that they could draw the flag on their own and write the meaning of each color. After completing the assignment, the children were free to go to lunch at around noon.

While some children went home for lunch, a few stayed behind and were fed. The children also played awhile in the yard. After lunch, class was resumed at two in the afternoon. The children all came in the class and began to sing "head shoulders knees and toes, knees and toes..." The teacher then led other songs that dealt with spelling words. The next lesson taught was English. The teacher drew objects on the blackboard and children were instructed to name and write the name of the object they saw. Once again, the teacher did not correct the child but rather instructed the class to correct the child. After the lesson was taught the teacher drew more objects and passed around English notebooks. The class got loud and the children were playing around while the teacher passed the notebooks around. When the children were finally seated and somewhat quiet in their seats the teacher explained the instructions. The children completed the assignment around three. They then sang and prayed before they left home.

Observations
Joel Omino Primary School
November 12, 2010

Joel Omino is a public primary school located in Nyalenda. It was not until 1990 that an ECE classroom was added to the school. The parents joined and met with the school coordinator petitioning for Pre-unit classrooms in order to better prepare the children for primary school. Although the government would not fund pre-unit classrooms, the school decided to incorporate three classes. There is a baby class for three to four year olds, a middle class for four to five year olds and the older class for five to six year olds. The parents pay 500 shillings a month for their child to go to school from 7:30 in the morning to noon. There is an extra fee of 300 shillings for an additional class from 1:30 to 3:30 in the afternoon. Lunch is paid daily and is 20 shillings a meal (children have the choice of going to eat at home or not eating at all). There are around fifty children in each classroom. All of the teachers have their ECE certificate. The teachers get paid by the school rather than by the parents themselves. They get paid around 3000 shillings a month.

The classroom observed was taught by Consulate and Susana. Consulate received her certificate and her diploma about two years ago. Susana is the attachment teacher who is currently helping Consulate, she teaches the older pre-unit class composed of five to six year olds. The children are extremely well behaved and listen to the teacher at all times. They are neither loud nor rude. The teacher does not hit them in order to get attention. When asked how she controls the class she mentioned that the children know that they are in school to learn and not play around. She mentioned that she uses facial expression to inform the students how she is feeling. She does not use the stick to hit the kids and keeps it in the cupboard for extreme cases only. The control she has in the classroom is apparent as the children are attentive and do not talk when the teacher is talking.

The fact that there are two teachers in the room really helps keep the children on task. Consulate is the main teacher and she begins the lessons, Susana is learning from Consulate and corrects the children's assignments, prepares the children's notebooks, and sharpens the children's pencils while Consulate is teaching. Susana then takes the lead towards the middle of the day when she teaches while Consulate grades. The double teaching partner facilitates lesson plans. In addition, the training Consulate has received in school helps her to teach the children in a precise manner that allows them to grasp concepts easily. Her training is a combination of the Hi-Scope and the Thematic Approach. Hi-Scope is a child centered approach in which play is part of the lesson and the child is the center to every activity.

Thematic approach is when the teacher chooses one topic to cover throughout the day and incorporates it in every lesson (i.e. talks about the importance of cows in society, counts the number of legs a cow has, spells the word cow and other words associated with cow). The teacher says "It is the combination of these two techniques that allows the children to fully learn and understand the concept". Children are taught in English and in Kiswahili.

Daily Curriculum

The day the observation took place was a Friday morning which started off like any Friday morning, with an assembly meeting lead by the head coordinator of the school. All the children meet in the front where the flag pole is located to raise the flag, pray and listen to any announcements. The children are quiet and attentive. After assembly, the children go to their classes where they pray and sing for a while longer.

The first lesson of the day is about the uses and sources of water. The teacher first asked the children what the uses of water are. The children raise their hand to have an opportunity to answer. All the children are eager to participate and stretch their arms out and say "teacher teacher" hoping to be called upon to answer. Once the child has answered, they are praised with a song "well done, well done, amazing". The child dances to the beat and takes their seat. The children do not seem to be amused or happy to sing but rather more excited about having the opportunity to answer a question in the board. Once the children have answered the questions they are then asked to spell out on the board one by one for any other uses of water. The children easily spelled long words such as electricity and reservoir. The children then went on to writing sources and uses of water in their notebooks that were quickly passed out by the attachment teacher. After completing the assignment the teacher asks the children critical thinking questions such as, "what will happen to us if there was no water, to plants, to earth". The children are very keen to answer such questions.

The next lesson is on sources of electricity. Just like the prior lesson, the children are first asked to answer what the sources of electricity are while the teacher writes them on the board. After that the children are told to spell the words they said on the board. They are then instructed to write in their journal. By ten in the morning the children are dismissed for break but many sit in their seats trying to complete their work so the teacher can write excellent on their notebook. Many skip the break and work hard until they see the word excellent on their notebook.

After break, math is taught in the classroom. The children are seated quietly in the classroom when the teacher walks in they stand up and greet her in a harmonized manner. The teacher thanks them and gives them permission to sit down. The math lesson begins

with addition problems. The teacher writes addition problems in the board and the children solve them for her. She asks them questions to quiz their knowledge like, how to line up two unit numbers, and where to place numbers after they are added. All the children answer correctly. The children seem to know and understand addition very well. Some children are chosen to go up in the board and solve problems. They all are eager to go up to solve the problem on the board. In the middle of the lesson milk is brought for them to drink. They stop and pray before they drink their milk. Some children continue to do math problems while others finish their milk. The children are then given their math notebooks where they do addition problems on their own.

By 10:30 in the morning, the children go outside to do physical activities. The children have a very large yard to play in. They make a big circle and without further instructions they begin to sing and dance. When the children seem unmotivated to continue on their own, the teacher comes in and begins to lead the class into more songs. The children then play duck duck goose, stretch and sing some more songs. After awhile the teacher lines the children side-by-side they then have two children back to the classroom.

After physical education, math continues. The children are a little loud but the teacher still maintains control. The children do math on their own quietly and check their answers with the teacher one by one. After math, there is religious studies where the teacher reads a passage from the Bible and the teacher answer questions about what they heard. They end class with a prayer and a song. Because it is Friday, the class ends at noon and is no longer continued until three. Some children stay behind because they have paid for food while others run off home.

Observations
Karombe Primary School
November 15, 2010

Karombe is a public primary school in the slums. The ECE in Karombe primary school was established in 2007 from the request of the parents. There was no ECE classroom built in the school and at the moment the classroom is being borrowed. The children are going to class in the adult classroom. The teachers fear that there will be no class next year as the adult classroom might be in use. This means that the children would have to study under a tree. The teachers feel as if the community and the school administration do not take ECE seriously. "They think all we do is play and dance around, they don't understand that the children are there to learn and build a foundation."

The school is located in the rural village of Karombe where there are few facilities. The parents of the children are poor and cannot afford to pay high fees, for that reason, the parents are only charged 50 shillings a month which does not cover the expenses of the class. Due to lack of money, the room is overcrowded and has very few resources. There are only two desks in the room that are extremely tall that the children cannot reach and struggle to do their work. In addition, there are very few materials in the classroom. The few posters that are in the room for the teachers to use and learn are torn. The children do not only have difficulty learning because of the lack of materials, but also because of language barriers. The children have difficulty learning English and Kiswahili so the lessons are only taught in Kijaluo.

Not only do these children come from impoverished families where food is even a luxury at times, but some are ill. There are children who have HIV and whose parents have died so they stay with relatives. Other children have different illnesses but they do not have the medication to get better. Some children have been abandoned by their parents and live with family members that do not feed them at times or provide the necessary love for them to feel a security bond.

Although there is only one classroom, the children are split into three classes or groups. There are 35 children in the baby class and they sit together in the corner of the room. In the center of the room the 25 children in the middle class sit together. In the final class there are 36 children who sit on the further end of the classroom. There are two teachers in the classroom, Mary and Michele. Both teachers received their certificate. Even though they only get paid 1500 shillings a month, they love their job.

Daily Curriculum

The day begins at eight in the morning. The children start off with free choice. The children play around, talk and jump on the desk and chairs while they wait for the teachers to come. When the teacher arrives the children stop where they are and greet their teacher with a welcoming song. After singing and greeting, the children, the teacher goes around and checks the child's health, by checking the child's head, nails, and to make sure the children are feeling well. This is a brief check that is not really conducted well but the teachers feel it is necessary. The first lesson taught is language. They teach children in Kijaluo. The children learn the sounds of the letters. They sing songs about different sounds. They also incorporate songs in English like the Alphabet song. The children participate more when they sing in their native language than when they sing in English.

The teacher then starts singing a song which incorporates numbers. The classes are split into two, here the younger children are taught their numbers while the older children are being taught addition and subtraction. First the teacher leads the class and writes very simple addition problems on the board. The students are then instructed to go to the board and answer some problems. Many children do not get the answer correct but those that do are rewarded with the praise from their peers. They dance as their peers sing for them and then take a seat. The children are then told to copy some problems that are put in the board. After copying the teachers begin to correct their assignments one by one. This process takes awhile and when a child gets a problem wrong, they have to go back and correct their work. This took a large portion of the classroom time. Many children would even go outside and play.

The next lesson taught is about domestic animals. The two classes join as the teacher teaches them. One teacher goes to the middle of the room and points to a torn poster on domestic animals. All the children look at the teacher and were excited to participate when there was a question. This lesson was cut short as the teacher noticed that many of the students just wanted to play. She then decided to let them go outside and play. They all ran out and made a circle instantly, the teacher lead the class.

The break bell rang for all the children around ten in the morning. All the children ran to wash their hands. The class as a whole prays before the children have snacks. The school does not provide any sort of snacks for the children and very few children bring snacks. Those who bring a little more share with the others. Many of the children do not have anything to eat so they go outside and play.

On the day of the observation, the children were singing and playing for the rest of the class time after break. One song after another the children were singing. They sang songs in

English and Kiswahili but mainly in Luo. Before leaving the classroom all the children sit down and prayed to God giving him thanks for their day at school.

Observations
Manyatta Primary School
November 16, 2010

The Manyatta Primary School is located in the Manyatta slums of Kisumu. It is among the top performing schools in Kisumu. The school campus is large. The school is gated and there is a huge quad in the middle of the field. The rooms are all built from cement and are stable, they are kept well. Administration is strict in the school as the students respect the head teacher by stopping to greet him properly. Not only do students demonstrate respect, but the teachers do as well as they are always punctual. They never report late to school and if they know they might be late for a couple minutes they make sure to call.

There are a total of six ECE classes in the school. There are two final classrooms (one class has 49 children the other has 39 children), there are two middle classes (one class has 38 children and the other has 35 children), and there are also two baby classes (one class has 37 children and the other class has 36 children). There are many ECE classrooms because the community believes it is very important to build a foundation for children through education. Each class has one teacher except for one of the final classes where the head teacher helps and teaches. The teachers are very comfortable there and happy as they receive a stable salary. They get 3,500 to 5,050 shillings a month, depending on their teaching experience.

The classrooms are fairly large and there are plenty of desk and chairs for the children to sit in. Although there is not an abundance of materials for the children, there are enough for them to use and learn. There are posters throughout the classroom where the children can easily learn. In addition, the children's work is also posted throughout the classroom. In order to maintain the rooms and pay the teachers, the parents of the ECE children pay a fee of 400 shillings a month which includes porridge for snack. The children can pay to have lunch at school or can decide to go home. There is an additional afternoon program in which the parents pay an extra 200 shillings a month.

Daily Curriculum

The middle class was observed on the day of the observation. Madam Eunice Adhiambo was the main teacher. She received her ECE certificate 16 years ago and has been teaching since then. She was in class early in the morning preparing the class work for the day. The children begin arriving at around 7:30 in the morning where they are free to do as they wish. At around 8:30 the children then are welcomed and seated by the teacher. The

students are very well behaved because as soon as the teacher talks, the children become silent and sit down. They then sing a couple songs and after awhile the teacher begins to check that their nails are cut, they look well and that they have changed their clothes. The teacher checks very briefly but mentions that if the children do not look well they rare sent home and they have to tell the parents to help them clean up.

The first lesson of the day on a Tuesday morning, is language. The children in the middle class are being taught how to read three letter words. In order to educate them the teacher uses different tactics. First she repeats the word out loud with them, than she writes it on the board, afterwards she chooses children to write the words on their own on the board and lastly the children individually write them on their paper and draw a picture of them. The children are all quietly working on their assignment while the teachers walk around and observe their work. As the children complete their assignment the teachers collect the notebooks. The teachers do not waste the children's time by correcting the work at the time it is completed but rather correct it during break or after class.

After language the children are taught math. The children are preparing themselves to take their exams and reviewing addition and subtraction. The children seem to all understand how to do the problems as the teacher writes problems on the board and the children have no difficulty solving them. They can add three numbers at the same time with no difficulty. Each time a child goes up to the board and gets the answer correctly the children praise him/her. If the child does not understand, the teacher uses objects to demonstrate how to solve a problem. The children then go to their desk and works on math problems on their own. The teachers go around supervising the children are doing their work correctly; they wait to grade their assignments until break time.

The children have break at around eleven in the morning. All the children go out to wash their hands and then quietly sit on the table waiting for the teacher's instructions. Once all the children are back from washing their hands, they all pray together as they are served porridge. It is provided for free with the tuition they pay. Some children bring an additional snack from home and others go off to play.

On the day of the observation, after break, the children are allowed to paint and draw anything they wish. The children are supplied with crayons, paint and paper to do their art work. The teacher walks around supervising what the children have created. When a child draws a person without arms, the teacher quickly corrects the child. The teacher goes on walking around the class. She collects their art work and then begins singing with the class. The children mainly sing in English as the class focuses on learning English. They use a little

of Kiswahili but do not use their native language, Luo, at all as the teachers want them to be prepared for the exams that are in English and Kiswahili. The class then ends with a prayer.

Many children go home to eat while few stay and buy food. Some do not eat but play. All of the children return to school for afternoon classes. The teacher welcomes all the children with a song. After singing the teacher begins to review the lessons she taught in the day beginning with English language. The children learn how to spell the words but instead of the teacher doing most of the leading, the students are the ones who lead the class. The children review from two to three in the afternoon. As three o'clock approaches, the children sing and pray to go home. Most children walk home in small groups while some walk home alone.

Observations
Vispa Emmanuel Academy
November 16, 2010

Vispa Emmanuel Academy began in 2001 when Mary saw the need to help orphaned children. Vispa stands for vision and passion as Mary had the vision to provide a good education and proper care for the children and the passion to go through with such plans. Mary was working at a nearby bank when she decided to quit her profession and care for orphaned children. Although she had five children of her own, she wanted to care for those that did not have parents. She said that it was a “calling from God for her to take care of children”. She began caring for only five orphaned children in the beginning. She gave them a place to stay, feed them and gave them love by letting them know that she was there to protect them. People in the village began to know her as the lady who cares for orphans. Villagers began to take her children that were abandoned or left orphaned. The number of orphans increased and she was having difficulty providing for them all. With the help of outside sponsorship, she was able to establish a school and orphanage for children in the village. The school was for the orphans as well as for those that were not orphans. At the moment there are around fifty orphans who stay in the dormitories at the school. The children are taught to treat each other equally.

Since the school is sponsored by outside help, the children are all feed for free both during snack time as well as during lunch. In addition their uniforms are donated by sponsors. The children who do have parents, are charged a small amount of money depending on their parents income. If the parents cannot afford to give any money, then the school would not reject the child. In addition, the parents who can afford to pay the school for the feeding program are charged a small amount of money depending on what they can afford.

Although there is outside sponsorship, the school still lacks many resources. There are few classrooms so there are many children per classrooms. In addition, there are few learning and teaching materials in the class room. The few materials that are in the class have been donated to the school. There are plenty of desk and chairs for the children to sit in. The ECE classroom is fairly large and split into three with a thin blackboard dividing the classes. The baby class is made up of 35 children. The middle class has twenty five children and the final class has seventeen children. There are usually three teachers but currently there are only two. Rebecca is the teacher for the older children and came to the center not long ago. Madam Amimo has been with the center for years but her passion and love for children

continues to grow. Both have received their certificate for ECE teaching but are still attempting to get their diploma. They said that teaching to them is a calling from God and they do it because they love it, not for the money because the money is very minimal. The teachers get paid around 6,000 shillings a month.

Because many of the children in the school are orphans, a basic foundation for the children is to share, appreciate and thank others around them. This is apparent as children who bring snacks from home share with their classmates. The orphans get food from their classmates and thank them for it. There is a constant exchange of giving and receiving food during break time. The children then all come up to the teacher and give her a little piece of their food. The teacher is appreciative and thanks all of them for sharing their food.

Daily Curriculum

The morning begins with a morning prayer in the assembly platform with all the children together. After prayer the children go off to the classroom where they greet the teacher y singing songs. The children are then free to do as they wish while the teachers organize themselves, take role and get materials prepared. Some children play, others talk with each other and some sit in the desk. After free choice, the teacher teaches the children language. The children are mainly taught in English. The baby group is taught how to spell three letter words. The teacher asks the children what sound Cat starts with and all the children are excited to participate as they raise and snap their fingers hopping to be called on. Almost all the questions the teacher asks, the children are correct. The children are congratulated with a song in which they dance to. If the child does not get the correct answer, the child is still congratulated and they sing "good girl/boy, good girl/boy, try again some other time". Nobody is badly reprimanded. The teachers do not believe in hitting the children. They love them so much and just want them to feel as if they have a family there to take care of them. Although the teachers do not hit the children, they do scare them into behaving well. Amimo tells the children that if they do not be quiet then they would be thrown out the window. The children begin to calm down and pay attention.

The next lesson taught in school is math. Each class is taught differently. The baby children learn addition and subtraction. First the children work together as a class, than one by one the children go to the board and answer a question. The children then do work on their own in their notebook. One by one the children would go up to the teacher so that the teacher can correct their work. Although the children were not extremely rowdy, those that finished before the others would start playing and distract other children.

After math the children went outside to play as they had outdoor activities. All the children played together. The teachers joined and would lead them in singing once in awhile. The children then all came to class as they were going to prepare for their snack. First, they all washed their hands. After washing their hands all the children put their face down, closed their eyes shut and began to pray. They had their porridge that was provide by the school and those who brought snacks shared with the whole class as well as the teacher. The children filled a plate of food for the teachers to have and eat. After eating, children automatically stood up and began to clean the area.

After snack the children had free time. Some played while others rested. The teacher than quickly reviewed language and then instructed the children to sing more. As noon approached, lunch was being prepared the children washed their hands and prayed all together. The younger children got food first and the older then followed. The children sat quietly in their desk while they ate. They ate all of their food and then picked up their plate and cleaned their area up. As lunch was being completed, the children stood up and went outside to play and to the restroom. By two all the children sat back in their desk as the teacher was going to review the lesson plan. By three the children were singing and praying for their day in school. The orphans stayed while the other children went home to their parents.

Observations
Kodiago Prison Primary School
November 17, 2010

The Kodiago Prison Primary School is located in a reserve at Kodiaga Prison. The children from the prison guards and the prison employees attend the school. There are a few children that come from outside the area but the majority are children whose parents are associated with the prison. The structure is fairly large and in front of the homes of the guards. There are prisoners who work beside the school. The male prisoners are putting pipelines in the field for irrigation that is beside the school while the female prisoners sweep near the school. The prisoners are watched by the guard and are fairly close to the children. The ECE in Kodiago Prison Primary School is fairly new compared to the school. It started seven years ago from the request of the parents to have a nursery school that would be connected to the primary school. The parents believed that the children needed to be prepared to enter their first year of primary school. Three distinct classes were established, baby, middle and final baby class. There are currently thirty five children in the baby class, fifteen in the middle class and thirty in the final class. The middle and final class are combined into a classroom and the baby class is in another classroom. There were three teacher but at the moment there is only one as the other is on maternity leave and another has been sick for awhile.

The only teacher taking care of the children is called Madam Rispa. Madam Rispa has been working with the children since the ECE started and loves to work there. She received both her ECE certificate and diploma. She mentions that the only difficulty working at the school is with the small amount of payment she receives. She earns around 3,000 shillings a month and states that she barely has enough to make it through the month and feed her family. The parents of the children of the school pay the teacher a monthly fee of 200 shillings plus an additional admission fee of 50 shillings a month. Free porridge during break is included in the tuition. The children are not provided with lunch but rather have to go home for lunch or they do not eat that day. In addition, there is an afternoon program in which the parents pay a fee of fifty shillings.

The school has difficulties getting the parents to pay the fee as some parents do not have the funds to even give their children a snack to eat during break time. Not only do these children have difficulty concentrating in school as they do not have anything in their stomach and are hungry, but the child also have difficult trying to understand the teacher. Many of the

children speak Luo but are being taught only in Kiswahili. In addition the language lesson is in English only.

The classroom is fairly large with desk and chairs that allow the children to sit properly, reach the floor and the desk at the same time. There are posters everywhere that have themes such as domestic animals, plants, objects, numbers and letters. There is a very large blackboard and plenty of chalk for the teacher to use. Although all the children have notebooks, crayons and pencils, there is a limited supply of materials for the children to play or learn with.

There is only one child in the school who has a disability, but despite his disability he is treated just like any other student. He came to the school incapable of walking and talking. The parents closed him up in a room from the community so that they could not see that their child was disabled. The teacher explained how the parents were afraid that people would say bad comments about them and mistreat their child. The child would be closed up in the house alone for hours. When the child came to the school he did not talk or walk. There was no special class for the child to attend and the teachers did not know how to deal with the child but they still accepted him. After a couple months the child learned to walk and talk. The teacher demonstrated as she threw an eraser and told the child to get it for her and bring it back. Although the child had difficulties walking, he succeeded and brought the eraser back to the teacher demonstrating he could do it. Although there was no additional care or help for the child, he has learned to assimilate with the other children.

Daily Curriculum

The day started with all the children meeting in the quad where there was an assembly early in the morning. The older children sang the anthem. As the assembly came to an end, the children were lead to a prayer. They prayed that they would do well in class and in their exams as many were either starting or completing their exams. The children were then dismissed to go to their class. On the day of the observation all the children were in the same classroom there being only one teacher. The class was loud and the children were playing in the beginning. The class began with the children singing, "It allows the children to be happy and motivates them to learn", says the teacher.

The first lesson taught was language. The children first sing a song about letters so that they can transition into language. The children sing the alphabet song in English while the teacher points at the letters. After singing the teacher draws shapes on the board and writes the word of a shape with one missing space (i.e. she draws an apple and writes appl_). She then ask the children one by one to come up to the board and point to the letter that

belongs in the missing space. If the child gets the answer correctly, he/she is congratulated and praised with a song. The children seem motivated to answer questions but not so much to hear the others congratulate them as they do not seem happy when the teacher tells them to dance. The language lesson goes on for awhile. The children are playing and the class gets louder. The teacher then decided that the children need her guidance and begins to sing with them.

By ten, the children then transition into singing songs about numbers. The songs are in Kiswahili and in English. The children count their numbers all together to thirty. All the instructions are given in Kiswahili. One by one the children go up and do the math problems. Many have difficulties but with the help of their peers they manage to correct their work. The teacher then assigns them to do some problems on their own. The class is fairly large so the teacher has difficulties controlling the class and assigning students to do work. The babies just sit in the back of the room and play while the older children do math on their own. One by one the teacher collects their work then she begins to correct it while the children play. The teacher screams to the kids to quiet them down. The teacher canes a child who does not stop talking and tells the others that she will cane them if they do not stay quiet. She mentions how she does not like to cane them but will if it is necessary.

Break begins at around eleven in the morning with all the children rushing outside to wash their hands. The children then go into the room and pray as they get prepared for their porridge. All the children receive one cup of porridge. Some children bring their own snacks from home. Those who do not have snacks from home finish early and play outside. Break time last for over an hour. After break the children return to class where they begin to sing. The teacher goes around the room and points to different posters in the room and ask the children what she is pointing at. For example, when the teacher points to the poster with the domestic animals, all the children name every animal, their color and what they eat. She then points to a poster with family members. The children speak to her only in Kiswahili.

By noon the children are dismissed to go eat at home. A few stay behind and play with their classmates as they do not have food to eat. At around one in the afternoon the children begin to return to school. Although on the agenda it says that they will review math, the teacher has too many children and the children do not seem motivated to learn much as they have finished their exams and feel as if they have finished everything they have to do. The children just sing and play for the rest of the time and when the class gets too loud the teacher just reminds them to be silent. The class is completed with a prayer and the children walk home alone.

Observations
Shaurimoyo Primary School
November 18, 2010

Shaurimoyo ECD was established in 2002 when the parents of the community in the slums of Kalolini met and decided their children needed to have an educational foundation so that they are prepared for primary school. The first structure in which the ECE classroom was taking place in was replaced because the head teacher believed it was too small for all the children. The head teacher and the parents decided to build another structure near the primary school building. A large room was built for three groups of children to learn in. The parents helped build the structure. There is the day care, pre primary I, and pre primary II class. There are 12 children in the day care class, 20 in pre-primary I class and 20 in pre-primary II class, the parents have to pay a fee of 200 shillings for the children to attend school from seven thirty in the morning until noon. In order for the children to stay in the afternoon program that runs from two and three, the parents have to pay an additional fee of 100 shillings. There is also a fee of 100 shillings a month for the children to have porridge during snack time. The children who choose to eat lunch at school pay ten shillings a day.

The classroom is fairly large but not large enough to fit all three groups of children, so they end up bunched into a desk. Although the children are bunched into desk, there are just enough desk in the room for all to squeeze around. In addition, the desks are appropriately built for children who are small. The room is filled with colorful posters and blackboards that allow the teachers to teach from all parts of the classroom. But there are not enough of teaching materials in the class so the teachers compensate by singing songs that help the children to learn.

The teachers are strict with the children not allowing them to speak their mother tongue. The children either have to speak Kiswahili or English. Kiswahili is used throughout the day and English is used during language lessons and when they are singing songs. Many of the younger children have difficulty understanding the lessons of the day but the teachers try to guide them through the use of visuals.

There are three teachers in the room, Esther, Nina and Edwin all are certified. They each teach a group of children but at times join all the children and take turns leading the class. They have all agreed that they do not like to cane the children unless in extreme circumstances (although they continuously tap the children on their head with a cane if they are not listening). The way they prefer to discipline the children is by threatening that God will hate them if they behave badly. The children then begin to listen to the teacher.

Daily Curriculum

The day begins at seven thirty in the morning when the children have free choice. The teachers do not arrive on time so the children play outside for a couple of minutes. When the teachers arrive the children are instructed to quietly enter the room and take a seat. The children know where they are supposed to be seated because they quickly sit in the group they belong in. Although the daily chart says that the teachers check the children to see if they are healthy and clean the teachers do not do so, they simply begin to sing songs which make the children happy.

The first lesson of the day is language. First the classroom as a whole sing a song. The song is very long because the children use different examples of words for every letter of the alphabet. They also sound out the letters. For example when the teacher says A the children pronounced the letter A and then they say A is for apple, adult, and ant. After all the children have sang together, the teachers separate the children into the three classes so that they can each have a class to lead. The day care class continues to sing about letters, as they say the letter they are shown what it looks like. The middle class writes two letter words and the final class writes three letter words. First, the teachers give the children instructions by writing words on the board that the children copy the words into their notebook, than they do the work on their own. The teachers collect the children's notebooks one at a time and begin to correct them while some children play around.

The teachers then get the children to be quiet by beginning a song that says "look at teacher, look at teacher..." Once the teacher has the attention of the children the lead teacher begins to sing a song that deals with numbers. This transitions the children into the math lesson. The children begin math by counting and they jump every time they say a number. The children are then split into their groups once more where the teachers teach the children based on their level of knowledge. The blackboard is used to teach the middle and older class. The baby day care class uses cut outs of numbers and allow the babies to trace over the stencils so that they can start to recognize the numbers. The children then use their notebooks to record their addition and number writing. The teachers correct them one at a time. Once all the notebooks are corrected the teachers allow the children to go outside and play. All the children run out. Edwin, the middle class teacher follows the children and goes out to play with them. They make a circle and take turns going in the center to lead the song. All songs are in Kiswahili. The circle then breaks off as some children want to play jump rope and others want to play ball. The children are then all called inside for snack.

The children wash their hands before they go into the room. They sit down quietly and close their eyes to pray. All children pray together no matter what religion they are. After prayer all the children receive porridge whether their parents paid or not. The children then say thank you to the teachers for their porridge. They finish up and then begin to sing a song.

After singing, the teachers then begin the science lesson in which they bring the attention of all the children. The teachers take the children outside and get a pile of dirt and a small basin of water. The teachers demonstrate what happens when the dirt and water mix together. The teachers tell the children to describe what happened to the dirt when water was poured on it. They then ask the children what they think the importance of dirt and water is. The older children are attentive while the younger ones just wonder off. The lead teacher then assign all the children to go to their desk and draw what they saw happened. When the children finish, they all pray together as they get prepared to go to lunch.

Some children go home for lunch, others pay to eat at school and few stay at school but do not eat anything. By the time the children arrive back to school for afternoon review classes they all seem tired. The teachers mention how many of them are tired because they just finished their exams and they just want to rest. The teacher decided to let them rest from the lessons. All the children then begin singing together. They sing songs but also recite poems. One poem is about how they do not want to become orphans so they do not want their parents have HIV/AIDS. Once the class recites a poem together, one child is chosen to perform in the middle of the class. When that child completes the poem she is praised with a song in which the child dances to. The children end class with a prayer and then thank the teachers and walk home alone.

Observations
Kibos Primary School
November 19, 2010

Kibos Primary School is located on a fairly large piece of property. The ECE center was established ten years after the primary school. When the primary school was built, the administrators did not think it was necessary to have an ECE class. By 1990 the head teacher began to realize that it was important to have an ECE classroom. He wanted the number of children entering primary school to increase in the school. The head teacher, John, wanted the children to enter prepared for primary school and believed the only way was to have an ECE room to prepare the children. When the ECE classroom was established, the number of children attending the primary school increased. Not only were more children prepared for primary school but more parents became aware of the location of the school and the importance of educating the children.

There is only one room for the ECE classroom but the class is split into three sections. There is the baby class, middle and final class. There are six children in the baby class they sit on the far right corner of the room. In the front center of the class there are ten younger children who are in the middle class. In the far left there are six children who are in the final classroom. The children are lead by two teachers, Fransisca and Sabina Atieno. Both teachers received their certificate and love to work with children. They get paid 2,000 shillings a month by the school administrator.

In order for the children to attend school, the parents have to pay a fee of 150 shillings a month. This fee covers their child's education from seven thirty to noon. The fee does not include snack nor lunch. The children bring their own snack from home if they want to eat something. Those that cannot afford to bring anything from home go outside to play and go all day without eating. There is also an additional lesson for the children in the afternoon, there is no extra charge as the initial morning fee is included. Funding in the school is a big issue with many parents not being able to afford to pay the fees, the children are sent home until their parents can afford to pay.

The issue of money is apparent because there are few resources in the school. Although the school is fairly large and the structure is sturdy, there are few materials for the children to learn from. There are only two benches and one desk for all of the children. There is also a large mat in the room where the younger children sit. The room is covered with colorful but torn posters about different subjects. The children use blocks to learn what

was taught by the teacher. The teacher also leads and teaches the class in Kiswahili. They are not encouraged to speak their mother tongue. The only class that is taught English at times is the final class because the teachers believe the baby and middle class are too young to learn a third language.

The teachers love to teach the children but seem to have difficulty controlling them. When a young girl in the middle class was completing an assignment she ran out with the rest of her classmates. When the teacher called her attention, the girl acted as if she did not hear as she looked back and then continued to run. The teacher did nothing as she looked too tired to go after the girl and help her learn that it is important for her to obey and keep the room clean. The teacher then told another girl that was nearby to pick up the chair. The girl picked it up and then left running to play outside. The times that the teacher did punish a child, it was through threat that God will hurt them if they do not obey.

Daily Curriculum

The day begins at seven thirty in the morning when the children are free to do anything they want. They play outside in the yard while the teachers prepare the room. When the teachers have prepared the room, the children then begin to sing all together. Singing goes on for about two hours and then the teacher slowly transitions to math work through a song. The children count up to fifty all together. As they count they also sing when they say each number. The children are then divided into groups. The teachers first start by teaching the older children. They write math problems on the board and instruct them to work on them in the notebooks that the teacher passed out. The children choose a place to sit in and with no further instructions they begin to work. The teachers then begin to teach the children in the middle class. They teach them how to add simple numbers. Because there are not many children, the teachers are able to check that each child understands how to solve the problem by going to every child and reviewing their work. Once the older and middle class children have been instructed, the teachers go to the baby class. They state that they teach the baby class last because they have to take longer with them because they do not grasp the concept easily. They have to constantly be with the babies making sure they are paying attention. They show the babies flash cards in order for them to learn the numbers. They also use blocks for the children to memorize each number. The babies then use chalk to write the numbers they role on the floor. The teachers then split up as one corrects the final class work and the other corrects the work completed by the middle class. The children begin to play while the teachers correct the assignments. As the

class gets louder the teacher screams at the children and threatens that God will hurt them if they do not pay attention. The students then sit down on the floor quietly.

After math the children then begin to do language. The teacher transitions from math to English with a song. All the children sing together and they say their ABC's in English. When the children were finished singing one teacher had to leave, leaving behind only one teacher to care for all of the children. The teacher that stayed in the classroom left the older and middle children alone to complete their exams. She went to the babies and reviewed vocabulary. She showed them flash cards and pronounced the sounds of the letters the children were being shown. The teacher then allowed the children to play as she stepped outside for awhile.

When the teacher came back to the room she decided that the children were getting to rowdy and needed to take a break outside. The children were dismissed to play outside, the teacher went out with them. They all sang in Kiswahili. They made a circle in the yard with a child in the middle who led the children to sing. The teacher then paired the children up and told them to run as fast as they could to the classroom.

Once in the classroom all the children began to sing with the guidance of the teacher. They sing in Kiswahili. The teacher then gets all the children to calm down and sit on the floor and benches quietly. She went to a poster in the room and began to point at the pictures in the poster. The pictures on the poster were of family members. All the children would say mother, father, brother and sister. After that, the children described what they saw the people wearing. They pointed out how the females were wearing dresses and the men were wearing trousers. The teacher then went on to state what the roles of each person in the families should be. The girl's role was to help her mother in the kitchen while the boy helped his father. The teacher then ended the lesson with a song.

Children were then excused to go outside and play. Some parents gave their children snacks to eat at school while others had nothing to eat. Those that had nothing to eat played outside for the rest of the time. The teachers stayed picking up the room while the children were outside. After break the teacher sang with the children. The children then did as they wished. The teacher then sat the older children together to finish an exam they had not completed. The children that sat around her were well behaved and quiet. The other children were making so much noise that the teacher told them to go outside. The children ran around outside and played freely. When the older children completed their exams, the teacher called all of the children into the room. The children sang songs in Kiswahili and then prayed after

which the teacher dismissed them for lunch. Lunch is not served at school so some children went home to eat while others simply played in the playground and did not have food all day.

The children were all back from lunch break by two in the afternoon. The afternoon class is mainly geared for the middle and final class, as the teacher tries to review the lesson plan for the day and prepare the children for the exams that they will continue to take. Although the afternoon class is not for the baby class, many of the children from the baby class return to school as their parents are not home to care for them. The teacher corrects the children notebooks and one by one tells the children what they did incorrectly. After correcting the work completed by the older children, the teacher leads the children to a song. It does not take long for the teacher to tell the children to take a nap and sleep. While the children sleep or rest their body, the teacher picks the room up. By three the children begin to wake up. She gathers the children to say a prayer and the children close their eyes. The children end their day and walk home alone.

Observations
Bright Minds
November 20, 2010

Bright Minds ECE was established by Miss Esther Awvor, although fairly young, Esther started the ECE on her own. She was working at a private school where the head teacher would not pay her and the children were treated badly. She became tired of the school so she quit and went home. After a year of living in her parent's home in Otongolo, Esther found that many children were left alone in the homes in the village. She saw the need to care and educate the children in the village. She found a location for the school by renting a church that was near Otongolo road. It was difficult getting the money to rent the church for the day because they charged her 800 shillings a month. The church wanted her to pay a whole year in advance but she was unable to. She received the help of her mother to pay for at least six months. The church agreed to let her teach. A year ago in February she opened the school with very few students. She charged them only 200 shillings a month and an extra 100 shillings a month for the afternoon program. Even though the teacher does not charge much, many of the parents do not pay. The teacher is left to pay the rent by herself. In addition she pays her assistant teacher 1,500 shillings a month. She is also trying to get her diploma while the assistant teacher is going to school to get her certificate. The teachers love to teach and mention that the only difficulty they have has to do with funding.

The classroom is not set up for the little children to learn there being no desk but rather many benches. The lack of desks and set up of the room is due to the fact that the building is meant for church gatherings, not child education. In addition, every material in the classroom is either bought by the teacher or donated by the parents. There are few posters placed in the walls that are removed every day after class. In addition, the teacher has made a couple materials to facilitate the children learning process. The lessons are mainly taught in Kiswahili although there is some English that is incorporated in the lesson during language and singing.

There are no set classrooms but the children are split into three groups. There are 21 children in the baby class. The babies sit on the right side corner of the room. There are eight children in the middle class and five in the final class. The five in the final class sit in the front left corner of the room. At the moment they are all learning together having just finished their exams.

Daily Curriculum

The day starts at eight thirty in the morning with free choice, which allows the children to play freely. Some run outside, others stand on the benches and few talk quietly with each other. During this time the teachers are organizing the materials and putting the art work up. They also check their financial books making sure all the children parents have paid.

The head teacher leads the class with math. The teacher uses blocks that have numbers on them on every side to help the children learn math. These are wooden blocks similar to dice. She gives each group of children a wooden dice. The children roll and say what number comes out. One by one the groups call out their number and the teacher writes them up in the board. The teacher than takes two of the numbers and places them side by side for the older children to add. The children add their numbers with no difficulty. The teacher then gets all of the children's attention by instructing them to roll the dice again. The children loved rolling the block and took turns. They then wrote the numbers on a notebook. The children completed math with a song.

The children then went out to play, they ran in the yard and played with each other. The teachers were inside collecting the children's work, picking up the room and getting the children's snack out from their bags and opening their containers. The children were outside by themselves playing for almost two hours. Many children would cry and the teachers would take turns going to see what was going on. When a little boy hit the girl the teacher said "God will hurt you, you can die if you beat others". She mentions how this way the children are discourage to hit others. She states that she does not like to cane children and has only done it once. She mentions how she hit the child in the knees and the rest of the children witnessed it she said that children were then afraid to misbehave after seeing the child get hurt. Esther said that the parents came to complain to her and she felt really bad. She tries to discourage the other teachers from hitting the children but to instead scare the children with comments. She also isolates them in a corner for them to calm down when they get to routy.

After awhile the children line up at the door of the room without being called, they know it is time to have snack. Many children enjoy their snack while few of them just wait outside and play. Those that have snacks finish their snacks and then they go outside to play. The teachers stay behind to clean and pick up the child's snacks as well as any materials that were used. After ten minutes the teacher calls the children in they go take a seat and wait for the teachers instructions. As the teacher says good morning to them, the children great her and thank her. They are then given permission to sit by the teacher. The teacher begins

singing with the children. She takes out two drums and a feathered hat. She chooses one child to play the drums and another child to wear the hat. All the children sing and dance, they laugh and sing loudly. This goes on until noon.

By noon many of the children go home to eat. Many children stay behind for the afternoon program as their parents are not working. These children do not eat all day. Their parents do not give them food to eat and they do not give them money either. In the afternoon program the teacher puts out a mat for the children to sleep. Almost all the children find a place and rest their body. Some of the children who do not sleep or wake up early go outside to play. Before it is time for them to go home the teacher sings with them once more and leads a prayer. The children are then left to go home on their own.

Analysis

Importance of ECE

The need to have an early education in Kenya has led parents and teachers to establish ECE centers with the hope that they will help prepare children for primary school as well as care for. The main initiators of ECE centers are the parents. The main reason for the parental push is because, now more than ever, parents are both needing to go to work to provide for their family. The pressure of both parents needing to provide have resulted in the rise in divorce rates or widowed mothers. Traditionally in Kenya, the woman was in charge of caring for the child (Clark, M., 1984). Over the past four decades the number of households headed by women has increased drastically in Kenya, forcing them to not only care for their children but also work (Clark, M., 1984). In the village of Shirazi the double role that women held was distinctly apparent. Mwanasha, is a mother who lives in the village of Shirazi. She described how her husband lived and worked in the city of Mombasa and she stayed home to take care of the children. She mentioned how she would have to go to the shamba (farm) and grow vegetables and make roofs for houses to sell while taking care of the children. This was potentially dangerous for the younger children since she would use a machete to cut the weeds while holding the child strapped to her back. The child would be on her back while the sun was blistering hot which could cause the child to suffer from dehydration or heat stroke. She mentioned that at times she would leave her child home alone relying on the neighbors to go and watch after her child once in awhile. She worried at times but her neighbors were also her family and she knew that it was best to leave her child behind. Mwanasha had to work with the uncertainty of how her child was doing. She expressed her joy for the new ECE in the primary school and says how she is very happy her child had a place to go and learn but sometimes found it difficult to make the payments for the ECE classes.

This is not only apparent in rural villages but also in urban slums. A mother in the slums of Manyatta mentioned how she is a widow and has to take care of her child alone. She says that she makes mandazi and sells them in town. She mentioned how she used to leave her child home alone with the neighbors to watch after him because she could not care for him in town while she sold the goods. Having a place to take her baby while she made a living for her and her children has made her feel safer even though she struggles to pay for her child to go to ECE.

ECE provided more than a place for the children to stay and be secure, it provided a place where the children could socialize and learn. Getting a good foundation in education is

important, particularly in Kenya as education is extremely competitive. Schools enroll children based on their test scores. Children take test as early as four years old to evaluate their level of knowledge and competence. The younger you receive an education the greater the chance you will do well on an exam. Teachers as well as parents have realized the need for educating children at an early age and have increased the number of ECE centers in their community. Almost all public schools have ECE classrooms and private ECE's are increasing yearly.

Many of these public schools do not allow children into year one of primary school without having an ECE education. Eliod, the teacher in Kibuka Primary School mentioned how there was no ECE the first years of his education but as soon as the school established one, he was placed a year behind and forced to go to ECE before he was allowed into primary school. He expressed his gratitude for such early education and mentioned how it encouraged him to become an ECE teacher. In addition Madam Paris mentioned how the primary school required all children to take a test in order to qualify into first year of primary school. If the children did not go to an ECE where they would have received preparation for such test then the child would most likely fail and not be accepted into the school.

ECE Established

ECE centers are important in rural and urban slums and many remarkable women have become aware of such need and have taken it upon themselves to care and educate children at a very young age. Educated women are the forefront to this rise in ECE centers. Six out of fifteen schools observed were established solely by females. The rest were either by parents or established through the joint effort of two inspirational people. The woman who were central to starting the ECE centers on their own all received their ECE certificate and found the need to help their community. Although they had very little to start with, they aspired to reach as many children and help as many parents possible.

Madam Mylka is a great example of a person who went to school and wanted to help her community. Although she had nothing to start with she wanted to care for the children in the slums of Nyalenda. She rented a place and took care of children for free. Not only did she provide free education but also free food and free uniforms. She started with only five children and now has 95 children to instruct. A small room is now a large structure with three distinct rooms. As time went by she experienced financial difficulties and was no longer able to provide her services for free and decided to charge parents a small fee. Some parents refused to pay and took their children home. Although her school has grown since

she started it, she struggles to maintain the school because she sometimes does not receive sufficient income to hire teachers, buy materials or feed the children.

Madam Beatrice is yet another woman who pursued her dream of providing children with an early education and care. With no money to start a school but a certificate of ECE, Madam Beatrice informed her neighbors of her willingness to care for their children. She did not like to see the children in the village staying home alone and with nothing to eat. She began by gathering children under a tree, starting with only seven children. She gave them porridge and taught them for free. More parents became aware of the services she was offering and began to send her more kids. The number of children was increasing drastically but there was still no roof or building for the children to call school. Beatrice found the need for a structure to protect the children from rainy and really hot days. As a member of a religious group, Beatrice and her group decided to build a church that would also serve as a school for the young children. At the moment half of the roof is completed. Beatrice plans to charge the parents of the children a small fee so that she can complete the school/church and feed the children.

After harsh treatment and a miserable salary Madam Esther decided to establish a school that would provide proper care and a safe environment for the children to stay. With no money, she borrowed money from her mother to rent a location for the school. She rented a small church building on the outskirts of the village. She went door to door informing parents that she was starting an ECE and she was only charging 200 shillings for the children to have an education and care. Although she is currently struggling financially, she has increased the number of students, hired an assistant teacher and bought materials for the children.

Madam Carolyn is yet another amazing woman who began an ECE without any help from anyone. Living in the slums of Bandani, Madam Carolyn saw the need to help her community first hand. She was the first to establish an ECE in the slums. She started off with nothing as she rented a small home that was attached to a store. As the years went by she was able to hire teachers and build a school. Although she has gone a long way she says that she prays for outside financial help to buy materials and feed the children.

Vispa Emmanuel Academy is yet another school that was established by a dedicated female. Mary was a working woman who was well established as she worked in a bank. After noticing that many children were becoming orphans in the rural village she lived in, she decided to care for the children. As word got around more children were left to her care so she decided to open a school with the help of outside sponsorship. The school functioned as

an orphanage as well as a primary school. At the moment there are 50 children who receive free education and food from this center.

Although KSFG was not established solely by a female like the prior schools mentioned, it was established by two inspiring people, Jessica Posner and Kennedy Odede. Jessica Posner and Kennedy Odede worked together to establish a school that would provide nineteen girls with free education and food. While Kennedy was raised in Kibera and was very well aware of life in the slum, Jessica had the skills to get outside support and funding to maintain the school. Although KSFG is located in the biggest slum in the world, it has the most resources compared to any of the other school observed.

Although no other school has been as successful in establishing a school where education, food and uniform is free like KSFG, Destiny ECE school has made an effort to provide children with an education, but most of all they have provided children with food to eat. Destiny was established to help the community just like any other school but with an emphasis on feeding the orphaned children. Children who are orphaned are invited to the school during lunch to eat for free. This school does not depend on outside funds but rather simply depends on the funds of the children who pay to go to school to help feed the orphans who live nearby.

Income

Establishing ECE centers in poverty stricken locations such as urban slums and rural villages is very difficult because the government does not offer assistance or funding for ECE centers. Although many ECE centers are now established in at risk areas, these centers are mainly funded by the parents of the children who attend. Many of these parents struggle feeding their family and adding another expense becomes difficult. Although many ECE centers only ask for a small fee to cover the child's education, parents struggle to make this money. "I have to choose to buy my children food or take my baby to school," said a mother of a child who lived in the slums of Nyalenda. Some parents do not even have enough money to feed their children and if they manage to take their child to school, they do not pay the additional fee for lunch and/or do not give their child anything to take to school to eat.

Food Disparities

Feeding in school has become a difficult issue to deal with in the ECE centers but is an important part of a child's education because food nourishes the brain and energizes it to learn (Bettelheim, B., 1975). Unfortunately, many of the centers observed are not able to feed the children so the children go through school without eating anything at all.

KSFG is unique when it comes to having a proper student feeding program. The school receives funds from outside sponsors which allow the girls to all receive porridge during break time as well as a proper lunch. The mothers play a large role in feeding the children by volunteering their time to cook the meals. Destiny also attempts to feed all the children in the school although due to money constraints are unable to consistently do it. The school does provide food for orphans who come during lunch time, however, when some students do not have any money they are still welcomed to eat.

Vispa Emmanuel Primary School is a prime example of a school who goes out of their way to provide a meal for all the children. Not only do they attempt to feed all the children in school, but they also have a great understanding of the meaning of sharing food. Because there are many orphans in the school, the school receives enough funds to feed all the children during snack and lunch time. The children are extremely grateful and always pray and give thanks to those who helped feed them that day. The children who are not orphaned and whose parents have money to pay for their fees pay for lunch. In addition, these parents give their children an extra snack to take with their porridge. These children have learned to share with those that do not have anything else to eat. An example is that of a child who brought a container full of rice from home and shared with his classmates by serving them some. Others who had bread would tear pieces of bread and pass them around. In addition, the children did not only share food with each other but also with the teacher; one by one the children went up to the teacher and gave her a small piece of whatever they had with them.

Although it is important for the children to have a proper meal, many do not have one due to money constraints because parents cannot pay the small feeding that is asked of them. In Bright Minds ECE many children watched other children eat while they sat down near the feeding area. Many decided to go off to play and did not complain about not having any food. They do not mention that they are hungry but you can see the hunger in their eyes as they stare at those who are eating. The founders and teachers of the ECE mentioned how they would love to provide every child with at least one proper meal, but cannot afford it so they just let the children play and hope that they eat at home.

Classroom

The lack of funding is not only apparent in the lack of feeding programs in ECE but also in the infrastructure and lack of materials for the children. From all the ECE centers observed, Rainbow ECE was in most need of a building for the children to learn in. The children were practically being taught under a tree. There are around 70 children and there is

not even a roof. In addition, there were only two desks and a mat for all the children to share. Although the teacher hopes to provide the children with more desks so they can work properly, she does not have the financial support to do so.

Rainbow is only one of the many schools whose building is not adequate or safe for the children to learn in. Eight out of the fifteen schools only had a small classroom for three different groups of children to learn in (baby, middle and final). This created complications in the child's learning capacity because it was difficult for the teachers to teach all the children at the same time, especially when they were at different levels in their academic development. In addition, many of the rooms were too small for the number of children. Although there are only 19 girls in the classroom of KSFG the room was still too small for the children to walk around in. The ECE classroom in Shirazi was fairly large, but there were still too many children for the amount of space.

Not only is space limited in the classroom but many school, especially those in the slums, have a small play yard for the children to run freely. For example the slums of Kibera are overcrowded and the school is built on a small piece of property where there is no playground.

Not only is space an issue, but also the availability of desk and sitting areas was a problem. Many schools had no desk and those that did were not the appropriate size for the children to sit in. For example, the ECE in Karombe Primary had two desks for the children. The desk, however, were meant for adults which made them too high for the children to feel comfortable. Bright Minds ECE also did not have any desks, instead they had benches that were also meant for adults.

Materials

Materials also were lacking in almost all the ECE centers observed, the one exception was the KSFG. KSFG had plenty of materials that were received from donations. They had materials that helped facilitate the children's education, such as, building materials, beads, and books. In addition, the materials the girls used were appropriate for their age because the beads were large and the building materials were made from foam which made them safer.

All of the other schools observed did not have materials that could be described as "store bought" for the children to use. This made it difficult for the teachers to facilitate the children's learning process and offer the clearest examples for them to understand. The teachers had to use their personal time to make teaching aids to help the children learn math or English. Although the different materials the teachers use are innovative, they do not compare to the psychological benefits a store bought material gives to a child. Such materials

and learning devices make the child feel important as well as make it easier to relate to the material.

To make up for the lack of resources, some of the teachers in the ECE schools used a variety of recycled as well as natural objects to facilitate the children's education. For example, the teacher at Kibos Primary School made a dice out of a block of wood and drew numbers on each side. Every time the children rolled the dice, they had to write the numbers down. Then when the children used two dice they added the two numbers they saw. Eliod at Kimuka Primary School was very creative when teaching the children to do math. He used old bottle tops, sticks and rocks to teach the children math. He handed each child a couple rocks sticks and bottle caps and told them to count how many they got. He then would tell them to count a certain number of each material and add them together. Madam Zainabu Juba was also creative when teaching children math. She used rocks for the children to learn math. She gave each child ten rocks and drew circles on the floor for the children to put in and out so as to add. Such creativity allowed the children to grasp concepts with the visuals making it easier for the children to understand.

Providing basic writing materials for the children to complete their work has also been a challenge. The pencils are broken, the notebooks for the children to write in are torn and falling apart and there are usually no books for the children to read. Due to the shortage of even crayons in the classroom, the teachers had to buy the materials themselves. The teacher at Bright Minds would use the little money she had left over to buy pencils and crayons for the children in her class.

Teachers

The lack of income in ECE centers greatly affects teachers who struggle to make a living out of teaching. The passion and love for the children is what keeps these teachers doing what they do. As Madam Amimo said "It's like a calling, you have to love caring and teaching children because what we get paid is a misery". Teachers get paid anywhere from 1,000 to 6,000 shillings a month. The teacher's salaries come from the fees the parents are charged. If the parent's do not pay, it becomes difficult for the teachers to get paid.

The fact that the teachers depend on the parent's payments, makes the teachers push for more children to be enrolled in school. This was very evident in the village of Shirazi because the teacher had about 40 children in the classroom and could barely control them but wanted more children to enroll in school so that she could have more money. She expressed how she wanted the classroom to have at least 100 children so she can make a better living.

The teacher was not aware of the dilemma of having so many children when it came to teaching because her focus was the money.

When teachers and administrators were asked what was the number one thing that they believe is necessary to improve the education system, they all mentioned the need for higher salaries. They believed that either the government or other outside help is necessary in order for them to receive a steady income that would allow for them to support themselves and their family. There were two schools in which the teachers decided to no longer teach because they were not getting paid or their salary was too low. An example of this was in Shirazi, where a teacher could not go to teach because she did not have enough money to pay for transportation to get her to the school.

The ECE teachers suffer because they do not have an income that allows for them to have a stable place for them to live. Many of the teachers mentioned how they rented small rooms in order for them to have a place to live near the school they taught at. In addition, many of the ECE teachers would like to receive their diploma in ECE but find it extremely difficult to do so because of the insecurity of their pay.

Receiving a diploma would increase the teacher's education and expand their knowledge which would, in turn, increase their skills and allow them to teach the children better. Two out of twenty-four teachers had a diploma. The rest only had a certificate that took them two years to complete because they were attending school on a part time basis. The remaining time was spent working to pay for school. Many of the teachers mentioned the difficulties of paying to go to school and how that was why they have been behind on their training. Eliot from Kibuka Primary School mentioned that the only time he could go to school was when the children's school was on vacation. He mentioned that he had to save the little money he had earned as a teacher and spend it all in his own education. He has to leave the village and go to town and rent a place to stay and study. He is passionate about learning more and really wants the children to succeed in life even if it cost him time and money.

Although Eliot has taken the time to receive a higher education, many ECE teachers in the centers observed have not been able to make the time or enough money to pursue a higher education. For example, Consulate, the ECE teacher at Gate Way ECE has not had any educational training. She simply just loves working with kids. Although she is patient and loving to the children, her lack of training is apparent because she does not know how to instruct the children so that they grasp the concepts without difficulty. In addition, ECE training has not been established for long and due to that many of the older teachers have not received the ECE training. In the village of Shirazi, Madam Mwanakame did not receive

training to be an ECE teacher because it was not available to her, but she did receive her teaching credentials for primary school. She loves children and decided to teach preschool despite the lack of training in early care and education, but does incorporate teaching from her primary education credentials.

Although few teachers do not have any form of formal training, those that do, do not receive qualitative training. The training most of the teachers have received has been brief. They are mainly taught one type of approach called the Thematic Approach. Although such understanding of the approach is useful, the teachers could benefit from learning a variety of approaches and child development philosophies. In addition, the teachers who work with at risk children need a variety of teaching approaches to see which approach works best for the group of students they are working with. Also, training could facilitate the teacher's job by helping them understand why students have different learning capacities and speeds of learning.

The amount of training and guidance a teacher received is apparent in their teaching style. Teacher training and guidance was apparent in KSFG because the teachers were constantly supervised and guided in terms of the way they taught and what they taught. Teachers in KSFG were not only briefed about their weekly curriculum, but also on their teaching techniques. They met with Aurora, the teacher coordinator, once a week where they talked about what the goals were for the girl's education and how those goals could be met. In addition, the ECE teacher that was hired has both her certificate and diploma. Unfortunately, some of the other teachers in other schools observed did not even have any prior training in ECE teaching.

Teacher education and training has been found to be the number one component tied into the quality of education. Extensive research has demonstrated that the more education and training a teacher has, the better education and quality care the children receive (Frede, E., & Barnett, W.S., 1992). The teachers in the schools observe have the passion to teach but need further education to learn and understand how to take care of children and their various needs.

Not only is the type and amount of education a teacher receives relevant to the quality of education they provide, but also the amount of supervision by the administrator. This was apparent with the administrators who were strict; they kept the teachers on task and also made sure that the teachers were present at school before the children arrived. Keeping the teachers on task and on time was clearly a problem in many of the schools. Many times the

students arrived to school before the teacher, when the teacher finally arrived there were no consequences or repercussions for their being late.

Student- Teacher Ratio

Not having the proper training to educate a single child is difficult in itself, but when a teacher is in charge of many children, being able to teach them becomes more of a challenge. The challenge arises from the realization that there is not a one-size-fits-all approach to being an effective teacher. The ratio of teacher to children in all but one of the schools was devastating. Some schools had up to 80 children per teacher, however, most of the schools had one teacher for every 35 children which made it difficult to keep all of the children attentive and well behaved. The recommended teacher to child ratio for four to six years old is twelve students per teacher (Frede, E., & Barnett, W.S., 1992). The reason for such ratio is that it allows the teachers to develop a closer relationship with the children.

In addition, because there are not enough teachers in the classroom, usually only one teacher per class, when the teacher needs to run an errand, she/he simply walks away and leaves the children unattended. Teachers would leave randomly in the middle of class. This was apparent in Gate Way ECE because the teacher in one of the classes was also in charge of administration. She constantly had to leave the classroom full of children and take care of the administrative business. When there was no teacher, the children began to misbehave. This causes the children to miss out on expanding or reinforcing their learning experience.

Although the teacher-child ratio is important in regards to the quality of education a child receives, it does not mean everything. For example, the Kibose Primary school has an adequate teacher child ratio. Despite the fact that the child to teacher ratio was twelve to one, the children were not receiving the proper education because the teachers did not guide or take control of the children properly during the lesson. The children were loud and obnoxious at times and did not want to do the work the teachers would tell them to do.

Although a twelve to one ratio is recommended, the Montessori Approach has a larger teacher-child ratio which allows for more children per teacher (Montessori, M., 1974). There are about 30-35 children to a teacher. This puts into consideration the fact that teachers have extra training and guidance in how to deal with a large group of children. According to Montessori, this provides the most variety of personalities, learning styles, and work being done at one time (Montessori, M., 1974). The reason this class size works despite the smaller size recommendation is because the children learn from each other and stay with the same teacher for three to six years. In addition, this large, diverse, group of children creates an atmosphere that gives children independence, promotes peer teaching, and eliminates the

possibility of too much teacher-centered, teacher-directed work (Montessori, M., 1974).

Such ratio works because of the constant teacher training.

Language

Teachers are key in the children's education and the way they teach helps children better comprehend a topic. For this reason most of the schools that were observed spoke Kiswahili, the national language as a way to help children understand a lesson. Although Kiswahili is the national language, children are taught English as an important language to succeed in their academic life. Teachers facilitate learning English by first speaking to them in Kiswahili and then translating to English.

Language usage got more complicated in rural ECE classrooms as the children did not speak English nor Kiswahili but rather their native tongue. This complicated the teachers teaching because they had to teach the children two new languages. This was apparent in the Kimuka Primary School as Eliod the ECE teacher would first explain the topic in English, then in Maasai, then Kiswahili and once more in English for the children to understand. Although the children would learn two languages at the same time, learning what the teacher was saying was becoming time consuming. Karombe Primary School is another example of children who had to learn two new languages, and because of the dilemma, the teachers decided just to talk to the children in their native language. They spoke Kiswahili or English only when singing a song, this affected their performance when taking exams to enter primary school.

Although most schools found it necessary for all the children to know their national language, one believed it was not important to speak it in ECE classrooms. KSFG prohibited the use of any other language spoken in the class besides English. The little girls would tell the teacher if they heard someone speaking Kiswahili and not English. Even if it was break time and the girl's were talking to each other, they had to speak in English if they did not the teacher would scream at them. The center believed that the children were already exposed to Kiswahili in their home so they needed to learn English to succeed in their academic life. In addition, the center rationalizes that because studies have shown that children grasp language much more easily at a younger age, than they should only teach English for the first years of their education so that they can learn the language very well. These strict guidelines put the girls in a difficult position because they were to put aside their cultural traditions in order to incorporate a new language.

Tradition

Not only is the National language slowly being replaced by English, but the traditional dances, poems and songs are also being replaced. The children sing English songs most of the time. Some do not even know one song from their National language. In addition, when they play, recite poems, or dance, it is mainly done in English.

Once school that clearly demonstrated traditional customs was Gate Way ECE. The administrator and owner of the school taught the girls in the older class how to dance a traditional dance. She made them skirts and the girls danced without shoes. The children laughed and had fun performing their traditional dance.

Curriculum

Traditional customs should be incorporated into the lesson plans to enhance a child's education. Unfortunately, due to strict guidelines established by the Education Board of Kenya, incorporating such lessons becomes difficult. Most of the curriculum is the same throughout the different ECE centers. The curriculums are based on the Governmental Guide Line handbook that almost all ECE teachers have seen at one point. The teacher expects the children to memorize the material in order to help them meet the educational guidelines that are placed by the government.

The teacher is given a handbook called the Republic of Kenya Ministry of Education Syllabus with the breakdown of what needs to be taught in nursery and preschool classrooms. There are eleven national goals the book describes that hope to promote high quality education at an early age. There is level one which is baby care (3-4 years old), level two which is pre-primary (5 years) and level three which is preschool (6-7 years old). Each level has an outline of what children should be taught and how much of the week should be allocated to that subject. The topics include; self identity, family, neighborhood, animals, weather, water, market, time, hospital, transportation. Although there is a description of what topics to cover in each stage, it does not explain how each topic should be explained to each age group. For example language, math and outdoor activities should be conducted five days a week, science, social studies, creativity and music and movement should take place at least twice a week. Religion and life lessons should take place at least once a week. This type of structure would greatly help teachers plan their daily lessons.

Although this notebook outlines what should take place in a classroom, this is very difficult to implement in the ECE classrooms where there is a lack of materials, overcrowding and limited space. The handbook mentions the use of books, manipulatives, paint, and other materials without considering the ECE centers located in poverty stricken communities that do not even have a stable building for the children to learn in. Despite the

lack of resources and crowded classroom, the teacher makes a great effort to help the children achieve their goals.

Although the teachers try to follow the curriculum of the day, it was not followed exactly as stated. Some lessons are skipped, others are replaced and some are never completed. For example, although most schools write that they have completed the health checks every morning, it is not always so. The requirement for teachers to conduct health checks on their students does not make sense especially for those that live in poverty. The need for the teacher to have to check cleanliness as well as the state of the clothing not only puts the teacher in an uncomfortable position but might also embarrass the student. Most of the students are from very poor homes and the little they have they put towards an education for their children, requiring for the child to have decent clothing or a certain cleanliness is simply unfair.

The curriculums in such communities should be more pertinent to the poverty the community experiences. Having a non-graded curriculum is important for the children to begin learning and see education as not only important but also fun. This can motivate the children to go to school. In addition, creating interest areas where children can go and play safely can help children enjoy school. These areas should include language space, reading space, and blocks. Only one school, Joel Omino Primary School, demonstrated such areas of interest in their school. In the back of the room the teacher set up a reading area for the children. The teacher also set up a dramatic play area in the back of the room with a kitchen and a market, such set ups motivated the children to come to school.

A technique that can further help these at risk children really learn and love to learn is one used by the Reggio Approach. The Reggio Approach allows children to make decisions for themselves. The curriculum is based on what the children want to do, this is called emergent curriculum (Edwards, C., Gandini, L., & Forman, G., 1993). For example, if the students seem interested in plants, the teacher plans the curriculum using plants. The topics come from children's play experiences and curiosity. When topics arise it is the teacher's role as researcher to investigate and collect resources about the topic. When it's time to teach math, the children count using plants. In science they analyze how a plant grows, in language they read, and write about plants, and in dance and movement they sing about plants and dance the way a plant moves in the wind.

Reggio Emilia also emphasizes the importance of documenting the child's work. Putting the child's work for them to see allows them to feel a sense of importance (Edwards, C., Gandini, L., & Forman, G., 1993). Unfortunately, many of the schools that were observed do

not place the children's work on the board but rather post pre-printed posters. Documenting provides opportunities for children to revisit the experience, it is also a process that involves observation, reflection, collaboration, interpretation, analysis, and incorporation into the classroom. (Edwards, C., Gandini, L., & Forman, G., 1993).

Memorization

Changes to the curriculum must be made in order to accommodate children who live in at risk communities. An important aspect in the curriculum that must also change is the importance the teachers, administrators and parents give to memorizing concepts rather than fully understanding them. Although memorization is key in helping the children pass their exams, the problem with memorization is that if there is something new, the child cannot understand how to solve the problem. This is because they are taught to memorize rather than analyze.

The teachers in the ECE centers observed used different techniques to help the children memorize. The most common form of memorization is done through singing. The children memorize numbers, colors, shapes, letters and body parts. Although memorization through singing teaches young children simple but important concepts, it does not mean they are learning or can apply such concepts in real life. This was seen when the teacher in Karombe Primary School asked a child to point at their shoulders after singing the song "head shoulders knees and toes". The child was able to sing and point to the body parts correctly but not when attempting to do it without the song as he pointed to his legs rather than his arms.

The teachers use repetition as another form to help children memorize concepts. For example, in Hope ECE, the teacher wrote the number five and three in the board and then added them. She told the children to repeat after her as she said "three plus five is eight." The children continued to repeat after the teacher. Although they memorized what three plus five was, when they were instructed to do math problems on their own, they were unable to and struggled to even complete one problem.

Although memorization of concepts seems disruptive in a child's learning, some forms of memorization enhances a child's working memory capacity. For example, a third way that was observed that teachers instruct children to memorize was through the use of poems. Some poems recited by the children were really nice and showed the size of the capacity the children have to memorize. A long and nice poem was recited by the Shaurimoyo Primary School ECE classroom thanking their teachers for helping them learn. Other poems are not so much child appropriate for young children. For example the

Manyatta primary school ECE students recited a poem about becoming orphans due to AIDS. The poem was about a child telling their parents to be safe and not get HIV/AIDS because they do not want to become an orphan. Some of the student's parents are HIV positive while others are orphans whose parents have died due to AIDS. As some children do not realize what they are reciting, few pay attention and those that have been affected by HIV/AIDS recite quietly and put their head down (according to the teacher in the ECE classroom). The teachers are very proud that the children memorize and recite songs and poems but most of the time they do not take the time to help children go beyond memorization and analyze what they are being told to say.

Children need to analyze rather than memorize. For example Destiny ECE uses a variety of methods in order for the children to grasp concepts. When learning about the weather they take each type of weather and describe it profoundly. For example, when the teacher was describing the sun, she told the children to go outside and point to the sun. She asked them how does it feel, when does it come out, how does it help people, how does it help the plants, and what would happen if the sun was not there. The children answered the questions which allowed them to think of the sun in a variety of ways. In addition, when Paris the teacher at Destiny was describing a cow she asked the children a variety of questions but went on to visually demonstrate what the skin of a cow looks like and what it can be used for. For example, Paris got a drum in the room and demonstrated how the top of the drum was done with the skin of a cow.

Consulate the teacher at Joel Omino does a great work at trying to get children to think outside of the box. When they were talking about the environment, the teachers explained the sources and uses of water. The children were asked about the importance of water, what it can be used for, how does it affect humans, the community and the world to not have water. In addition the children were required to know how to spell the different uses of water and separate them from the different sources of water.

A third example of how to get children learning and really involved was demonstrated by Eliod at Kimuka Primary School. When teaching the children about the environment and the neighbors they have, Eliod decided to take a field trip with the children. He walked with them all throughout the neighborhood demonstrating where the church, secondary school and store were located. On the path to the different locations Eliod pointed out different plants as well as dangers that were in their path.

Exams

Although some teachers take the time to help children further understand concept rather than simply memorize the concept, many do not because they just want the child to know what is needed to pass the exams. The teachers know in advance what the children need to know in the exams so they teach the children to memorize the concepts needed to pass the exam. The teacher at Karombe Primary School demonstrated the exams the children were taking and she mentioned how because she has been teaching for awhile, she knows what the children need to know for the exam and does her best for the children to do well in the exams. The exams determine how much the child knows but it does not determine how much the children clearly understand.

Children are pressured to do well in exams and begin to see education as a place of competition rather than a place to learn. Exams become a central part to the child's education. Joel Omino Primary School is a well established school that rates children on their performance. Children from around the area as well as from the ECE school take an entrance exam so that the school could determine their qualifications for entering their first year in primary school. If the children do not pass the exams then they do not qualify to go to primary school. The child who receives first place in the examination gets bragging rights and are rewarded with a small gift. Such competition makes some children feel good at the cost of others feeling bad. The children become more aware of the competition rather than in their educational and learning experience. The teacher at Joel Omino indicated how the test were very important because there are more nurseries than primary schools in the area so the children have to compete for a spot in the primary schools.

All the children take exams to evaluate their level of knowledge (memorization) except for one school, KSFG. The staff mentioned that they understand that the children are there to learn rather than to be ranked in terms of how much they know. Although they do not have exams, the teachers still analyze the children's progress by marking in their notebook the progress a child has made.

Neither assessments nor grades are necessary to evaluate where the child is academically. According to Montessori, children's knowledge can be assessed by teachers observing and recording each child's progress (Montessori, M., 1974). Whether this assessment strategy works or not is tested by seeing the accomplishment and behavior of the children, their happiness, maturity, kindness, and love of learning, concentration, and work. It is important for the child to enjoy school and want to learn rather than feel as if they have made a mistake (Montessori, M., 1974).

Punishment

Not only are exams psychologically affecting the way a child performs in school, but also the way they are disciplined has further psychological impacts in their childhood. Punishment that does not teach a child a lesson but rather makes them feel worse is unproductive and harmful. Due to the teacher child ratio in most of the ECE classrooms observed, the ability for the teachers to control all the children becomes overwhelming. Almost all of the teachers observed resort to hitting (they call it "Canning") the child. The teachers hit the children repetitively throughout class. When you hit a child not only do you hurt them physically and emotionally, but you also do not teach the child a lesson because they are not given an explanation for their mistake. The feeling of getting hit and not knowing why is sometimes never forgotten. Odoch Pido a professor and well educated man expressed his feelings about punishment stating, "I will never forgive that teacher because as much as I asked her why she hit me, she could not and I begged her not to hit me, I cannot forgive her till this day". Although the children are small, when you kneel down and talk to them at their level they can understand and better comprehend their mistake.

One of the most striking observations was when a teacher constantly hit a four year old child. The teacher repetitively slapped the child for not answering the problem correctly. Without warning or explanation, the teacher would continue hitting the child. The child could not compose himself and began to cry. An older child near him wiped his tears while he stood staring at the teacher. The teacher then said "you are a good boy but you need to answer the question". The child was still unable to answer the question. The teacher then decided to let him go if he counted to ten. The child counted and was then congratulated by the teacher. The child left walking with his head down and tears rolling off his face as he walked to his desk.

The one school where the teacher did not approve of physical punishment was Joel Omino Primary School. The teacher had very good control of the class and mentioned how the children did not have to be hit in order to obey. She said that all they needed was a warning and they would listen to her. The teacher put the hitting stick away in the cupboard as she rarely used it.

When you do not explain to the child what they are doing wrong and simply hit them, the child does not learn their lesson and will behave the same again (Montessori, M., 1974). A teacher must first explain what the child is doing wrong. In addition, physically hurting a child causes more trauma. There are other forms of punishment such as taking a privilege away or making the child write standards or sitting them in a corner.

Although there are many forms of punishment besides canning, that does not mean that the alternatives are always better. A constant form of discipline observed in ECE classes was that of threatening and scaring children about what could happen to them if they misbehave. Many teachers told the kids "God will hurt you if you do that again, He will punish you and not love you anymore". These children then stop the behavior they were doing. Threatening the children with such remarks is not explaining to them what they are doing wrong, it is just installing unnecessary fear in the child.

There are different ways to discipline a child that will not hurt them emotionally nor physically but rather teach them a lesson. When disciplining a child it is important to be persistent and consistent (Bredekamp & Copple, Eds., 1997/2000). In addition, it is important to avoid shaming, blaming, belittling, or criticizing. Research has shown that punishing and scolding hurts rather than helps the child improve their behavior. In addition, it is important to define unacceptable behavior for a child and model good behavior. Children learn by seeing so the teacher needs to demonstrate that physical punishment does not solve anything and is not needed.

Praise

Although harsh punishment is unproductive for a child's well being, over praising a child's effort does harm too (Montessori, M., 1974). Children were praised constantly for their intelligence in every ECE observed through a song and dance. Although the praise made some children laugh and smile, other children forcefully accepted the praise as the teachers would not allow them to sit down without dancing even when the child's face looked tired and unhappy to dance. The teachers have been told that it is important to praise a child for their intelligence, but research has shown the opposite (Bredekamp & Copple, Eds., 1997/2000). Six studies demonstrated that praise for intelligence had more negative consequences for students' achievement motivation than praise for effort (Mueller, CC.M., & Dweck, C.S., 1998). In one study it was shown how children who were praised for intelligence were found to care more about performance goals relative to learning goals than children praised for effort (Mueller, CC.M., & Dweck, C.S., 1998). In addition, after failure, they also displayed less task persistence, less task enjoyment, more low ability attributions, and worse task performance than children praised for effort (Mueller, CC.M., & Dweck, C.S., 1998). Such research demonstrates that teacher in the ECE centers should praise children for their effort rather than for their intelligence. There was only one school that praised the children for their effort as well as for their intelligence, that was Vispa Emmanuel Primary School. The children were happy to know that at least they gave it a try.

Religion

Children were also praised for knowing their prayers and religious verses. Religion is embedded in every school because it is part of the Republic of Kenya Ministry of Education Syllabus which is written in the Kenyan Government ECE handbook. Although religion plays a large role in the establishment of many of the ECE centers visited, it has taken a role on its own. Religion is central in all schools, even public schools. Not only is religion taught once a week but the children pray and recite Bible verses every day. These schools have a variety of children who practice different religions but yet are expected to pray the same Christian prayers as the other children. Every school observed had children reciting Christian prayers. The teacher from Karombe Primary School stated how it does not matter if there are children in different religions they all have to pray together. The children that are Muslim usually just closed their eyes while the other students recited Bible verses. This scenario was clearly seen at Destiny school where the Muslim children did not pray while the other children prayed. The children in Rainbow ECE school are required to memorize quotes from the Bible and recite them. The child who does not participate is caned. As their religion is neglected, they begin to feel less important (Bredenkamp & Copple, Eds., 1997/2000).

Mixed Age Groups

Due to the limited resources and classrooms, there is a mixed age group in many of the ECE classrooms observed. This mixed age group has benefits as well as negatives to it. Teachers find it more challenging to keep all the children on task. They find it difficult to control all the children especially when they split the children in groups.

The benefits might not be too obvious to the teachers but having a multi aged group classroom can be beneficial to the children when lead properly by the teacher. In a mixed age class, the older children can learn by teaching the younger children their numbers or letters. This was observed in the ECE in Shirazi where the older student would go to the board and teach the class after the teacher had done so. At the same time, the children learn to be responsible as they play an important role in school.

A mixed age group does not only promote mutual learning but it also allows flexibility in a child's learning capacity accommodating a wide range of development needs and interest. For example, if an older child needs to go at a slower pace, then the child can be grouped with the younger children. This was apparent in some of the schools observed because the teachers knew which child needed further assistance and time to catch up. The teacher would then place the older child with a younger child when it came to separating into groups.

Gardens

Another way that will not only enhance responsibility between the children but also provide them with education and food is by having a gardens in school. Although there are schools who do not have a location to place a garden nor the funds, the garden can start slowly. To start, the children themselves can bring in a seed. Seeds are not expensive and if each child is able to bring a seed or a couple seeds of vegetables they can slowly create a garden.

The children can use the goods that grow in the garden as a learning experience. For example the teacher can demonstrate what needs to be done for a vegetable to grow. By demonstrating how the sun, water and soil help the plant grow, the children learn about the process. In addition, the younger children can learn the colors, textures and shapes of different plants that are grown. The teachers can then cook such vegetables differently so that the children learn what and how they can prepare and eat the vegetable. If it is sliced, it can be sliced into different ways that make shapes. Food can serve as a means of exploration but also as nutritional food for the children. The garden does not need to be large but big enough for the children to explore and learn as well as eat.

Parents Role

Although such projects can help children learn, they still require some form of parental support because the teachers will be overwhelmed by work if they had to do it all themselves. The parents at KSFG have an understanding of the importance the role they play in helping their children become educated. They take turns volunteering their time as to cook for the students and clean the school. By attempting to involve themselves in school the children can have a better early education experience.

Involving the parents and the community is important especially when working with children who are at risk. They need to understand the important of an early education. The teacher at Karobe Primary School mentioned that the difficulty was trying to get the parents to understand that ECE is more than a day care for their children while they work, it is a place for the children to become educated and have a greater opportunity to achieve an academic profession.

Many of the parents do not understand the role ECE's play in their child's education and sometimes prefer that there child stays at home looking after the animals or working in the shamba. This was observed in the rural village of Rambour where many of the kids were absent because they had to stay home and care for the animals as well as their baby siblings. Due to the fact that parents do not value ECE as a means of providing their children with

what they consider proper education, the children are not assigned any assignments outside of school. This is also because the children are unable to accomplish the tasks because they are busy helping their parents and are not given time to work on any class assignments. Only two out of the fifteen schools observed were given homework, KSFSG and Joel Omino. Not only did these schools have the highest parental association but also the highest performance scores.

Orphaned and Disabled Children

Not only does the lack of parental support affect the child's education, but also the fact that the children in the school's observed came from troubling backgrounds. Not only are there limited resources available but many of the children are orphans, half orphans or disabled. Living in a poverty driven community limits them even more.

In such communities, children with disabilities receive limited amounts of help and attention. Madam Fransica in Kibos Primary School demonstrated how there is no special care for the children who have disabilities in the village. There is a child in her class that came in not knowing how to walk or talk as he was born with a genetic disorder. She mentioned that before he entered the school the parents would lock him in the house while they went to work. They were afraid that the community would find out that they gave birth to such a child. They did not know what to do with the child until someone suggested they take the child to school. After a couple months the child began to walk and talk. The parents then found ECE very helpful.

Children with disabilities in at risk communities are not the only ones who need extra support and care; children who are orphaned and/or half orphaned also need the same attention. Those that are orphaned either live with family members who at times do not care about them or in orphanages where they do not get the same treatment they would in a loving family. Teachers must learn to give attention to these children and provide an attachment bond.

Attachment

Creating an attachment bond between a child and a teacher is critical. It allows the child to feel secure and trust the teacher and this security allows for the child to learn more easily. This attachment bond was clearly seen in Vispa Emmanula Academy as the children loved the teacher and would even share their food with the teacher.

Children create their lives through relationships with others: development and learning take place through and for relationships (Josselson 1996, 2). This attachment is not easily built but once formed it has the potential to enhance the child's self-esteem

(Bredekamp & Copple, Eds., 1997/2000). It is an affectionate bond that forms between individuals. Attachment occurs when teachers are respectful, responsive and reciprocal (Bredekamp & Copple, Eds., 1997/2000). This means teachers must build security through invoking trust, being reliable and creating happy moments (Bredekamp & Copple, Eds., 1997/2000). Building a secure attachment between the teacher and the at risk children is important because these children sometimes do not have the attachment bond at home because their parents are too busy working (Bredekamp & Copple, Eds., 1997/2000). School can help children find a place of security and trust.

Rural versus Slums

Children who attend schools from rural and urban slums live in an environment of poverty where resources are low and illnesses are high. In order to further understand the impact of such impoverished communities, observations in both rural villages and urban slums were conducted. Urban slums and rural villages have among the poorest children who at times do not even have a meal to eat. A comparison of ECE centers in different rural villages and urban slums was conducted to evaluate which environments serve children more adequately at an earlier age.

Although children in urban slums seem to be at a disadvantage because they live in highly populated areas with poor sanitation, their education seems to be better than that of rural villages. First, the location of urban slums allow for a rise in competitiveness between schools. The teachers, parents and children are aware of what other children in the city are learning. The teacher at Karombe Primary School said "The children in the slums are better educated because there is close contact with the competition." Paris, a teacher from Destiny school, agreed with the comment stating "children are exposed to a variety of stuff in the slums versus the rural villages because there is a lot more going on in a slum". The children see a constant market in the slums as adults and children are constantly selling goods in front of their homes. There are people seated and talking around the walk paths. This constant interaction and exchange of ideas is not as common in rural villages where homes are further apart and the selling of goods is not as common.

In addition, parents in the slums are constantly travelling for work, thus, are exposed to ideas from people in the city. This work also allows them to bring some income to their homes. Compared to the parents in the urban slums, parents in the rural villages have limited income possibilities as it is difficult for them to make an income when everybody in the village grows the same crops and getting to town and selling them when the roads are not good seems nearly impossible.

Other major differences between rural and urban slums ECE schools are that there are more children, more classrooms, and more teachers in urban slums as seen in Graph 2, 3 and 4. This is due to the fact that most slums are overcrowded. In addition, teachers in Urban slums get paid higher wages in general (see Graph 5). A reason for this is that the parents of children in urban slums pay higher wages on general for their children to attend ECE classrooms compared to parents in rural villages (see Graph 1).

Additionally, despite the fact that urban slums are multi-tribal communities who at times do not have the same beliefs nor customs, the community is able to come together and agree of the importance of education. This was evident in all the schools observed in the slums. Although the community in a village is predominately one tribe whose mind set is similar due to traditions and customs, accepting education as more important than doing house work is sometimes out of the question. This was evident at one point in the village of Kibuka because Eliod the ECE teacher expressed how in the past the community opposed any formal education as they believed that education would only eliminate the traditions that they have passed on from generations. It took years for the community to understand the value of education in the community and at times some parents preferred that the children take care of the cattle than attend school.

Although the education in urban slums might be better in terms of parental and teacher understanding of education, most urban slum schools have limited space in the classroom as well as outside space which limits children from playing. In rural villages, this was not so much the case, especially when it came to playing outside, the ECE schools had a large play ground for the children.

Not only was the playground bigger in rural villages but sanitation seemed to surpass that of the slums condition. The slums observed were overcrowded with trash filling the pathways. When it rained, the paths were filled with water from the rain that brought trash with it. The children had to walk in such conditions to get to school. The people in the village had larger properties where they burned the trash so that it did not take over their homes.

Public verses Private Schools

The rise of ECE's both in public and private schools has increased exponentially every year. Although both ECE's establishments follow the Kenyan Government ECE syllabus they differ in various ways. First, the public schools are at an advantage because most of the ECE's in the public schools were established after the primary schools were and thus have a stronger administration office that keeps the teachers supervised. For example,

most of the teachers in the public ECE centers are supervised by the head teacher at the school. In addition, in most public schools the teachers receive a set salary as the head teacher makes sure that they are paid.

The lack of an administration office where there is an assigned head teacher who solely takes care of payroll and administration is evident in the private schools. Most of the administration and payment issues are handled by the person who opened the center or another teacher from the center. For example, Myka, the founder of the private ECE at Nyelendi slum, takes care of any administration issues and is also a teacher at the school. In order to take care of administration issues she leaves the classroom at times leaving the children alone. Playing the double role of teacher and administrator affects the children's learning because they are constantly being left alone while business is taken care of.

Although private schools are at a disadvantage when it comes to supervision and administration, they have something that public schools do not, that is the passion and love for the schools. All of the private schools emerged from the hopes of a person or group of people to educate the children. The founders of these ECE centers are passionate about what they are doing and want the best for the children as well as for the schools. In addition, most private ECE schools are just for ECE so they put all their attention on the care of the baby children.

Despite the few differences, there were no major differences found between private and public schools when there was no outside organization help. This is because either way, parents are responsible for paying their child's tuition as the government plays no role in ECE. The two schools that received outside help were private and had more support than any other ECE observed as the children received free education, food and even uniform.

ECE Schools in General

Overall the effects of living in poverty were seen throughout ECE schools in rural and urban slum regardless of whether the schools were public or private. The major impacts was funding. There was a lack of resources (desk, books, playing materials), feeding programs were rare, teacher training was minimal, parent participation was uncommon and curriculums were not tailored to help children learn but rather memorize concepts. In addition, classrooms were small and overcrowded as the ratio of children to teacher was dependent on the population of the location. The more children there were in the class, the more overwhelming it was for the teacher to teach and care for the children. Funding in ECE's in urban slums and rural villages has become a serious issue as the children would benefit from a high quality education but are unable to receive it in such impoverished communities.

Conclusion

The observations conducted in different ECE centers allowed for a greater understanding of the impact of poverty in a child's education. Being poor during early childhood has a greater negative impact on academic achievement than being poor at any other age (Stipek & Ryan, 1997). In order to increase the opportunity for children to do well in life, an early education is important. Children who live in impoverished societies and are at risk, benefit most from an early education as early childhood is a period of increased variability. Early education is important as research has shown that early interactions directly affect brain development, in the form of neural networks (Bredekamp & Copple, Eds., 1997/2000). An early start is related to better intellectual and cognitive development and social and behavioral development (improved independence, concentration and sociability). Early education further helps narrow the achievement gaps that at-risk children face in society (Boocock, S.S., 1995). In addition, research found that early education increases children's intelligence quotient (IQ) (Magnuson, K.A., et al., 2004). Children's school achievement, grade retention, placement in special education, and social adjustment were significantly better when they had received an early education (Magnuson, K.A., et al., 2004). Additionally, children who attended an ECE class perform better on assessments of reading and math skills (Magnuson, K.A., et al., 2004).

Although many rural villages and urban slums have increased the amount of ECE centers in their community, the quality of such centers was inadequate. Research has demonstrated how at risk children benefit significantly from a good quality preschool. Unfortunately, high quality education is rarely seen in poverty stricken communities as funds are not available. The lack of quality in education was apparent in all the schools observed. The overall availability and quality of preschool programs tend to be much higher in rich industrialized nations than in poor developing ones (Boocock, S.S., 1995). Children in families with incomes below the poverty line have consistently been far less likely to be in any kind of center-based care than more affluent children (Boocock, S.S., 1995).

There are a couple of characteristics that research has found that represent effective and high quality early care and education programs. First, small class sizes with low ratios of children to teacher's shows a drastic impact in the quality of care and education a child receives (Frede, E., & Barnett, W.S., 1992). Unfortunately, children who live in impoverished communities are unable to attend such schools as the teachers are overwhelmed by the number of children they have to care for. This was evident in the research presented throughout the paper where the centers that were observed had approximately 35 children per

teacher. The teachers were overwhelmed at times as they would focus on controlling one group of children while allowing another group to do as they wanted. It was difficult for the teachers to be attentive to the children in an individual bases.

Another important indicator of a high quality ECE is teacher training (Frede, E., & Barnett, W.S., 1992). Teachers who receive more education and continue to receive education and training to improve their teaching practices demonstrate a greater understanding of how to teach a class and therefore are capable of providing a better education. Unfortunately most of the teachers who were interviewed and observed in this research did not have the opportunity to go beyond of receiving an ECE certificate and could not afford to go to school to receive a higher education and training in ECE education. The lack of training was apparent because at times they were unable to control the class and taught too rigidly for the children to enjoy their education. Teachers can also benefit in learning how to discipline children in a way that can teach the child rather than damage the child physically or emotionally. Almost all the teachers in the centers observed threatened the children or caned them without explaining what they were doing wrong. Training can help the teachers understand how to handle situations differently, and not having to resort to physical or emotional harm to the children.

A third characteristic of a high quality ECE is one that provides child-focused communication between home and school (Frede, E., & Barnett, W.S., 1992). These programs offer services, such as parent training and support, to address the emotional well-being of the children and their families (Azzi-Lessing, L., 1999). Although such programs are ideal, there is a shortage of the appropriate resources needed to link these families. In addition, families living in poverty can easily exceed the capacity of even the most responsive programs. The schools observed did not provide such programs as the funds were not available. In addition, getting the parents to cooperate with the school to pay the fees was extremely difficult. Getting parents involved in their child's education in poverty societies is just as difficult. Starting off with a free education where parents can volunteer in the school might be more plausible to get the parents involved. This was apparent in KSFG as the children of the parents were involved in the school because their children had free education.

Although ECE centers in urban slums demonstrated a higher understanding of an early education as the children tended to perform better in their examinations and the parents cooperated with the schools more; the quality of education was not significantly different from that of children in rural villages. In addition, the differences between public and private schools was minimal because there was a large disparity in quality of education between

schools. The main factors that differentiated school was the materials allocated for their education, the teacher child ratio and the teachers dedication and training in teaching.

The observations conducted have demonstrated the need of outside support from the government. Materials are minimal, classrooms are lacking, teachers are not being paid and students are not being fed. Through outside governmental support, children in impoverished communities can have the opportunity to receive proper care and education. The benefits of a high quality early education are quite obvious yet the Kenyan government does not initiate a free early care and education, nor trains teachers adequately to provide a high quality learning experience. Because early care and education is not free in Kenya, children from slum or rural areas are less likely than children from middle- and upper-income families to attend such programs (Behrman, R.E., 1995). Policy makers must realize that children are not the only beneficiaries of an early education but also society as a whole. In a longitudinal study conducted, research demonstrated that children who attended a high quality early education had higher earnings and contributed to the country's economy. In addition, children who received early education showed less criminal activity throughout their life (Yoshikawa, H., 1994).

The observations conducted throughout Kenya in at-risk early care and education hopes to demonstrate the impact of the lack of resources and teacher training in impoverished communities. Research continuously demonstrates the benefits an at-risk child can gain through a high quality education but the government does nothing. The schools are then left in the hands of the people in the community, who themselves do not have the means, to help their children go against all odds to better themselves through a high quality early childhood education.

Recommendations

Although this research covered a variety of ECE schools in Kenya, it was a brief synopsis of how early care and education is in Kenya. Observations were brief as they were only for one day in each center. Although plenty of information was gathered on the day of the observation, a day in an ECE center varies which leads to data differences. In addition fifteen ECE centers is not a large enough number to be representative of all the ECE centers in Kenya. The centers observed served as a baseline in understanding ECE in Kenya. More research is required in order to identify the needs of ECE with at risk children in urban and rural areas.

The research conducted was predominantly qualitative, to enhance the research conducted an accumulation of quantitative data would be helpful to further analyze the impact of poverty in ECE centers with at risk children. Such data would include, child tuition, parent income, teacher salary, feeding cost, teacher education, child-teacher ratio, building cost, quantity of materials, punishment, and average number of classrooms per ECE center. A survey can acquire this data.

In addition, interviews with more parents, teachers and children can help enhance the quality of the information received on the ECE centers with at risk-children. Understanding how the children feel in the center, what they dislike and like about being in ECE can further enhance our understanding of ECE in Kenya. In addition, interviews with Kenyas education department and an indepth look at the ECE curriculum can help further understand why Kenya ECE centers function the way they do. Furthermore, a profound analysis of each center observed can further be conducted.

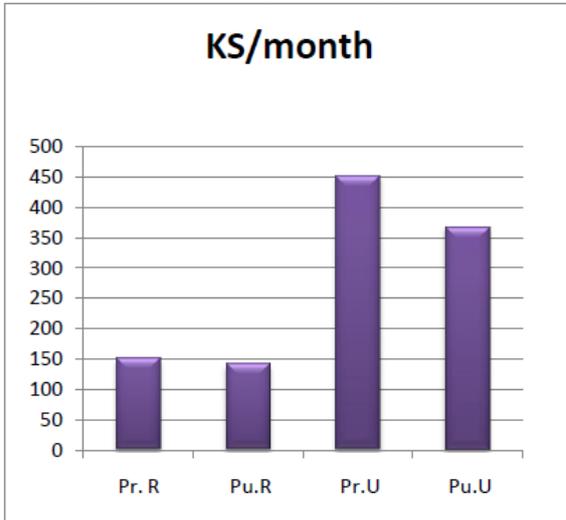
ECE in Kenya's Impoverished Communities

Appendix 1: Table

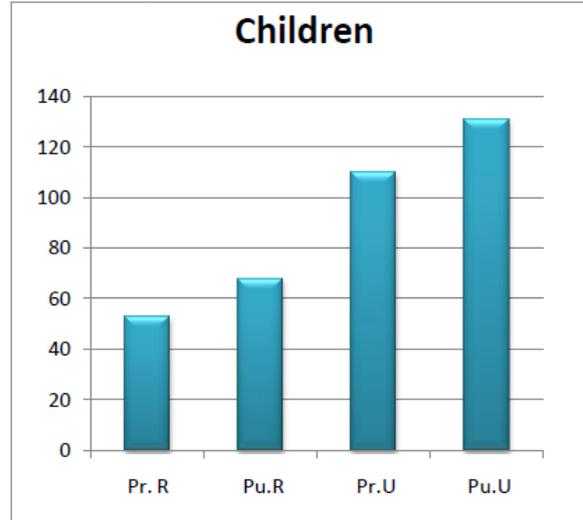
School	Teacher salary	Monthly Payment 7:30-12	Lunch payment	Afternoon Monthly payment	Number of children	Number of teachers	Number of classrooms	discipline
Rabuor Village Vista Emmanuel Academy	6,000	Free	Free	Free	42 Baby 24 middle 17 final	3	1	Threats
Otongolo Village Bright Minds ECD	1,500	200	NA	100	21 baby 8 middle 5 final	2	1	Threats Rarely Cane
Kibos Village Rainbow ECE	1,500	100	NA	NA	30 baby 25 middle 17 final	2	1	Threats Cane
Rabour village Karombe Primary School	1,500	50	NA	50	35 baby 25 middle 36 final	2	1	Scare Rarely Cane
Kibos Village Kibos Primary School	2,000	150	NA	Free	6 baby 19 middle 6 final	2	1	Threats Cane
Otongolo Vilage Kodigo Prison Primary School	1,500	200	Daily 20	50	35 baby 15 middle 30 final	2	1	Threats Cane
Shirazi Village Shirazi Primary School	1,500	150	NA	NA	55	1	1	Cane
Kibuka Village Kimuka Primary School	2,000	150	NA	NA	30 Baby 50 middle & final	2	2	Cane
Kibera Slums Kibera School for Girls (KSFFG)	5,000	NA	NA	NA	19	1	1	Threats Cane
Bandani Slums Hope ECE	2,000	250	Daily 20	NA	65 baby 45 middle 45 older	3	3	Threats Cane
Kibuye Slums Destiny ECE	3,000	700	200	300	25 baby 35 middle 20 final	3	3	Threat Cane
Nyelenda Slums Gate Way ECE	1,500	400	NA	100	40 Baby 25 middle 30 big	3	3	Threats Cane
Nyelendi slum Joel Omino Primary school	3,000	500	120	300	30 baby 45 middle 30 final	3	3	Talk to child
Manyatta Slums Manyatta Primary School	4,000	400	Daily 20	300	73 Baby 73 middle 88 Final	7	6	Threats
Kitolino Slums Shaurimoyo Primary School	2,000	200	100	100	12 baby 20 middle 23 final	1	3	Threats Cane

Appendix 2: Graphs 1-5

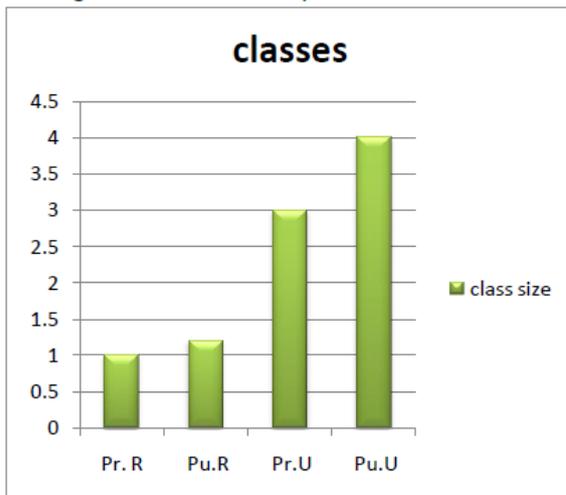
Graph 1
*Average cost of tuition parents pay per month



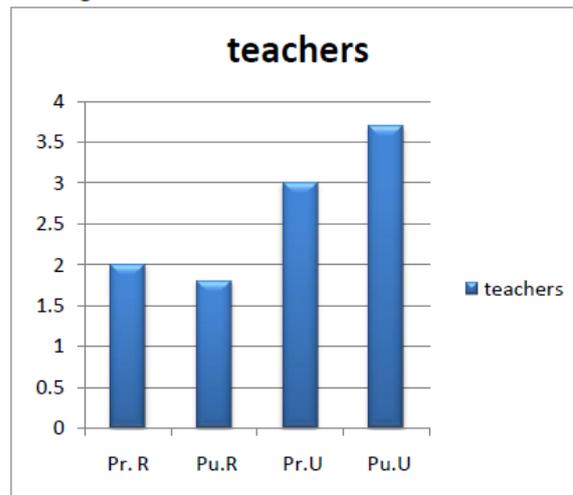
Graph 2
*Average number of children in ECE school



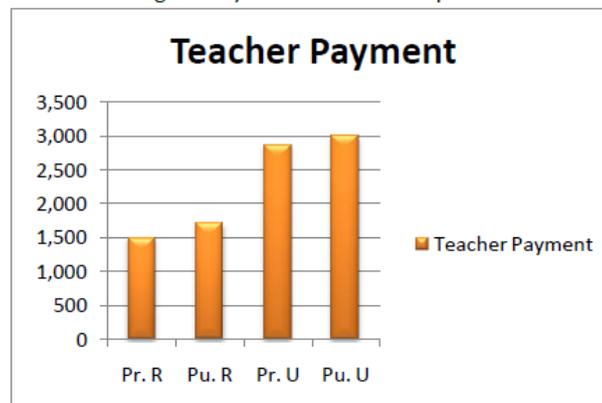
Graph 3
*Average Number of classes per ECE center



Graph 4
* Average Number of teachers in an ECE center



Graph 5
*Average salary a teacher receives per month



- Pr. R: Private Rural, Pu. R: Public Rural, Pr. U: Private Urban, Pu. U, Public Urban

Appendix 3
Interview Questions

Teacher Interviews

1. How long have you been a teacher?
2. What do you like most about being a teacher?
3. What are some of the difficulties of being a teacher?
4. What can help you be a better teacher?
5. Do you find teaching children in the slums/rural villages difficult?

Parent Interviews

1. What do you think of ECE in the community?
2. How should children be disciplined in ECE centers?
3. What do you like about ECE centers?
4. What do you dislike about ECE centers?

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Mwalimka, Shirazi mother personal interview, September 24, 2010
Eliod, Kibuka Primary School Teacher, personal interview, October 18, 2010
Mary, Kibuka Primary School mother personal interview, October 18, 2010
Lydia, Kibera School for Girls School Teacher, personal interview October 24, 2010
Paris, Destiny ECE teacher, personal interview, November 9, 2010
Cynthia, Rainbow ECE teacher, personal interview, November 9, 2010
Milka, Gate Way ECE teacher, personal interview, November 10, 2010
Carolyn Hope ECE teacher, personal interview, November 11, 2010
Grace, Joel Omino Primary School teacher, personal interview. November 12, 2010
Mary, Karombe Primary School teacher, personal interview, November 15, 2010
Eunice, Manyatta Primary School teacher, personal interview, November 16, 2010
Amimo, Vispa Emmanuel Academy teacher, personal interview, November 16, 2010
Rispa, Kodiago Prison Primary School teacher, personal interview, November 17, 2010
Esther, Shaurimoyo Primary School teacher, personal interview, November 18, 2010
Sabina, Kibos Primary School teacher, personal interview, November 19, 2010
Esther, Bright Minds ECE teacher, personal interview, November 20, 2010