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DEPARTMENT OF EARLY CHILDHOOD STUDIES

COURSE CODE: ECD 111

COURSE TITLE: PHILOSOPHICAL AND SOCIOLOGICAL

FOUNDATIONS OF EARLY CHILDHOOD

Instructional Material for BEd. ECS Distance Learning

PURPOSE OF THE COURSE

This course will help the learner conceptualize the philosophy and historical foundations of early childhood education. It will give the learner the required knowledge, skills and attitudes towards the philosophy behind early education and its development

COURSE DESCRIPTION

This course entails definition of terms related to education philosophical foundation of education, sociology of education, branches of philosophy, some Western educational thinkers who contributed to the development of the modern school system; Plato(429 BC-347 BC) , John Amos Comenius (1592-1670), Jean Jacques Rousse (1712-177 **J**ean Heinrich Pestalozzi (1746-1827), Friedrich Wilhelm Froebel (1782-1852),Maria Montessori (1870-1952),John Dewey (1859-1952),Jean Piaget (1896-1980), John Locke (1632-1704), Martin Luther (1483-1546), Application of theories to early childhood education in Kenya. Linkage between philosophy and sociology, development of education in Kenya, Varieties of methods were used for educating children, Development of Education during Colonial Kenya, Education Department Annual Report 1938, Educational Department Annual Report (1951), Education Department Survey Report (1955-1957), Education Department Survey Report (1961-1963),Negative Effects of British Colonization in Kenya Children, Development of Education During Post-Colonial Kenya, Ominde commission, Early Childhood Education in Kenya, Historical Development of ECE in Kenya, Current status of ECE in Kenya.

TEACHING/LEARNING METHODOLOGIES

This course will be offered and/or undertaken through tutorials, group discussions, group and individual assignments, presentations, interactive questions and answers, micro-teaching lessons, peer teaching and e-learning interactive forums. The learner will be required to go through this training module, make notes based on the objectives of the course and attempt the questions given at the end of every lesson. Tutorial classes will be organized by the university where the lecturer will take the student through the course. The purpose of tutorials is to help the learner conceptualize the course. It is, therefore, important to study the module before attending the

tutorials. Further reading in this area of curriculum is encouraged. However all information gathered should be within the course description and objectives.

COURSE ASSESSMENT AND EVALUATION

Learning will be assessed through sit in Continuous Assessment Tests (CATs), Take Away Assignments and a Main Examination. The CATs will constitute 30% and the Examination 70%

MODULE ORGANIZATION

This module is organized in form of lessons. In every lesson an introduction is given. The introduction shows what the lesson constitutes. This is followed by the lesson objectives. Then, the learner is taken through the lesson content. The content may be sub-divided into sub-topics depending on the nature of the topic in a lesson. A summary of what has been learnt is given. At the end of the lesson the learner is given activities. These activities are in form of questions and practical. It is good to note that this is not a text book. The content is therefore in form of lecture notes. Further reading from text books is recommended. A list of books to refer to is given at end of the module.

Course content

- Definition of terms related to education.
- Philosophical foundation of education.
- Sociology of education.
- Branches of philosophy.
- Some Western educational thinkers who contributed to the development of the modern school system Linkage between philosophy and sociology, development of education in Kenya.
- Varieties of methods were used for educating children.
- Development of Education during Colonial Kenya, Education Department Annual Report 1938, Educational Department Annual Report (1951), Education Department Survey Report (1955-1957), Education Department Survey Report (1961-1963).
- Negative Effects of British Colonization in Kenya Children. Development of Education during Post-Colonial Kenya; Ominde commission.
- Early Childhood Education in Kenya, Historical Development of ECE in Kenya, Current status of ECE in Kenya.

Course Objectives

- Define terms related to education.
- Discuss the Philosophical foundation of education.
- Analyse the Sociological issues in education.

- Discuss the branches of philosophy.
- Give a synthesis of some Western educational thinkers who contributed to the development of the modern school system Linkage between philosophy and sociology, development of education in Kenya.
- Discuss varieties of methods that were used for educating children in traditional African setting.
- Describe the stages of development of Education during Colonial Kenya, Education Department Annual Report 1938, Educational Department Annual Report (1951), Education Department Survey Report (1955-1957), Education Department Survey Report (1961-1963).
- Analyse the negative Effects of British Colonization in Kenya Children. Development of Education during Post-Colonial Kenya; Ominde commission.
- Discuss the Historical Development of ECE in Kenya
- Give a critique of current status of ECE in Kenya.

LECTURE ONE: MEANING OF EDUCATION

1.1 Introduction

In this lecture we shall learn about the meaning of the word education as provided by some chosen writers.

The lecture covers

- Lesson objectives
- What education involves
- How education shapes one to fit in his/her society
- Impact of education in one's development
- Difference between education and schooling
- The range of forms in which education is provided
- Learning activities
- Summary
- References

1.2 Lecture Objectives

By the end of this lecture you should be able to:

- Define the word education
- Describe how education shapes one to fit in his/her society
- Explain the difference between education and schooling
- Describe the range of forms in which education is provided

1.3 Meaning of Education

According to Bennars et al (1994) the concept of education does not "pick out" any specific process simply involving imparting of information, presentation of knowledge or encouragement of interest. Neither is it tied to the acquisition of specific trade skill. Rather it is a process which "picks out" general conditions or guiding criteria to which all particularly processes and activities of teaching and learning ought to conform.

Any reference to education, no doubt presupposes that learning takes place i.e. education basically involves learning facts, acquiring skills and assimilating ideas and principles. Such a process, of course involves intellectual processes like thinking, judging, reasoning, perceiving and deciding. It involves abstraction, discrimination, intuition and imagination.

Bennars et al (1993) further argue that if these and other related intellectual process do not in the long run lead to knowledge and understanding then education is not said to have taken place. They further say that intrinsically built into the concept of education is the criterion of knowledge and understanding of the kind referred to in this case is that which involves effective thinking i.e one which is able to decide effectively between alternatives, one able to abstract universal from particular cases and one which is fruitfully instructive and imaginative. It is the kind which is able to make relevant judgments adequately and able to discriminate between values and their relative importance.

In conclusion they emphasize that education conceived in this manner is an initiation of the young into public forms of knowledge and understanding and that it is a process which involves the learner in a dialogue i.e. free debate discussion and mutual interaction between participants are essential to any conception of education.

Sifuna et al 2006 on the other hand defines education as the art that awakens and cultivates cultural refinements of each individual member of the society according to his/her gifts and opportunities and also comprises the skills that help to transmit, preserve and further cultivate such skills in the experiences of those who inherit them. Of particular importance in this transmission are those elements that have substantially sustained and profoundly changed the course of human life in the various societies that have been in the path of this heritage.

Ingule et al (1996) refer to education as the process of developing desirable habits, skills and attitudes that make an individual fit into his society.
Farrant (2004) emphasizes that there are two ideas that are implicit in the word education. One is that of leading out into new knowledge and experience. The other is that of feeding and thereby growing and developing. Both are helpful growing and developing. Both are helpful in

understanding what education is and both point to the fact that education is an essential process in human development.

He further says that education is a universal practice engaged by societies at all stages of development. However you might ask, "How can education possibly be said to be universal when there are still so many people in the world who have never been to school?" The confusion lies in equating education with schooling. The two are not the same. Education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed. Schooling is only one form in which education is provided. The matter becomes clearer when we recognize the range of forms in which education is provided i.e. formal, non-formal and informal.

For formal education learning is carried out in specially built institutions such as schools and colleges; what is taught in these institutions is carefully structured by means of syllabuses and timetables and the teaching provided is usually carefully supervised by an external administrative body. The achievement of those who learn in formal education are often recognized by the award of certificates.

Okech et al (1992) like Farrant (2004) describe formal education as those activities which may be undertaken in the class or outside the class in a controlled school environment. Important activities organized by the teachers at the classroom level are those which enable the learners to acquire certain knowledge and skills. At pre-school level the activities are organized through activity areas or course studies and under normal situations, the methods of assessing learning progress within the classroom in the responsibility of the teacher.

Non-formal education on the other hand refers to any organized learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in the community. It includes various kinds of educational activity such as agricultural extension, skills training, health and family planning, educational work amongst the youth and women and functional literacy. What is

learned is structured, but not so obviously as in the case of formal education and there is more flexibility as to the places and methods of learning. Farrant (2004).

Okech (1992) states that non-formal education as those activities that are referred to as co-curricular activities. The activities are undertaken outside the official recognized classroom. Such activities include clubs, games and sports, singing, drama, debating, Christian union, young farmer association, 4k-club, scouting and girl-guiding an important characteristic of non-formal education is that they are organized in a less rigid manner that activity areas or course work. They are also organized based on learners ability, interest, aptitude and chronological age.

Farrant (2004) says that in the case of informal education there is no attempt at structuring it. Much on the learning that goes on is almost unconscious, as with those things the child learns from his family, teachers, friends, experience and environment.

Informal education is more haphazard than other forms of learning and is not associated with the award of certificates. But its effects tend to be more permanent because, unlike formal and no-formal education which are confined to learning experiences that are planned in a specific context for a particular time informal education pursues its own course at its own pace, by its own means throughout each person's life.

Okech et al (1992) adds that informal education refers to learning that takes place through imitation and identification. Language standards of behaviour, deeds and even ability to think may be learned through imitation. To imitate, a child requires models or people who will influence his mind. Models may be peers, teachers or other persons within the school environment. Whatever the child imitates or identifies from the models may be either positive or negative behaviour.

1.4 Summary
Education basically involves learning fats, acquiring skills and assimilating ideas and principles a process that involves thinking, judging, reasoning perceiving and deciding. It also involves abstraction discrimination intuition and imagination. Bennaars et al (1994) further define

education as a process of ignition of the young into public forms of knowledge and understanding.

Sifuna et al (2006) on the other hand defines education as the art that awakens and cultivates cultural reinforcements of each individual member of the society and also comprises the skills that help to transmit, preserve and further cultivates such skills in the experiences of those who inherit them.

According to Farrant (2004) and Okech et al (1992) the range of forms in which education is provides are formal, non-formal and informal.

1.5 Learning Activities
  i. Define the word education
 ii. Describe the range of forms in which education is provided

1.6 References
1. Bennaars et al (1994) Theory and Practise of Education. East African Educational, Publishers Nairobi, Kenya.
2. Farrant, J.S. (2004) Principles and Practice of Education. Longman Group U.K.
3. Ingule F.O. et al (1996) Introduction to Educational Psychology. East African, Educational Publishers Nairobi Kenya.
4. Okech, J.G. et al (1992) Curriculum Development for Schools. Educational Research and Publications. Nairobi, Kenya.
5. Sifuna, D. N. et al (2006) Themes in the Study of the Foundations of Education. The Jomo Kenyatta Foundation. Nairobi Kenya.

LECTURE TWO: PHILOSOPHICAL FOUNDATION OF EDUCATION

2.1   Introduction

The lecture is about philosophical foundation of education with more emphasis layed on early childhood education. It covers the following areas:

- Lesson objectives
- Definition of the concepts philosophy and philosophy of education
- Functions of philosophy of education
- Children acquire knowledge and skills as they struggle to master curricular and co-curricular activities
- Involvement of trained curricular developers and society in deciding on activity areas (subjects) to include in the curriculum
- Philosophical issues in education
- Learning activities
- Summary
- References

2.2   Lecture Objectives

By the end of this lecture students should be able to:

- Define the concepts philosophy and philosophy of education.
- List down functions of philosophy of education
- Name activity areas covered at early childhood education
- Explain the parties that are expected to develop a curriculum
- Discuss issues that educators come across as they follow up learning

2.3   Philosophy and Education

Philosophy is coined from two Greek words "philein" and "Sophia". Philein means love, strive for, search for white "Sophia" means wisdom. The word philosophy therefore means the search for wisdom. Wisdom is the quality of being wise and whoever is wise has knowledge, experience, good judgement and intelligence. Experience is the process of gaining knowledge and skills. Good judgement is acting after careful thought and planning. Intelligence is having

deep thought. Philosophers ask questions in their search for knowledge, questions on "what" and "why" of things.

Philosophy of education on the other hand is a general principle or theoretical framework which is expected to guide or inform educational practices. Note that every educational institution has its own philosophy. Within that framework, the main educational goals, the methods of determining whether or not the goals have been achieved are specifically defined. For example, after achieving political independence, Kenya developed what could be considered to have been its first philosophy of education under the title, "The Ominde Report".

2.4   Philosophy of Education-A Sub-Discipline of Knowledge

Philosophy of education is an area of study which attempts to specialize at addressing philosophical issues and the problems within the field of education. This means that although the issues addressed are philosophical in nature, they occur in a specific social sector we identify with the activities of teaching and learning. (See lecture nine). This is why we call it a sub-discipline, for it is part of philosophy when we take "philosophy as a discipline of knowledge". Other sub-disciplines of knowledge under philosophy includes, philosophy of science, philosophy of mathematics, philosophy of language etc. In each of these cases, the issues to be addressed are philosophical in nature but specifically within science, mathematics language respectively.

Since philosophical issues and problems are going to be discussed in lecture nine it is an opportune time to say something about what could be considered to be the nature of educational issues and problems.

2.5   The Concept of Education

Note that most of the activities you and your learners are involved in classrooms are categorized as activity areas (subjects). In this case you have activity areas as language, mathematics, science, social activities, etc. Besides such activity areas learners are also supposed to take part in what is commonly referred to as co-curricular activities. These include games, and drama. All these activities take place in educational institutions. What do all these activities have in

common? It emerges that in all these activities, the learners are trying to acquire some knowledge and skills. The work of the teachers in this case is to assist the learners to get those specific skills and knowledge they intend to acquire. We can, therefore, say with fairness that in all educational institutions acquisition of knowledge and skills are the main tasks. But we also need to realize that although we have said that the activities involving acquisition of knowledge and skills take place in educational institutions like schools and colleges, they can also take place elsewhere. For example, in the traditional African societies, young people used to get basic knowledge and skills from the community at large as discussed in lecture seven.

The other question commonly asked is how we decide on what knowledge and skills to be taught to those who attend educational institutions. There are many methods for selecting what to be taught in educational institutions. For example; there are experts trained as curriculum designers who will come up with specific activity areas (subjects) to be included in a school curriculum. However it is important to note that in the final analysis, what knowledge and skills are to be included in a school curriculum is essentially determined by the society itself.

Peters, R.S (1977) A philosopher of education said that education involves knowledge and skills which are considered worthwhile.

2.6 Philosophical Issues in Education

2.6.1 Conceptions Issues in Education

Teaching instruction education is a concept that is important in education. When we look at the meaning of the said statement we are taking a philosophical dimension. We also look at issues like freedom, equality and responsibility as they relate to education. The understanding of these concepts will free us from misconceptions of the concepts that are taken for granted. Taking early childhood education in mind we would look at the age bracket of pre-scholars, knowledge given to them and skills.

2.6.2 Moral Issues in Education

Moral refers to values i.e. items of what is wrong or right. The content of education refers to the subjects that are taught. Moral consideration is taken into consideration when choosing the

activity arcas (subjects) to be taught. For early childhood education this is tackled when involving the children in active activities story telling and the like.

2.6.3 Aesthetic Issues in Education

Aesthetic deals with beauty and art. It has justification of artistic component in the curriculum. It is also applied in the early childhood education. At this stage children should be encouraged to develop their potentiality in arts.

2.6.4 Logical Questions in Education

The presentation of education content is constructed to follow a logical pattern for instance facts are developed from simple to complex and from known to unknown. Concepts are also developed from concrete to abstract (Jean Piaget).

In early childhood education (social activities) we teach about nuclear family and then later members of the family in the community.

In maths, grouping and ordering are taught before proceeding to number value and number symbols. While in modeling the teachers begins by making the children to model anything of their choice and then later model specific items.

2.7 Summary

Philosophy can be defined as the search for wisdom or knowledge while philosophy of education is a general principle or theoretical framework which is expected to guide or inform educational practices.

As children struggle to acquire education they get knowledge and skills in their learning areas. The curriculum followed at the learning institutions has to be developed by people vast enough in their area of the specialization. Never-the-less, at the end of the day the society must be brought on board to endorse what their children have to learn.

However, children learn they encounter various philosophical issues in education. Some of the issues are conceptual, moral, aesthetic and logical questions.

2.8 Learning Activities

i) Define the following concepts:

- Philosophy
- Philosophy of education

ii) What do children gain as they go struggling to master class activity areas (subjects)?

iii) Name two parties that should be involved in curriculum development.

iv) In details discuss four philosophical issues in education.

i.9 References

i. Cohen D. (2001). Dervida and the Question of Education: A New Space for Philosophy. Dervida and Education. London: Routledge.

ii. Marphes, R. (1999). The Aims of Education. London: Routledge.

iii. Njoroge R.J. and Bennaars, G.A. (1986) Philosophy of Education in Africa. Nairobi: Trans-Africa Publishers.

iv. Peter R.S. (1977) Education and the Education of Teachers. London: Routledge and Kegan Paul.

LECTURE THREE: SOCIOLOGY OF EDUCATION

3.1 Introduction

The lecturer discusses issues in sociology of education focusing on the basic information that has a key role of enlightening the main education stakeholders on the nature of education in society. The sociology of education examiners, analyses and investigates features of education that are affected by and also affect the society. The lecture mainly covers the following areas:

- Definition or meaning of sociology of education
- Issues that sociology of education addresses
- Connections between sociology and education (pre-school education)
- Methods of child socialization
- Relevance of sociology to early childhood education
- Learning activities
- Summary

3.2 Lecture Objectives

By the end of this lecture you should be able to

- Define the concept sociology of education
- Discuss the issues that sociology of education addresses
- Explain the connection between sociology of education and pre-school education
- Find out how children are socialized
- Identify methods of investigation in sociology of education
- Relevance of sociology to early childhood education

3.3 Basic Information

Sociology of education is a branch of sociology and it derives its major concepts, theories and methods from the mother discipline. It is important to learn more about this branch because of the following reasons.

- This branch is tailored to studying education as a social institution.
- You are perhaps in some educational experience either as a student, a teacher or an administrator.
- You need to understand or obtain a deeper knowledge of the social side of education.

16

3.4 Definition/Meaning and Role of Sociology of Education

Sociology of education, as has been cited above, is a branch of sociology and not education and can be defined as a major and specialized branch of sociology which systematically and scientifically studies the sociological issues, problems and questions that occur within the education phenomenon.

The definition means that sociology of education uses well planned methods and procedures of the scientific research process to investigate and analyze the concerns that are sociological in nature but they affect or have impact on education, school, teachers, pupils and the learning-teaching activities inside the classrooms and the schools; for example, the academic achievement of children, the relationships between teachers and children that may affect the learning-teaching-activities.

This definition also means that sociology of education is designed to examine various other forces and components outside the education and school phenomena that have an affect on education. It is because of its ability, the need to analyze and examine the various environments surrounding the total education process that sociology of education came into being and has continued to grow immensely.

3.5 The Role of Sociology of Education

The role of sociology of education is this geared towards enlightening all, for example the school teachers, administrators, policy makers and planners, parents and the general public, on how the education process in society is like. The sociology of education is meant to analyze, examine, investigate or study the various features of education that are affected by and also affect the society. It describes and suggests possible solutions to problems, gives recommendations and implications for and to education but like sociology, it avoids sounding prescriptive. Ultimately, sociological of education provides a specialized sociological perspective of looking at the education process so that all may obtain more dependable knowledge about education and understand it better socially.

Why is this role of sociology of education so important, First, as a social institutions, it is organized, structured maintained and supported by society so as to fulfill a vital function that society per cannot effectively deal with. Second, education and especially the schools, deal with the children, a precious commodity in any human society. Third in every human society, there is evidence of an education system or activities that cost a lot in terms of human energy and resources. Finally education in any society is meant to contribute immensely to the development, growth and the well being of all the societal members.

3.6 The Origins and Development of Sociology of Education

In modern times, it is mainly recognized that trained sociologists, educationists or educators are the most likely individuals to have or show an interest in studying the education process sociologically. But whereas the origins of sociology did not have unquestionable begins, the new branch of sociology of education did. When it was suggested at the end of the 19th century and the start of the 20th century, many educationists and sociologists could not reach a clear consensus on what would be its meaning and function. The reason was how to marry a seemingly well developed scientific area of discipline; sociology, and what was thought to be a "non-discipline" activity called education.

The debate went on until later, when two educationist cum sociologists, by the names of Emile Durkheim and John Dewey were able to show that education comprised themes, conditions, practices and characteristics that needed a sociological consideration. The contributions of each one of these two individuals are worthy noting in the origins of sociology of education.

3.6.1 Emile Durkheim

This was a Frenchman who worked in the department of science of education at the Sorborne University in Paris. While there, Durkhein was the chairman of this department, a lecturer and a trainer of teachers. As a sociologist, and holding such a position, Durkheim had a chance and opportunity to show how sociology and education could merge. In his contributions, Durkheim theoretically emphasized that education is:

i)   Social in origin- meaning that it comes from society.

ii)   A social thing-that it is owned by society.

iii)   Social in character- that it reflects the behaviour of society.

iv)   Social in function- that it serves the needs of society.

v)   A social fact and activity- exhibits facts and actions found in society

vi)   A socializing activity- plays a role in the socialization process in society.

All these features of education in society needed to be ascertained, not through hearsay and speculations but instead, through the sociological methods of actual observations. Because of his contributions, Emile Durkheim is often honoured as the "father of sociology of education".

3.6.2   John Dewey

He was an American who was highly respected, and still is, for his remarkable contributions, in many disciplines such as philosophy, psychology sociology and education. In his contributions John Dewey began by getting concerned about the relationship between society and schooling. In his concern he observed that

i)   The simple community life structures in his society were rapidly becoming complex as more people migrated from the rural areas to urban areas.

ii)   The school and church, all entrusted with the education of the children, could hardly cope with the rapid changes.

The children as learners would be inadequately facilitated to fit in the new urban social life and ways of a rapidly/changing and complex society. A child growing up in such a society risked facing utter confusion, as he/she becomes an adult in an urban environment. Therefore, Dewey saw a problem, assessed it and arrived at a conclusion. He also found a practical solution by suggesting the beginning of a new concept he called "the ideal school". The ideal school would prepare the children to live in the American rapidly changing urban society through:

i)   Teaching them to develop a social spirit of co-operation in society.

ii)   Teaching them ways of eliciting this co-operation in the classroom; showing them the means of bringing the school into a relationship with a child's home and the general life in the neighbourhood. He saw the school as a child's second home, a miniature society in which the needs, hopes and interests of children and the expectations of the larger society would be addressed.

3.7 Concerns or Issues for Sociology of Education

In the definition of sociology of education, it was emphasized that the nature of the issues or concerns in education that make up the content or scope of sociology of education should be sociological. This means that they can come from society and affect education, for example the drugs problem. Similarly, the issues or concerns can come from education and affect society, for instance know how and ill-trained manpower, literacy vs illiteracy in society.

3.7.1 Relationship between a Society and its Education System

The following are some sociology issues and their impact on pre-school education system

i) Free primary education

  The effect of free primary education on ECE in Kenya include

  ▪ Drop in the number of ECD centres with feeding programmes

  ▪ Enrolment of ECD centres in some areas dropped due to

    i. introduction of free primary education
    ii. Parents expected ECD services to be provided free of charge
    iii. Some parents withdrew their children from ECD centres
    iv. Some parents take their children directly to standard one

  ▪ Poor teacher remuneration. Parents expected government to pay teachers.

    - Sensitization meeting in the community on the importance of ECE
    - Pre-primary classes be made on intergral part of primary school
    - All ECD cenres should start feeding programmes to help retention of children at school in marginal areas
    - Government should employ ECD teachers to provide job security

ii) HIV/AIDS- Many parents have died who are the main sponsors of ECD programmes.

iii) Employment of untrained teachers. Some ECDE centres employ teachers who are untrained.

iv) School committees have low management skills and hence lack of effective delivery of services.

v) Poverty. There is widespread poverty and poor economic hampering quality and sustainability of ECD programmes.

vi)   Inadequate supervision of ECD programmes due to under staffing and vastness of some districts.

vii)   Most ECD programmes have inadequate physical facilities.

3.7.2   Functions and contributions of Education to society

The functions that sociology of education would examine in this concern have to do with. What are the functions, contributions, purpose or aims of an education system in society. In other words what is education for or aimed at fulfilling in a society? In answer to this question, education is generally considered as having important functions, for example, it

- Socialize those being educated.
- Transmit culture.
- Develops employable skill among those being educated.
- Brings about personality and behaviour changes.
- Promotes the physical, mental and moral growths.
- Brings about desirable changes in the economic, social and technological areas.
- Enhances social integration and rational unity.
- Prepares and facilitates individuals to obey authority and laws in society.
- Empowers individuals to develop own ideas, opinions, responsibility, decision making abilities and independent thinking.

3.7.3   School as a Formal Social Organization

An organization is defined as a social unit that is structured and intended to carry out or purpose specific tasks. Below are some elements which would be considered as the basic components in all organizations that can be characterized as formal organizations.

i)   A group of people who are charged with fulfilling the tasks of the organization.

ii)   A hierarchical arrangement of positions in which individuals are placed to fulfill the organizational tasks.

iii)   Assignment of activities, expectations and behaviour to accompany the positions within which activities are done.

iv)   A set of rules and regulations to govern how individuals will fulfill the organizational activities, tasks, work, responsibilities or duties.

v)   Ways of guiding the decision-making and the formal communication systems.

vi)   The informal relationships between those in organization.

vii)   The main goal of the organization to attain.

3.7.4   The Teacher and the Teaching Activity

In the school system the teacher is described as the "adult representative of society". When a teacher is so honoured, and the goals of the organization well known, if the appropriate means and resources to carry out the organizational activities are lacking, the goals may not be realized. The teaching activity that the teacher carries out in school distinguishes the school as a unique structure in society. The teaching that the teacher does in the school organization and the ensuing interaction with the pupils, forms a spearhead towards the attainment of goals of the school. The interaction requires that the teacher should play a number of roles such as being an instructor, guide and counselor, evaluator, judge, decision maker, leader, surrogate parent and disciplinarian.

3.7.5   The Learner's Learning Environment

A growing child inevitably, is taught by and learn form various situations such as other children, parents, siblings, family, community members, the school teachers and by observation. All these situations form a learner's learning environment. These learning environments have the capacity to influence and determine a learner's acquisition of mental, physical and social knowledge; their present and future abilities; attitudes for interaction, integration and co-operation; behaviour changes and personality growths; individual experiences and competencies as well as discriminations. If the nature of the social environments is such that there is keen interest, coordinated efforts and adequate provisions, a growing child will develop as a well balanced, socially-adjusted and emotionally stable person ready to learn, benefit and lead a full life as human being in society. On the other hand, if the social learning environments are such that there is indifference, ignorance, social discord, improper family care, condoning of permissive and deviant behaviour, lack of control and guidance, a growing child is bound to grow as an ill-trained, ill-behaved person, socially maladjusted, feeble minded uncaring individual, indifferent and an irresponsible member of society. The ability and opportunity of such a child to lead a full-life in society would be greatly impaired.

3.8 Connection Between Sociology and Education

There are many areas in which one can find a lot of evidence regarding the ways in which sociology is connected to education for example

i)   The origins of sociology of education as a major branch of sociology.

ii)   The similarity of concepts that sociology and sociology of education use.

iii)   The fact that society is the target materials for sociology and also it is the source of an education system which sociology of education studies.

In addition more evidence of such connection comes from the way that, education, especially the schools, serve as source of data or information concerning the various socio-educational issues, sociology, on the other hand, supplies the needed and suitable research methods for studying the issue.

3.9 Importance of Sociology of Education to a School Teacher

Why should a school teacher know more about sociology of education? Should sociology of education be made part of the teacher training? These are very critical questions for a number of reasons. Sociology, and particularly sociology of education.

a) Introduces the school teachers to a new view the sociological perspective of understanding the total realm of education; that is the school, teaching activities, teachers, pupils and many other components.

b) Acquaints the teachers with the nature of the existing and upcoming socio-educational problems that may come into the running of the school and the classroom.

c) Enhances the teacher's role in terms of knowing and being aware of how he/she is doing especially in the classroom when interacting with learners more closely since this is an opportunity for the socialization to take place and not simply an exercise in passing on information.

d) Enables the teacher to conceptualize the school community in its entirety as an outgrowth of the larger society in which there will be conflicts, stresses, competition agreements and disagreements, moments of joy and sadness, expectations, attitudes, behaviour problems, norms, likes and dislikes, successes and failures, disappointments, stars and isolates,

problems of co-operation, motivation, peer identity, morality and many others. All these require that the teacher expect and know how to deal with them in ways that would contribute positively to the teaching/learning activities and the smooth running of the school organization.

e) Helps the teacher to acknowledge the social purpose of education from a wider societal perspective and not form a narrow personalized-self interest approach.

f) Helps the teacher to view himself/herself as a change agent using democratic resolutions instead of applying authoritarian and high handed commands and directives.

g) Enables the teacher to learn more about and hopefully apply the research procedures that sociology of education uses to obtain and accumulate the dependable knowledge about education.

3.10   Sociological Theories

Theories are statements that try to explain situations of phenomena within the society. Below are some sociological theories.

3.10.1 Structural Functionist Theory

This theory tries to liken society to an organism that has various organs each structured to perform a specific function for the body. Each of these organs are interrelated to the others in order is perform their functions effectively for instance parents, community, school committee, pre-school children, pre-school teachers etc. The organs are like the social institutions each especially structured to perform a function for the society and these social institution are interrelated within the others in terms of their functions. Each of these must perform its function effectively in order to maintain order in the society.

3.10.2 The Conflict Theory

This theory has its origin in the maxist thinking. According to Calmarks, the society can be seen in terms of conflicting relationships for instance the capitalist who own the means of production are seen to be in conflict with the workers who provide the labour. The theory says that social control is not an expression of group consciousness but an operation by those in power. Leaders in their case seek to maintain the status quo in order to serve their own self-interest. Social life is

seen to be divisive because organizational set up encourages inequalities e.g. in a society we here differences between the poor and the rich and this brings about conflict rather than consensus. There is also a belief that conflict can result into social change. This is exactly what happens in pre-school education system where there is inequalities in societies for example

- Urban pre-schools are better placed in terms of physical facilities than rural ones.
- Pre-school teachers in urban areas are better paid than those in the rural.
- Participation of parents in school activities is much more encouraging than in rural.
- Disparities in financial allocation by the exchequer is observed in pre-schools, primary schools, secondary schools and universities.

3.10.3 Symbolic Interactionist Perspective Theory

The key words here are "symbolic" and "interaction". Symbolic interactionist believes that human experience and conduct is entirely social arising from the fact that human beings are able to interact and negotiate meanings through the use of symbols. Common symbols are shared by members of the society for instance through the use of language, through interaction with members of the society and role taking, individuals are able to develop self e.g. children take on the roles of their parents and in this way they learn adult roles and sex roles. The following activities are observed in pre-school centres:

- Mode of communication at school is English or Kiswahili or mother tongue language used as a symbol.
- Role play in pre-school is quite common.
- Interaction between headteachers, teachers and learners.
- Labels that are attached to learners that is called "ideal child" i.e what the child should be.

3.11   Socialization Process

3.11.1 Definition

Socialization is a process whereby a person learns the ways of his society or group so that he is able to live fully and function as a responsible adult members. Socialization is a life long process that begins at birth and ends when a person dies. Some aspects of socialization include

learning social values, communication skills, social skills, sex roles, learning vocational skills. With the society we have various agents of socialization.

3.11.2 Agents of Socialization

a) The family

The family is the primary source of socialization because it is within the family that the child learns his first lesson of social living. The child learns the language, social roles and the general way of life of his society. The family provides the child with initial education. He acquires habits of thinking which are features of his family and larger society.

3.11.3 The School

At the age of 3-6 the child enters the school and unlike the family that employs an informal approach to socialization the school employs both formal and informal approaches. Formally the school provides the child with formal knowledge of the basic intellectual skills for instance reading, writing, verbal expression and other cognitive abilities. Through the school curriculum the child learns social activities, science, mathematics, creative activities and other forms of knowledge pertaining to his cultural achievement of the society. The child also acquires social and vocational skills. The school uses rules and regulations to inculcate values like responsibility, co-operation and honesty into the child. Informally the school enables the child to learn social roles and skills to enable him to function effectively as a members of the society. The informal learning comes from the teachers and the peer groups.

3.11.4 The Peer Group

The peer group means people within the same age group and of an equal status. Incase of the child the peer group may be formed from play group, classmates, neighbours and so on. Due to the fact that members of the peer group have an equal social status, they easily learn from one another because of the freedom that exists within the group.

From the peers the child learns the following:
- Adult values for instance responsibility, co-operation and honesty. This is learnt through play, acting and games.
- Sex roles are also learnt within the groups.

- Customs and culture of people within the area they are living.

- Intellectual development where children group together according to subject liking.

- Unity and collective behaviour as member of a group.

- Source of information in terms of methods of dressing.

- Self-concept because they are in an environment they can act the way they like.

3.11.5 The Mass Media

These are organs of communication and amusement e.g. TV, Radio, movies, magazines and news papers. It is important to note that mass media is assuming great importance in socializing the children. They learn behaviours, attitudes and values that exist both in their society and outside it. On the contrary it is also believed that the mass media teaches the children to be violent. Hence it can therefore be positive as well as negative.

3.11.6 Religious Institutions

- These institutions teach the morals, beliefs and practices as accepted in respective religious groups.

- Good behavior, respect and obedience are some of the values taught by religious institutions.

3.12   Methods of Investigation in Sociology

3.12.1 Introduction

- In sociology we have two major paradigms of methods of investigations that are employed in influencing the sociologist's perceptions of human and society.

- A paradigm can be defined as a set of interrelated assumption about the social world which provides a philosophical and conceptual framework for the organized study of the world.

- It includes common generalization assumptions, values, beliefs and examples of what constitute the disciplines interest.

- It also guides the researcher by indicating the important problem in the discipline.

- It also offers a theoretical framework that consists of models and theories.

3.12.2 Quantitative or Positive Paradigm

- This paradigm can be traced to sociologists like Auguste Comte and Emile Durkheim, Talcott Parsons and Karl Marx who maintained that the methods of scientific enquiry used by natural scientists to study natural phenomena may be applied by social scientists to study social phenomena
- They assume that there is no quantitative difference between natural and social phenomena.
- Examples of natural phenomena is biological study while social phenomena studies lives of people and their environment.(Nature Vs Nurture)
- They also maintained that both physical matters and human beings react to external stimulus in predictable way given the same set of conditions.
- In the other words they said the human beings react in a passive manner.
- The natural scientists generate data through direct observation of natural phenomena.
- Likewise the positive scientist focus an social factors that are directly observable
- The data is recorded in quantitative terms (statistically)
- They also claim that their observation like those of National scientist are objectively conducted i.e. the research is conducted in a detached manner without personal feelings and opinions
- They employ the deductive reasoning i.e. starting from specific hypothesis to general hypothesis
- The research problem is clearly obtained from the start and hypothesis are formulated
- Note that a hypothesis is a statement about two or more variable.

Techniques used within Quantitative Paradigms

- They employ methods like survey and use tool of data collection like the questionnaires, observation schedules and interviews
- But the researcher should be non participant observer i.e. the researcher should not be involved in the interview.
- The interview should be structured before the researcher goes out.

- These structured interviews should be built around the variables identified earlier.
- The data obtained is quantified and measured and is expressed in statistical terms
- The researcher's personal feelings and opinions are not allowed to bias the result.

3.12.3 Qualitative/Humanistic Paradigms

- This was expounded by a sociologist called Max Weber who objected some of the basic assumption of the quantitative Researchers.
- He argued that social phenomena are inherently different from natural phenomena
- He suggested that it is therefore inappropriate method of natural sciences to investigate social phenomena.
- He points out that unlike physical matter, human beings have consciousness, they have thoughts, feelings and an awareness of being
- Therefore as conscious beings, they are active participants in the construction of their social realities.
- They view human beings as active objects reacting to external stimulus to distort or misrepresent social reality.
- The Qualitative scientist finds meanings that underlie behaviour
- They employ symbolic interactionist perspective
- They employ the inductive reasoning i.e. they start from the general to the specific
- Although the researcher identifies the research problem, the research process is to discover the key variables and generate research hypothesis.
- The aim of the researcher is to construct the social world of the researcher based on their perception i.e. the researcher is trying to get the insider's point of view i.e. "emic" view.
- The analysis of the data collected is done using qualitative procedures as far as possible and this is done by describing the actual 'voices' or words used by people being researched on.

Techniques Used

- Have qualitative data is required and so the researcher should take on a role within the group he or she is researching on
- Group and individual interviews – the researcher uses general guidelines and generate questions as he gets along
- This technique is called participatory technique
- They involve the researcher in the actual data collecting process
- Quality of data is very important

RELEVANCE OF SOCIOLOGY TO EARLY CHILDHOOD EDUCATION

Study of Institutions

- Education is one of the institutions that has a role to play for the society
- Educational institution has the role of parting knowledge and skills to the members of the society to enable them to fit into the society
- Early childhood Education (ECE) initiates the child into formal learning system by laying down the fundamental knowledge and skills that enable the child to further their education
- During this time the child learns the following
  - Social skills
  - The 3Rs
  - Interesting with others
  - The mastery of ideas and practices

3.13.2 Relationship of Institutions to Others

a) From the family the child moves to Pre – school that works in conjunction with the Ministry of Health Ministry of Local Government, Children's Department NGOs, Churches Women Groups etc

b) Research methods of quantitative or qualitative nature e.g. observation and exploration

c) Community mobilization that covers feeding programme the need for the community to provide physical facilities, teaching/;learning materials i.e. material development

d) Social organization - Hierarchical order at a school situation beginning form the headteacher down to the learner

e) Social interaction e.g. headteacher/teacher, teacher/learner, learner/learner

f) Culture forms part of the curriculum e.g.

- Music and movement i.e. songs that children sing touch on their heroes, famine, war
- Dances that go along with the songs are also traditional in nature
- Musical accompaniments that go with the songs are made during creative activity lessons

g) Respect of people in authority – a discipline taught at school. Children learn to ask for permission before they can do a thing at school

h) **Conflict theory**- In various communities there is variety in Socio-economic status of people. Some parents are economically competent enough to keep their children at school while others are not hence the conflict theory.

- **Structural Functionism**- In a pre –school situation there are pre-school teachers, class prefects, group leaders, monitors and the like. There are also the following offices: DICECE, NACECE AND Ministry of Education & KNEC.
- **Symbolic Interactionism** At pre-school children use ole play. Do story telling, converse during creative activity to develop their vocabulary and hence language which is symbolic tool of communication**.**

i) **Social Change**

- Education can be a vehicle of school change and then spil into the society and so because of the same the number of \Pre-schools has now increased quite a lot
- Changes in the manner families now socialize their children i.e. today parents take their children to pre-schools as early as at the age of three hence

pre –school teachers now take care of much younger children. The children must be fed and be given basic medical care

- Technical changes have also been experienced in pre-school. For example some pre-schools now use Tvs, computers, Radios, better medical care e.g. insisting on immunization records as a pre-requisite for admission, promotion of Growth

- Environmental Education e.g. the need to keep learning environment neat, caring for plants e.g. flower beds, caring for animals and the like.

j)   **Conflict in ECE**

- Teachers are trained by the Ministry of Education but are not employed by the same ministry

- Some DEOs, still look at DICECE as an NGO or parastatal

- Fees is paid in pre-schools while non is paid in primary

- Methods of teaching vary from one pre-school to the other e.g. Montessori, DICECE etc

- Lack of continuity of methodology from pre-school to primary e.g. thematic and integrated in instructional approaches.

- Feeding programme not available in pre-schools

3.14   Summary

In this lecture the following points have been covered:

- Sociology of Education has been defined as a major and specialized branch of sociology which systematically and scientifically studies the sociological issues, problems and questions that occur within the education phenomenon.

- Emile Durkheim, John Dewey and others, were given in the origins and development of sociology of Education

- Several concerns were cited as major issues in education for sociology of Education to investigate.

- The connection between sociology and sociology of Education was explained through considering the issues examined, concepts and use of education as a source of data and sociology as a source of methods.

- The lecture lighted how sociology of Education is related to early childhood education.

3.15 Learning Activities

i. Explain what is meant by the term "sociology of Education"

ii. What is the role of sociology of Education" What concepts is sociology of Education concerned with in the education phenomenon"

iii. In details explain how sociology of Education is related to early childhood education

iv. In what sense would you say that sociology of Education would be beneficial to you as a teacher? When answering this question think of and use examples of your own from your experience and school.

3.16 References

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LECTURE FOUR: BRANCHES OF PHILOSOPHY

4.1   Introduction

This lecture touches on the four branches of philosophy as advanced by the early philosophers like Socrates, Plato and Aristotle It specifically covers the following:

- Lecture objectives
- The origin of the word philosophy
- Definitions of branches of philosophy like epistemology, axiology metaphysics and logic
- Learning activities
- Summary
- References

4.2   Lecture Objectives

By the end of this lecturer you should be able to:

- Provide background information about philosophy
- Classify and define philosophy into four branches
- Discuss into details each branch of philosophy
- Find out how each branch would be applied at a pres-school centre

4.3   Background Information

Philosophy is coined from two Greek words i.e. "philein" and "Sophia". Philein mean love, strive for and search for while "Sophia" means wisdom. Hence philosophy is the search for wisdom and wisdom is the quality of being wise and whoever is wise has knowledge, experience, good judgment and intelligence. Experience is the process of gaining knowledge and skills. Good judgment is the process of gaining knowledge and skills. Good judgment is acting after careful thought and planning and intelligence is having deep thought (Njoroge and Bennaars 1986).

Just like there are people who have devoted their time to advance knowledge in the area of science, we have people who have opted to use their time to study philosophical questions in order to suggest possible answers. These questions are asked by both adults and children. Thus

it would not be unusual for one to hear a child asking a philosophical question such as "where do children come from?"

When you consult history of philosophy you will discover that the pillars of professional philosophy in the Western philosophy include Socrates, Plato and Aristotle. The works of the above philosophers forms the basic upon which the structure of philosophy as a distinct discipline of knowledge is recognized today. Traditionally, the formalized study of philosophical issues has been classified into four areas and these are: Epistemology, Axiology, Metaphysics and Logic.

The above classification is a large measure influenced by the area of interested in at particular times.

4.3.1 Epistemology

Epistemology is the study of knowledge. Central to this area of content of philosophy is the problem of the nature of human knowledge. It is also concerned with the meaning of knowledge and the kind of criteria which ought to be accepted as satisfying a condition of knowledge. Further epistemology involves-inquiring not only into the nature of human knowledge but also into its possibility and limits. Problems of the fundamental ways by which the human being acquires knowledge are also within the concern of this branch of philosophy.

Some typical philosophical questions regarding knowledge are:

- How much are human beings capable of knowing about reality including themselves?
- What is the difference between theoretical and practical knowledge?
- What is the difference between religious knowledge, scientific knowledge and mathematical knowledge?
- What criteria or test do we use to distinguish between a true statement from a false statement?

Most professionals be they scientists, mathematicians lawyers or engineers are hardly bothered by questions raised here yet the questions are essentially about the very foundation of what they are pursuing with passion.

4.3.2 Axiology

Axiology is another area of content or branch of philosophy. It deals with the study of values which are generally categorized into two. These are ethic and aesthetic value. Aesthetic values are to do with beauty, rhythm, harmony and uniformity. They have to do with making value judgments abut what is the good life, the right actions good music, beautiful women and handsome men. But as soon as we are requested to supply the Aesthetics is the study of artistic values. Explication of the nature of beauty, the establishment of the basic criteria of beauty the definition of aesthetic concepts is within the domain of this branch of philosophy. This helps to clarify the concepts, broaden their meanings and dispel misconceptions and ambiguities. But as soon as we are requested to supply the standards we normally use to arrive at these type of value judgments we are not so quick in responding.

Ethics on the other hand deals with the nature of moral values. It seeks to interpret these values as rationally as possible and to define moral concepts and conditions as clearly and distinctly as possible. Explicition of the criteria of moral judgments and decisions and the justification of moral judgments and values is also the concern of this branch of philosophy.

4.3.3 Metaphysics

Although we are not quite sure about the exact origin of the term metaphysics we do know that it was first used during the early Greek philosophy. In particular, one of Aristotles (one of the founders of Western philosophy) major work is entitled "The metaphysics". In its Greek origin the term metaphysics literally means the study "beyond" or "after" (meta) the physical world or reality (physics).

As a branch of philosophy metaphysics deals with issues that are within both the physical and the non-physical worlds.

According to Bennaars et al (1994) there are many sub-areas within metaphysics and these are:

a) **Cosmology** which is a scientific study of the universe. It deals with speculation about the meaning and purpose of the universe. This arose from the fact that early philosophers were interested in studying the nature and origin of the universe because of the many myths that existed at the time and explained the meaning of the universe e.g. the earth is

flat, the sun goes round the earth, force of growth. The philosophers rationally tried to explain the myth.

b) **Theodicy** which is an area that looks at the concept related to the super natural being. It is related to theology and looks at religious beliefs and existence of gods.

c) **Ontology** an area that touches on natural beings and according to philosophers both living and non living things have one thing in common which is "beings". They therefore participate in beings in different ways. Being is organic and inorganic matter. The task of ontology is to examine the meaning of being.

4.3.4   Logic

As a branch of philosophy, logic is the study of the principles and methods used to distinguish between correct and incorrect types of reasoning. In this area philosophers attempt to understand the way human beings think by scrutinizing the completed thinking process we usually identify with reasoning. Although logic is considered as within the realm of philosophy, some areas, especially some forms of formal logical are considered as part of mathermatics. Once again Aristotle is considered as one of the founders of traditional logic in the Western world.

Note that both logic and psychology are areas, which are interested in the study of our thinking processes. However the question is, "What are the differences between logical studies and psychological studies of our thinking processes?" Two differences could be cited. One, while psychological studies deal with all types of the workings of the mind, logicians concentrate on the type of thinking we associate with reasoning. Two, while psychological studies try to understand the activities of the mind as expressed through our behaviour, logic is more interested in the various completed structures of our reasoning process.

Traditionally, there are two types or ways of reasoning, viz, deductive and inductive. Deductive reasoning is generally the kind where a particular conclusion is inferred from general premises. Also, it is a kind where a specific feature of a particular object or item is inferred from the features exhibited by the "general membership" of the object or item. For example, a particular person "S" in the following arguments.

a) All human beings are liable to make mistakes.

b) 'S' is a human being.

c) Therefore, 'S' is liable to make mistakes.

This kind of reasoning is deductive. It is correct and valid because the conclusion follows logically from the premises.

Inductive reasoning, on the other hand, is a kind where a general conclusion or law is inferred from particular premises. It is the reverse of deductive reasoning. If for example one wants to infer a general conclusion that all mammals have hair, the inductive argument proceeds as follows:

a) "A" is a mammal and it has hair.

b) "B" is a mammal and it has hair.

c) "C" is a mammal and it has hair.

Depending on the number of cases, at some point it may be reasonable to infer that all mammals have hair. The higher the number of confirmed cases the stronger the conclusion. Inductive conclusions are, indeed, valid.

What is striking about the two types of reasoning identified above is the the fact that while in deductive reasoning the conclusion follows logically from the general statement, in inductive reasoning, the conclusion can never be conclusive even when it is derived from the combination of the earlier specific statements it is associated with. In daily life, the deductive type of reasoning is illustrated by situations where we attempt to behave in a certain way because there is a general rule or principle which states that we should behave in such a way. For example in many countries, we drive of the left side on the road because there is a traffic rule that bides us to do just that. Inductive type of reasoning is exemplified by the scientific mode of investigations where we try to study specific cases but in the end we come up building a scientific law or theory.

4.4   Summary

The study of philosophical issues has been classified into four branches namely: epistemology axiology, metaphysics and logic. Epistemology is concern with the nature and meaning of human knowledge, its possibility and limits. Fundamental ways by which human being acquires knowledge are within the concern of this branch of philosophy. Axiology has to do with aesthetic and ethical values. Aesthetic values are concern about beauty, rhythm, harmony and uniformity while ethics has to do with the nature of moral values. Metaphysics is a philosophical

branch which means beyond or after the physical world. Its sub-areas are cosmology, theodicy and ontology. The fourth branch of philosophy is logic that refers to the way human beings think and reason.

4.5 Learning Activities

i) With examples elaborately define the following concepts: axiology, logic, epistemology, ethics, metaphysics, cosmology, theodicy and ontology.

ii) Explain whether you can detect a philosophical issue similar to some of the philosophical issues that have been described in this lecture.

iii) How would you apply the word axiology in pre-school class to enhance effective teaching of ECD children.

iv) With examples explain how you would apply deductive and inductive teaching in a nursery class.

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LECTURE FIVE: FOUNDERS OF EARLY CHILDHOOD IDEAS BY SOME PHILOSOPHERS AND SOCIOLOGISTS

5.1   Introduction

This lecture discusses some Western educational thinkers who contributed to the development of the modern school system. It covers among others the following:

- The need for the government to take charge of the education of the children.
- Teachers to employ multisensory type of teaching and also be conscious of the learners individual differences.
- The need to use abundant and various teaching materials that will enable learning to be carried out through activities.
- Grouping and teaching children according to their age bracket.
- The need to provide spiritual nourishment to the child by both the teacher and the care giver.
- Learning activities
- Summary
- References

5.2   Lecture Objectives

By the end of this lecture you should be able to

- Employ multisensory type of teaching and be conscious of children's individual differences.
- Teach through activities by using abundant and various teaching and learning materials.
- Group and teach children according to their age brackets.
- Enhance spiritual nourishment among the children.

5.3   Plato (429 BC-347 BC)

Plato who was Socrates disciple attached considerable importance to the education of children. He advocated that the state should take over the responsibility of education, rather than leave it to the private individual as had always been the case. Thus, not only was education to be provided by the state, but it was also to be compulsory.

In his book The Republic Plate stated that education was to include harmonizing subjects like, gymnastics, mathematics and dialectics or philosophy. Plato further proposed other theories like

- Education is to promote culture and right living by exposing the child to the proper kind of environment and atmosphere through play music, discussion and criticism.
- Childhood education should be interesting and made amusing and attractive through music, play, number work and geometrical exercises.

Today, Plato's educational ideas are still accepted and applied globally. Teachers worldwide use discussion in instructing their learners. Educational system are divided into different levels from nursery to university. In pre-school, for example, education is divided into baby class, nursery/middle class and pre-unit. Many teachers have come to accept the learners individual uniqueness/differences, because of their various stages of intellection, physical and spiritual development and therefore teachers are endeavouring to create the right learning environment for their children by devising teaching aids. The government for Kenya for example has introduced Free Primary Education (FPE) for both boys and girls and also partial free secondary education. This is in keeping with Plato's suggestion.

5.4   JOHN AMOS COMENIUS (1592-1670)

- He said early learning can be induced by striving up in children the desire to learn (early stimulation).
- He further said children are willing to learn if they see the immediate use or purpose of what they are learning so they should be taught the things they can understand in an interesting way.
- He said learning should be through the senses.
- The lessons should be few and should be adjusted to the capacities of the children/pupil.
- He said punishment for the bad work should be avoided because it is the teacher's fault if the child does not learn.
- He further said that children learn by experience in central.

5.5   JEAN JACQUES ROUSSE ALL (1712-1778)

- He said that the central factor to be considered in education is the child and his present nature as a child.

- Nature wants children to be treated as children and not like adult.

- Childhood has ways of seeing, thinking and feeling that are peculiar to childhood and they cant be substituted with other ways therefore the education of the child should be based upon its nature e.g. considering needs, abilities, interest and outlook as a child.

- Education of early years should be developed through free activities and the employment of the senses therefore he discourages formal education at an early age.

- He says children should learn through play and exercise of their senses.

- He therefore sees childhood as practical stage of child development where the child is serious to find out the how's and whys of the thing he experiences.

5.6   JEAN HEINRICH PESTALOZZI (1746-1827)

- He says that a child learns by activity which includes drawing, collecting, imitating and observing nature therefore the teacher's function is to train children/pupils in the habits of accurate observation and not in memorizing of words.

- He also says that the best task of an educator is to provide the best condition for a pupil's development.

5.7   FRIEDRICH WILHELM FROEBEL (1782-1852)

- He argues that a man is an active organism that engages himself in contrasting and opposing activities and therefore the role of education is to reconcile the activities.

- Therefore children may express the ideas, feelings and it is the role of the teacher to reconcile the ideas and feelings.

- The methods and materials devised by the teacher should not be imposed on the children/pupils but rather be available for his use under guidance.

5.8   MARIA MONTESSORI (1870-1952)

- She sees a child's main problem as being that of adjusting himself to his immediate environment.

- The educator should therefore play the role of guiding and organizing this environment.
- The emphasis is on the careful organization for the child's environment, the regulation of his liberty and the provision of special materials for his use.
- Therefore learning has to be done through interesting activities.

5.9   JOHN DEWEY (1859-1952)

- He sees the school and the individual community as arenas for the development of the individual through contact and communication with the others.
- He suggested a child centred curriculum which gives the teacher a heavy responsibility and a greater responsibility for guiding the young towards the highest intellectual pursuits.
- He rejected the subject based curriculum because he said it presented the children the logical summary of adult experiences.
- What should concern the teacher is the way in which the subject matter may become part of the child's experience.
- All compulsions should be avoided because the problem it creates in the pupils mind is that of evading the force rather than of learning e.g. completion of grades before promotion to the next class.
- They may cram the content to pass.
- A pupils' progress should be measured by his own standards and not against those of other pupils and yet these pupils have different abilities and environmental experiences.
- The function of the teacher, therefore, is to observe individual desires and behaviours of the pupils and how he can strengthen them in the process of growth.
- The teacher ought to create a situation in classroom in which every person present including the teacher himself co-operates with others in the process of learning.
- The teacher only has the advantage of greater experience and not of greater authority over the pupil/learner.

5.10   JEAN PIAGET (1896-1980)

- Piaget based his method on teacher's use of questioning procedure to promote thinking in children.

- Piaget used his own three children in his studies since many of his consequent insights about how children develop intellectually are based on his observations and work with them.
- Based on his research, Piaget came to these conclusions about early childhood education.
    i)   Children play an active role in their own cognitive development.
    ii)   Mental and physical activity are important for children cognitive development.
    iii)   Experiences constitute the raw materials children use to develop mental structure.
    iv)   Children develop cognitively through interaction with and adaptation to the environment.
    v)   Development is a continuous process.
    vi)   Development results from maturation and the transactions or interaction between children and the physical and social environments.
- Piaget also populized the age/stage approach to cognitive development and influenced others to apply the theory to other process such as moral, language and social development.
- He encouraged and inspired many psychologist and educators to develop educational curricular and programmes utilizing his ideas and promoted interest in the study of young children's cognitive development that has in turn contributed to the interest in infant development and education.

5.11   JOHN LOCKE (1632-1704)
- John Locke popularized the blank tablet or tabular raza view of children.
- This and other of his views influence modern early childhood education and practice.
- Indeed the extent of Locke's influence is probably unappreciated by many who daily implement practices based on his theories.
- Locke developed the theory and laid the foundation for environmentalism- the belief that it is the environment, not innate characteristics that determine what a person will become.
- Locke's assumption of human learning and nature was that there are no innate ideas which gave rise to his theory of the mind as a blank tablet or white paper.
- For Locke, then the environment forms the mind.
- The implications of this idea are clearly reflected in modern educational practice.

- The notion of the primary of environmental influences is particularly evident in programmes that encourages and promote early education as a means of overcoming or compensating for a poor or disadvantaged environment.
- Based party on the assumption that all children are born with the same general capacity for mental development and learning, these programmes also assume that differences in learning and achievement are attributable to environmental factors such as home background, early education and experiences.

5.12 MARTIN LUTHER (1483-1546)

- While the primary impact of the protestant reformation was religious, other far reaching effects were secular.
- Two of these were universal education and literacy.
- In Europe education, the necessity of establishing schools to teach children to read was an issue raised by Martin Luther.
- Believing that each person was free to work out his own salvation through the scripture meant that people had to learn to read the Bible in their native tongue.
- This concept marked the real beginning of teaching and learning in the people's native language, the vernacular, as opposed to Latin, the official language of the Catholic Church.
- Luther believed that the family was the most important institution in the education of children.
- The encouraged parents to provide religious instruction and vocational education in the home.

5.13 Summary

This lecture emphasizes on the fact that the government should cater for the learning expenses of both the girl and the boy child. That the children should be taught through the use of many and various teaching materials; and that it is only through teaching aids that teachers can teach through activities.

Teachers should group and teach children according to their age brackets and that is the only way they will move together. Finally teachers and caregivers should remember to provide spiritual nourishment to the children.

5.14   Learning Activities

i) In your own words briefly explain the educational philosophies of each of the educational thinkers discussed in this lecturer and their relevance to education today.

ii) When can you use Jean Piaget's method in your teaching at school.

iii) Write brief notes on each of the following educational philosophies:

a) Use of teaching/learning materials

b) Considering individual differences of children while teaching.

c) Teaching according to children's age bracket.

5.15   References

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iii. Eshiwani, G.S. (1982) The System of Education in Kenya Nairobi: Bureaus of Educational Research.

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LECTURE SIX: LINK BETWEEN PHILOSOPHY AND SOCIOLOGY

6.1   Introduction

Lecture six brings out the linkage between philosophy and sociology. It majorly highlights on the connection between the society and education.

The lecture covers the following:

- Definition of philosophy and sociology
- Relationship between philosophy and society
- Conflicts observed in pre-schools depending on their location
- How sociology and philosophy are related politically, economically and culturally
- How sociology influences philosophy
- Learning activities
- Summary
- References

6.2   Lecture Objectives

By the end of this lecture students should be able to''

- Define philosophy and sociology
- Bring out the relationship between philosophy and society
- Discuss conflicting points in pre-schools depending on their location
- Note the influences of sociology on philosophy

6.3   Definition of Philosophy and Sociology

As defined in lecture two philosophy is the search for wisdom and wisdom is the quality of being wise and whoever is wise has knowledge experience, good judgement and intelligence. This therefore means that whoever is philosophical is educated.

Sociology on the other hand is defined as the scientific study of the society as coined by Auguste Comte of (1798-1857). Sociology is from Latin/Greek word Socins (Latin) which means sharing in groups while Logus (Greek) meaning science. The groups in question may be health

institutions, economic institutions political institutions and family institutions. In every case there must be social interaction within the groups.

6.4   Relationship between Philosophy and Society

The relationship between philosophy and society is a symbiotic one. This means that society depends and is influenced by philosophy, in equal measure, to philosophy's dependence and influence by society. None of the two can exist successfully without the other. Philosophy causes changes in society, much as society causes changes in education. If society changes, learning institutions are forced to change to remain relevant to society's needs. However, by its working, in terms of generating and transmitting new knowledge, learning institutions also occasion changes in society.

As a social institution, learning is broad. It consists of instruction that is planned and takes place in formal settings such as schools. This is called formal education or schooling. The other component is the informal one, referring to learning that takes place at home, such as the socialization by parents, peers and at the workplace. Such an education is incidental and complements formal learning. There is also non-formal education, referring to learning that is flexible, often, but non always, organized outside formal education institutions, imparting specific skills to a broad array of learners, who miss out on formal education. For example education offered to street children, is often non-formal, as it aims at equipping them with functional skills, not formal certification.

In terms of structure, educational institutions are differentiated into various categories. The most obvious is that between pre-primary, primary, secondary and higher education, each level imparting different skills related to learners' level of mental development and society's expectations of them. There is also the categorization between public and private education institutions, often denoting sources of funding. The other important categorization is that based on curriculum specializations. Here, schools are grouped in terms of the cluster of subjects taught such as science, arts and humanities and technical subjects.

These characterizations of educational (philosophical) institutions are related and reflect specific organizational features of societies where they are located. The relationships can be explained more clearly by discussing the functions (influences) of education to society and vice versa.

6.5   Education and Political Socialization

There are different interpretations about the political values that educational institutions transmit. The various interpretations are based on the different sociological perspectives about education and society. According to the structural functionalist perspective the political values that are taught in educational institutions represent a broad consensus of values that have been agreed and accepted by all social members. In this respect the values of national unity and national integration are emphasized in learning institutions.

The society can be seen in terms of conflicting relationships e.g. the capitalist who own the means of production are seen to be conflict with the workers who provide labour.

Leaders in their case seek to maintain the status quo in order to serve their own self interest. Social life is seen to be divisive because organizational set up encourages inequalities e.g. in a society we have differences between the poor and the rich and this brings about conflict rather then consensus.

At preschool centre the following conflict are observed: -
- Urban schools are better placed in terms of physical facilities than rural ones.
- Pre-school teachers in urban areas are better paid than those in rural.
- Participation of parents in school activities is better in urban than in rural
- Disparities in financial allocation are observed in preschools, primary schools, secondary schools and universities.

6.6   Education and the Economy of Society

Education institutions influence the economic system of society in more subtle ways. In rural communities the teaching force influences the economy as they employ people in informal activities and operate business. In this respect, schools play an important role in training, entrepreneurs in the rural areas.

6.7   Education and the Cultural Systems of Society

Culture has been defined as the total way of life of people. A society's culture will entail both the material and non-material aspects. Both the political and economic systems of a society therefore, in a sense denote a society's cultural values. The learning and internationalization of these values is made possible through educational processes, which take place, formally and informally at home and in school. Schools in particular socialize children to be members of a local community and national society. This ultimately constitute the political culture of a society. Children also learn to work harder, and co-operate with other children. This forms the economic culture of components of society. Religious diversity and moral integrity are also taught in school and regulate the religious and moral culture of society.

6.8   Society's Influence in Education

Since educational institution are set up by society to achieve certain ends, it can b e pointed out that all that goes in these reflects society's influence. The following examples illustrate this assertion.

- Society's level of socio-economic development determines the number of education institutions available and those who can access them.
- Society, through its agents, such as ministries of education influences what is taught in classrooms. This is manifested in common school curricular for each grade, standardized teaching and learning materials and common national examinations. These aspects enforce routinized forms of knowledge and facts that a learner can acquire.
- Teachers' are always seen as representatives of society. Hence the interaction between teachers and learners is influenced by certain social conventions. The social conventions shape the teacher's role and behaviours in the classroom.
- The manner in which society is structured is reflected in the structure of educational institutions and pedagogical procedures. The existence of different social groupings (classes) in society is manifested in the existence of different types of schools. Hence there are schools established as public or private, religious or secular, rural or urban boys or girls, Science or Humanities, liberal or vocational. This classification reflects the pattern of distribution and consumption of education, which is determined by socio-economic class lines in society.

6.9   Summary

Philosophy is defined as the search for wisdom and wisdom is the quality of being wise. Whoever is wise is said to have knowledge, experience, good judgment and intelligence the must have been acquired through formal, non- formal or informal education/learning.

Sociology on the other hand has to do with sharing groups and the groups could be health institutions, economic institutions, political institutions and family institutions.
As learners acquire knowledge, especially at pre-school centres there are conflicts observed depending on the society where learning takes place. For example urban schools as compared to rural schools display the following conflicts.   The former provide better physical facilities, salaries to teachers and financial support.

Finally it has been observed that society influences education in a number of ways. Some of them are: determining the number of education institutions in the community, what is taught in schools, the teachers' role at learning centres and existence of different social groupings in different categories of schools e.g. public, private religious, secular, rural, urban etc.

6.10   Learning Activities

i)   With examples define the concepts philosophy and sociology

ii) Discuss some conflicts that exist in pre-school depending on the societies where they exist.

iii) Explain in details the linkage between sociology and philosophy.

6.11   References

   i.   Mills, C. (1959). The Sociological Imagination New York: OUP.

  ii.   Price, R. (1986) Marx and Educational Thought in Late Capitalism. London: Croom Helm.

 iii.   Alsey, A., Jean, F. and Anderson, C. (Eds. 1961) Education, Economy and Society. New York the Free Press.

LECTURE SEVEN: DEVELOPMENT OF EDUCATION IN KENYA (PRE, DURING AND POST COLONIAL KENYA)

7.1   Introduction

In this lecture you are going to learn about the development of education in Kenya before the colonial time, during and after the white man's rule. The lecture covers the following areas:

- Methods used by Africans in educating their children.
- Education department survey report (1955-1957) on the four systems of education used by the colonialists.
- Negative effects of the British colonization on the education of the Kenyan child.
- Change in the Kenyan education system during independence.
- Development of Early childhood education in Kenya from 1963 to-date.
- Learning activities.
- Summary.
- References.

7.2   Lecture Objectives

By the end of this lecture you should be able to:

- Master methods used by Africans in educating their children.
- Articulate the four systems of education used by the colonialist.
- Understand how British colonization impacted negatively on the education of the Kenya child.
- Note the educational changes that have taken place in Kenya since independence.
- Follow the strides Kenya has made in the development of early childhood education since independence.

7.3   Development of Education during Pre-Colonial Kenya

7.3.1 Introduction

During the pre-colonial Kenya education was perceived as a process of developing desirable habits, skills and attitudes that made an individual fit in his/her family community and society. Kenyan communities had a system of education called "Traditional system of Education". The

system of education prepared children to life in their families and communities. Children were educated and trained right from birth to death.

7.3.2 Objectives of Education during Pre-Colonial Kenya

The objectives of the traditional system of education were as follows:

i)   To transmit and preserve family and community heritage.

ii)   To produce useful family and community members.

iii)   To inculcate moral and spiritual values.

iv)   To develop leadership qualities.

v)   To adapt children to their physical environment.

vi)   To prepare the child for life.

7.3.3 Methods of Educating Children during Pre-Colonial Kenya

Varieties of methods were used for educating children. They included the following:-

i)   Participation in Work

Children's participation in work served two functions:

- Their participation taught them specific skills which they needed when they become adults. Adults showed children what to do; encouraged them to imitate and offered help when they did not succeed in doing the tasks.

- The participation in work also taught children responsibility to others, perseverance and other moral values.

For example work done by children was to make them useful members of their families, communities and society. While labouring beside parents and other adults children acquired knowledge and skills. Children asked questions and experimented individually until they could perform the required tasks properly. Moral development and responsibility to family and community flowed easily from the child's active participation in co-operative work and social cohesion.

Children's work therefore was primarily meant to teach then moral values, skills, physical training and the need to come together.

ii) Story-Telling

Telling and listening to stories was another method used for educating children. Grandparents were the best story-tellers and children were freer with them than their parents hence they could ask questions freely after listening to stories. Quite often the stories were told after or before evening meals. Children were supposed to receive moral instructions through stories as each story had its significance. Some stories had good characters while others bad characters and children were expected to learn from the characters and choose the good characters as their models and avoid bad ones.

Children were also told stories about the heroes of their community as this could help them have higher life expectations and struggle to become heroes too.

The girls were told stories about giants as this was meant to frighten them so as not to walk at night. Children were also told stories of clever animals like the hare and fool ones like the hyena s this was meant to encourage the children to be wise.

Other stories were used to discourage laziness as it is in the story of the hare which pretended to be sick while other animals were working-this story was meant to teach children to share responsibilities and avoid being lazy. Stories with characters that were immoral and the kind of punishment given after the behaviour were told to the children. Such stories were meant to teach children to be upright and not to engage in immoral activities e.g. stealing.

iii) Playing Games

Children were also taught through elaborate games based on complex mathematical calculations. Through various games, children learnt to control their emotions e.g. careless crying, temper tantrums and release of tensions. Games also encouraged interaction among children and as they took part in different games and sporting activities they learnt to obey rules and follow instruction. Small boys indulged in fighting like big boys while the girls like their mothers made pots out of clay and cooked imaginary dishes out of clay. Boys played roles of husbands and behaved like their fathers in their homes-hence physical training like in work.

iv)   Singing Songs

Through songs children learnt community values, norms and customs. Some songs were for ridicule while others were for praise. Children who did not do as expected ridiculed while praise songs were for those who adhered to the rules and regulations of the community. Children who did not want to be ridiculed through the songs had to be good. Some songs were sung while the family or community was working e.g. when they were harvesting hence children learnt that whatever they do they should do it whole heartedly hence songs modified the behaviour of children.

Songs were also sung during festivals, entertainment days and while playing. While singing children were encouraged to listen to the words of the song in order to get the meaning of the song. Through songs children learnt the accepted behaviour and tried to put it into practice in their daily lives. Some songs were meant to instill discipline in children.

v)   Observation

Children were also taught to use their sight well. Boys were taught to be good observers to reckon things by observation without counting for example animals or people. It was considered a taboo in many communities to count animals and therefore a boy was taught to know animals by appearance. In the case of hunting the training was intense because of the intricacy of the forest paths and the difficult of tracing animals depended on the power of observation. Also while moving in the forest with the father the boy learnt about different plants by observing.

vi)   Reciting Riddles

Riddles were recited in the evening after meals or while food was being cooked to provide mental

vii)   Singing Lullabies

Lullabies were used to pass messages about family history and tradition. By hearing the lullabies daily, it was easy for children to assimilate early teachings without any difficulty. Through this method, the history and culture of the family was passed from one generation to the next generation.

7.4   Development of Education during Colonial Kenya

7.4.1   British Occupation

In Kenya formal period of colonialism started in 1895 when Britain had declared East Africa a British protectorate and ended in 1963 when Kenya attained independence. Between 1895 to 1963 Kenyans were told what to do and not do. People were told where to go and where not to go by the colonial masters and this was a bad scene for children because they were not used to seeing their fathers receiving orders.

The communities which came into contact with European missionaries underwent drastic changes while those that did not come into contact with the missionaries continued their traditional ways of life with little interruption and were spared the many upheavals experienced by other communities.

The Europeans brought many changes both good and bad ones. The most affected by the changes were children and below are some of the changes:

i)   **Hut Tax**

In 1901 "Hut tax" was introduced and the purpose of the tax was to draw men into migrant labour to obtain cash for its payment. The tax was also meant to increase the task force for the colonialist. When fathers migrated out of the village women and children were left to manage without men.

ii)   **Forced Labour**

In 1910 communal (forced) labour was introduced chiefs were given quotas of the number of labourers to provide. When the number of men was less chiefs turned to women and children in order to supply the required number to avoid being punished. In 1921 a meeting was held in Dagoretti (Nairobi) to voice complaints against children's forced labour. Thus there was no time for children to learn from their parents and work was now a form of punishment to children.

7.4.2   Education Department Annual Report 1938

According to the report the development of education from Africans in Kenya was in three stages.

- **Stage One**

  Before the British occupation (1846-1890) education was financed by Christians missions and schools were mainly established by the missions.

- **Stage Two**

  Beginning of British occupation to the setting of the education department (1891-1911).

- **Stage Three**

  From 1911 onwards education was managed by education department.

i) Sub-Elementary Schools

They were unaided bush mission schools. They were in poor areas and with very poor facilities. Teachers in the schools were not trained and they were also poorly paid. Children in the schools were taught about Christianity, reading, writing and arithmetic. The medium of instruction was vernacular. Gardening and elementary hygiene were also taught. The schools were unregistered.

ii) Elementary Schools

The school provided five year elementary course vernacular was the medium of instruction. Pupils were taught handwork, physical training and nature study. In the third year of the course, Swahili, geography and gardening were introduced.

iii) Primary Schools

Primary schools were boarding schools and the medium of instruction in primary schools was Swahili or English medium.

iv) Teacher Training

Elementary teachers had to undergo one year professional course training in the vernacular after completion of standard four of the general course. Lower primary school teachers completed standard 6 and they trained in mission schools.

7.4.3   Education Department Annual Report (1949)

The following were the four systems of education that existed then:

i) European Education

First school was opened in 1904 in Nairobi by Uganda. Railway Authorities. In 1911 education department was established and in the same year two mere schools were established at Nakuru and in Uasin Gishu Plateau. In 1915 Eldoret school was opened for boarders. After the first world was more schools were opened and by 1937 there were nine primary schools. In 1942, compulsory education was introduced for Europeans between ages of seven and fifteen years.

ii) Indian Education

The first Indian school was opened in 1906 by the Uganda Railway Authorities and taken over by the Education department in 1942. In 1937 there was a total of 7511 Indian boys and girls in schools in Kenya. In 1942 compulsory education was introduced for Indian boys between the ages of 7-15 years. In 1945 the government provided funds for constructing more schools paying teachers salaries and teachers' training.

iii) Arab Education

Children were educated in traditional Koran schools. The first government Arab school was established in Mombasa in 1912 and in 1919 another school was opened in Malindi. Several village schools were also established along the coast.

iv) African Education

Before the establishment of the education department in 1911, African education was under missionaries.

- The mission schools were established in mission stations.
- The missions were: Roman Catholic mission, the Church of Scotland mission and the church missionary society.
- Pupils were taught in mission stations where they were boarders.
- In the schools pupils did practical work some paid and attended classes.
- Curriculum used in the schools put a lot of emphasis in practical work.
- The pupils who had made some progress became teachers of the beginners (pupil teachers).

- In 1911 the education department was established and more schools for Africans were established.
- As time went by (in 1918) the system of education was revised and funds were given for training teachers and development of literacy.
- In 1931 an ordinance was passed which provided for the setting up of school area committees on which members of the local native councils were represented.
- In 1934 an ordinance setting up District Education Boards on which were represented the government, mission and local native council interests.
- In 1939 the Second World War broke out and many teachers were employed as soldiers.
- It led to a shortage of teachers and lack of funds for education.
- Many untrained teachers were employed to meet the shortage hence leading to fall in quality of education.
- By 1942 the problem of financing the educational services was very serious and so a committee of inquiry was formed to look into the expenditure of education.
- The committee recommended that the financial responsibility for primary education to be on local native councils.
- They also recommended those teachers' salaries in aided schools and government schools to be the same.
- In 1948 there were two publications which had effect on Africa education policy:-
    - 1st ten-years plan for the development of African education.
    - 2nd the report of salaries commission.
- The ten year plan provided more funds for primary education which was a six year primary school course.
- The report of the salaries commission led to the increase of teachers' salaries.
- In 1949 population was done and according to the report, African population was about 5.2 million and children of school age were about 1.2 million.
- In 1949 a committee was formed (The Beecher Committee) to inquire into the scope, content, methods, administration and finance of the African education and made recommendations which were published in September 1949.
- The aim of the first few years of primary education course was vernacular literacy.
- Instruction was also given in Kiswahili which was the "lingua franca" of the colony.

- Later on Kiswahili become the language of instruction and English was taught and used as a language of instruction in secondary classes.
- In many subjects learners were using Swahili textbooks because of the high cost of printing the books in many vernaculars, inadequate people to write vernacular books or translate books written in Swahili and lack of enough competent teachers to teach English.
- Vernacular language committees were formed to discuss and agree on orthography or outstanding problems.
- Literature committees were also formed to works as agents of East African literature Bureau, whose publication of vernacular literature depended on the recommendation of the committee for that particular language.
- Due to the work of the literature committees and the bureau there was a great improvement in the supply of text-books and books for general reading.
- At the beginning of 1949 a new syllabus for primary schools was introduced that was based on the needs of the local community it served.
- The rural communities required manual skills, improved farming methods and scientific approach to agricultural problems and demand for skilled artisans.

7.4.4 Educational Department Annual Report (1951)

- According to the report the African education system was reorganized to provide three-four years courses i.e. primary, intermediate and secondary.
- The main objective was to provide every African child with the opportunity of entering a local government or aided school to make them literate before they returned to their rural communities after finishing the four year primary school course.
- Problems faced at that time were:
    - Lack of literature or books for children to read.
    - Wastage of children from primary school e.g.
        - Only one-third of the children who entered school completed the primary course hence wastage of money and human effort.
        - Only one-fifth of the children who completed the primary school course were admitted to an intermediate school.

- This means that the majority of African children did not get opportunity to continue their education.
- The solution was the extension of the primary school course for African by 2 years hence Std V and VI were added for children who failed to get admission to an intermediate school.

7.4.5 Education Department Survey Report (1955-1957)
- In 1955 the colonial government did a survey to provide information on the status of education in Kenya.
- The survey was done after every 3 years.
- The report provided information on the trend of education policy and development.
- The report revealed that there were three systems of education based on race i.e. European education, Asian education and African education and that African children were disadvantaged.
- There were separate schools for each race and separate syllabuses.

i) European Education
- European education was for European children between 7-15 years.
- The education was compulsory for all European children.
- Day scholars were admitted to primary schools at the age of 6 years, while government schools admitted boarders at the age of seven years.
- Private schools admitted children at an early age.
- According to the report in 1957 there were 28 registered private nursery schools for European children in Kenya and no public registered nursery schools.
- The primary course for European children was for seven year while the secondary course was for four years leading to school certificate.
- In 1957 there were 7,707 European children enrolled in primary schools in Kenya.
- The East African women league children's holiday club provided supervision and recreation for children or working parents during school vacations.
- In the European system of education religion was taught in government and private schools.

- Religious services were held on Sundays in boarding school.
- Young children were allowed to attend services in local churches.
- There were also special schools for children with special needs who were known as backward children.
- One of the school for children with special needs was St. Nicholas School.

ii) Asian Education
- In the Asian system of education, education was compulsory only for boys between 7-15 years.
- In 1957 government schools and aided schools started recruiting children form the age of 5 ½ years.
- Like the European system of education, the Asian primary course was for seven years while the secondary course was for 4 years forms 1 to 4 leading to entry for the Cambridge Overseas Schools Certificate.
- A few school had form 5 and 6 going on to Higher School Certificate.
- At the end of the primary school course pupils took the Kenyan Asian Preliminary Examination.
- Concerning teacher training there were two training colleges in Nairobi and Mombasa for Asian teachers one for men and other for women.

iii) Arab Education
- The education was not compulsory for Arab children.
- In 1957 all primary schools for Arab education were boarding schools.
- The Arab system of education was like that of Asian and European education.
- The Arab system of education was mainly sponsored by the government.
- At the end of the primary course, pupils sat for the Kenya Asian Preliminary Examination.
- Teachers were trained in the Asian training colleges.

iv) African Education

- In the African system of education, education was not compulsory for the African children.
- It was only for those willing and a few.
- The survey revealed that there were many children of school going age who were not at school in both urban and rural areas.
- In 1957 there were no boarding primary schools for Africans while all secondary school students were offering boarders and that most of the day schools were co-education.
- Structure of the African Educational system was:
    - Primary course-Std I, II, III, IV
    - Intermediate course- Std V, VI, VII, VIII
    - Secondary course-Forms 1,2,3,4
- In 1957 three projects were started with the assistance from the International co-operation Administration of the USA and these were:
    - Training of teachers of handicrafts for immediate schools that was undertaken at the government college at Siriba-Maseno.
    - The colonial government provided 24% of those who completed primary school course. The aim of primary school course was to achieve vernacular literacy and English was introduced as soon as possible i.e in Std. 3.
    - African teachers were trained at two levels:
        - Students who had completed eight years of education took a two year course of training and those who were successful were awarded a T4 certificate.
        - Students who had previously passed the Kenya African preliminary Examination, a T3 certificate.

7.4.6 Education Department Survey Report (1961-1963)

- Education for African children was not compulsory while that of the European and Asian children was compulsory.
- The African children who attended schools were mainly from urban areas.
- The primary course was for four year while the intermediate course was also four years.

- Primary course for European, Asian and Arab children was for seven years while that of African children was for eight years.
- The aim of primary course for the African children was to achieve literacy in the vernacular.
- Primary and intermediate schools were mainly supported by missions and DEB and the enrolment took an upward trend.
- African teachers were trained at two levels i.e. the students who completed eight years of education underwent a two-year course of training and those who were successful were awarded a T3 certificate while those who did not pass the KAPE were awarded a T4 certificate after training.
- On employment they were employed as assistant teachers Grade II for T3 and Grade III for T4.

7.4.7 Negative Effects of British Colonization in Kenya Children

i) Education of Children

- Lack of parental education. Parents were forced to work outside their families for long hours.
- Lack of moral education. Parents did not have time to teach children morals and hence children started to disobey their parents. Education on morals which children needed in preparation for adult life was not provided.
- Destruction of "tools" for controlling and educating children e.g. land and traditional rites. African children were discriminated, as they were not given the same educational opportunities like the European and Asian children.
- There were no pre-schools for African children. The first pre-schools in Kenya were established to cater for European and Asian children.
- Many traditional roles e.g. hunting were prohibited. Hunting was prohibited and men had lost their defender role. Trading was also prohibited and trading centres outlawed.
- Traditional tools like rites used to introduce children into various cultural roles were changed. The system of age grades was also abolished. Thus the role of the family in educating children was destroyed.

ii) Impact of African Resistance Movements to Colonial Rule on ECDE

- Death of children due to neglect and cleansing of families during struggle for independence.
- Child abuse-children were forced to work.
- Child detention in camps.
- Rights of children were ignored.
- Lack of ECDE centres for African children.

7.5   Development of Education During Post-Colonial Kenya

7.5.1   Ministry of Education Triennial Survey Report 1964-66

The main developments were:

i)   In 1964 education was integrated into a single system of education. The racial based education was abolished and schools started integrating children or pupils of different races. Seven year primary course was introduced to replace the primary course was introduced to replace the primary and intergrated courses. Before 1964 African schools provided a four year course and pupils had taken the competitive entrance examinations (CEE) to gain admission to the four-year intermediate schools.

ii)   Huge number of pupils was now going through primary course unlike the previous years where only a small percentage of children joined the next level of education. At the end of the seven year course pupils sat for the Kenya Preliminary Examination (KPE).

iii)   Many children were enrolled in primary school in 1964-66.

iv)   The new primary approach (NPA) that encouraged pupils to be active and to participate in learning teaching process was introduced. In 1961 English started to be used as a medium of instruction in African primary schools. By 1966 half of the standard one class in Kenya was being taught in English using the new primary approach.

v)   New textbooks and materials were also developed and teachers trained on how to use the new approach.

vi)   In 1966 there were 32 colleges training primary and secondary teachers.

vii)   In 1964 primary teachers were graded as P4, P3, P2 and P1. The training for each category was two years. The entry point for P1 was school certificate or "O" levels, P2 entry point was two to four years secondary without school certificate, P3 entry point was possession of KPE and completed primary course without KPE for P4.

viii) In 1964 the Ominde commission was established to survey the existing educational resources of Kenya and advise the government of Kenya in the formulation and implementation of national policies for education.

7.5.2   Events after the Ominde Commission

i) Introduction

The immediate period after the Ominde commission was characterized by steps towards an integrated, uniform national system of education, significant curriculum and examination changes, widespread enthusiasm to contribute funds to build schools, particularly "Harambee" secondary schools, increase and expansion of secondary, technical and commercial educational institutions, consolidation and expansion of teacher education and administrative changes. This lecturer focuses on these important developments.

ii) A Single Non-Racial System of Education

The Ominde commission was not only in agreement with government policy on bringing an end to racially-based education but it also recommended that education in independent Kenya should promote national unity and provide learners with a sense of national identity for the sake of development.   Therefore, creating a national, non-racial system of education., which meaningfully expressed the wishes and cultural traditions of the independent Kenyan people, became the immediate priority of the new Republic.

Former European and Asian schools charged high fees in order to provide relatively high salaries to their staff, quality diet and good facilities and therefore only a small proportion of African parents could afford the required fees. However to advance racial integration in these schools the Ministry of Education introduced a bursary scheme to enable Africans from poor homes to gain admission there. Besides the bursary scheme the Ministry of Education paid grants to "high

cost" boarding secondary schools so that they could remit fees for deserving students. Lugumba and Sekamwa (1973).

By 1966 thirty per cent of the enrolment in the high-cost schools was African. In January 1967 the Ministry of Education ordered that new intakes to all government aided secondary schools must be fifty percent Kenya. In 1969 the intake into these schools was sixty-five per cent African. By 1970 the foreign names of these schools were changed and Kenyanization of secondary school was almost complete.

iii) Unification of the Curricular and Examinations

To strengthen attempts towards a non-racial system of education the government in 1966 changed the educational structure to a unified 7-year primary cycle for all primary schools in the country. In 1967, a single common syllabus was introduced in all primary schools. One common examination, the Certificate of Primary Examination (CPE) replaced the KPE. At the same time, a unified syllabus was introduced for all secondary schools. With the creation of the East African Examination Council in 1967, the Cambridge Overseas school certificate was replaced with the equivalent East African Certificate of Education while the Cambridge Overseas Higher school certificate was replaced by the East African Advanced Certificate of Education.

One effect of these curriculum and examination changes was a shift towards general education, enabling learners at the primary level to receive basic education in terms of literacy, numeracy, manually co-ordination and general knowledge of the world.

At the secondary level, the replacement of the Cambridge syndicate with the East African Examinations Council paved the way for improvements in and localizing the content of education. The secondary-school syllabuses were to include relevant materials, with English literature including African authors, history embracing Africa history, in addition to new science and mathematics courses and other practical subjects like agriculture, industrial arts, home science and commercial subjects Sheffield (1973).

The Kenya Institute of Education (KIE) played a crucial role in making the content of what was taught in Kenya schools more relevant to the future circumstances and lives of the learners.

iv) The Spread of the Harambee School Movement

Another significant development in the educational scenario during this period was the proliferation of self-help or Harambee (let's all pull together) secondary schools. They were constructed at the community level by local self-help groups in response to the increasing demand for educational facilities to cater for the rapidly expanding population and to the pressing need for high and middle-level manpower.

Many of the Harambee schools were single-stream day-schools teaching up to form two in poor buildings which were ill-equipped, understaffed and served by untrained teachers tended to be very poor. Given these conditions their examination results tended to be very poor. Given their disastrously poor examination performance, which was a potential source of resentment and frustration among the public, they become a matter of government concern. Consequently the Ominde commission recommended restricting the expansion of Harambee secondary schools.

For the schools to go beyond form II the Board of Governors had to shows evidence of being able to provide qualified staff and science laboratories. With the introduction in 1966 of the Kenya Junior Secondary Examination (KJSE) which had been abolished in 1955, those students with good results were able to proceed to government aided secondary schools. Harambee secondary schools absorbed the many primary-school leavers who could not otherwise proceed to the few, hard-pressed government secondary schools.

In 1967 the government decide on an organized and gradual take-over of Harambee schools. By 1969 the government was helping some of them with teachers. By 1968, Harambee secondary schools outnumbered government aided secondary schools in seven out of eight provinces hence a total of 498 Harambee schools against government-aided secondary schools.

7.5.3   The Rise ad Expansion of Secondary Technical and Commercial Education

By 1969 the large number of unemployed secondary school leavers was starting to cause concern to the government and so the Ministry of Education decided to make the curricular relevant to the student's future daily needs, requirements and aspirations and so there was need to put greater emphasis on technical and commercial education. The 1966 Kericho conference had also resolved that educational attention needed to be paid to agriculture and rural based employment opportunities Sheffield (1973). The government therefore embarked on plans to expand technical and commercial educational facilities.

The village polytechnic focusing on training skills in building, carpentry, poultry farming and commerce for self-employment in the rural areas, marked a break with the narrow academic approach of the past Anderson (1970). Through 4-K clubs in primary schools, agricultural training become readily available. The government's National Youth Service (NYS) made available opportunities for vocational education.

By 1970, there were fifteen technical schools and as provided by the 1970-74 development plan, their enrolment were to be expanded. With assistance from the World Bank, the government intended to build and equip more agricultural, home science and industrial arts workshops.

The government also proposed the construction of National Industrial and Vocational Training Centre (NIVTC) in Nairobi by 1970. With American and UNESCO aid, the Kenya Polytechnic was expanded to offer a wide range of technical and industrial courses.

7.5.4   Consolidation and Expansion of Teacher-Education

The government realized that the Harambee and government efforts towards increasing and expanding primary, secondary, technical and commercial education would not amount to much unless they were accompanied by similar developments in teacher-education. Therefore, appropriate teacher education programmes to improve the quality of education were designed and implemented.

Consequently, there was an urgent need to expand primary teacher education and also to boost the moral and competence of the primary school teachers. With regard to expanding primary

teacher-education the government embarked on an amalgamation of thirty-six small, isolated parochial and understaffed teaching-training colleges. This process was aimed at creating large teacher-training colleges for efficient use of the available resources. In 1968, the number of primary teacher-training colleges had been reduced to twenty-four larger and more efficiently administered colleges. By 1971, the smaller primary teacher-training colleges had been amalgamated further into seventeen larger and better-equipped colleges. This enabled the government to begin reversing the trend towards untrained teachers (UTs) by enrolling more primary teacher trainees in the expanded colleges. That year, 1971, the UTs in primary schools dropped from thirty-one per cent to twenty-four per cent.

The government was concerned both about the many UTs and the low academic credentials of primary school teachers. In 1968 an international conference was held in Nairobi that recommended that teacher education tutors should have graduate qualifications. Principals were to be individuals with solid qualifications, proven leadership qualities with relevant experience and foresight. To produce high-caliber teachers, it was recommended that teacher trainees be recruited from people with "O" level education.

With the introduction of the Bachelor of Education (B.Ed) degree courses at Makerere and Dar-es-Salaam University Colleges in Uganda and Tanzania respectively Kenyans also entered these institutions to qualify as graduate teachers. With Kenyatta College becoming a constituent college of the University of Nairobi in 1972 more places offering teaching qualifications become available and hence the increased production of professionally qualified graduate teachers.

Since the inception of S1 teacher-training in 1963, the facilities at the former Central Teachers' Training College (now KIE) had been inadequate. Now with the British Army leaving the former Templar Barracks in 1965, the College could move to the well equipped Kenyatta College and begin training more S1 teachers for arts and sciences in secondary schools. Kenya Science Teachers' College (KSTC) was set up in 1966.

Teachers for technical and commercial subjects in secondary schools were trained at the Kenya. Polytechnic and at the former Kenyatta College. To ensure the success of the agricultural

education programme in schools, in 1966 Egerton Agricultural College, Njoro (now Egerton University) embarked on training non-graduate teachers for secondary school Sheffied (1973).

7.5.5 Early Childhood Education in Kenya

i) Introduction

When Kenya become independent in 1963 one of the challenges which faced Early Childhood Education was lack of enough ECD centres. Most of the existing pre-schools were for European and Asian children. The pre-primary schools were established by churches and welfare organizations through Harambee philosophy and through the same spirit communities and groups came together to establish their own schools.

The Ministry of Home Affairs and Ministry of Health were charged with the responsibility of inspecting nursery schools and Day Care Centres to ensure health and safety of children. In 1966 the Germen volunteer services in Kenya sponsored the training of local personnel to work in the Day Care Centres. The training courses were for four to six months at Embu and Kakamega Multipurpose Training Centre.

ii) Historical Development of ECE in Kenya

From 1963-1969 the government of Kenya was involved in the following activities.

- In 1964 Mzee Jomo Kenyatta opened Thomas Bernado House Nursery school.
- A committee formed to look into running of early childhood education. The committee was made up of members from the Ministry of Education, Ministry of Health, National Christian Council of Kenya, Kenyatta University College etc.
- In 1969 a seminar on the status of pre-school education in Kenya was held to evaluate the status of pre-school education.

From 1970-1979

- In 1970 the Ministry of Housing and Social Services was made incharge of ECE.

- In 1971 the Ministry of Education and the Bernard Van Leer Foundation agreed to co-operate in developing a training programme in ECE that took place in Nairobi (1972), Muranga (1975) Kiambu (1977), Keiyo/Marakwwet (1979) and Kilifi (1982).

From 1980-1989

- The responsibility of running ECE was transferred to the Ministry of Education in 1980.
- In October 1982 the Ministry of Basic Education and Bernard Van Leer Foundation held a national seminar on pre-school education in Malindi with the aim of reviewing the progress achieved during the pre-school projects first decade and making recommendations for the rapid development of pre-school education in Kenya.
- National Centre for Early Childhood Education (NACECE) was established at Kenya Institute of Education (KIE) in 1984 and in January 1985 saw the official start of NACECE by then the Minister of Education Hon. Peter Oloo Aringo.
- Nine District Centres for Early Childhood Education (DICECEs) were set up in 1985 to serve their own and nearly districts.
- In the same year (1985) Islamic Integrated Education Programme (IIEP) was established but became fully operational in 1986. The programme offers broad based ECD experiences to Muslim children of age 0-6 years.
- A second National seminar on ECE was held at Jadini Beach Hotel in Mombasa.

From 1990-1999

- In 1990 ECD section was made a full Division of its own at KIE.
- From 1989-1993 the scope of early childhood was broadened to include children less than three years of age.
- The centre of ECE was established at Kenyatta University in 1995 and the B.Ed programme launched in the same year. In 2002 the centre of ECE was elevated to a department of Early childhood studies under the chairmanship of Dr. Barbra Koech.
- Prof. Daniel M. Kiminyo is regarded as the father of the department due to his contributions, commitment and dedication to ECDE in Kenya.

- The Ministry of Education, Science and Technology launched the GOK/World Bank ECD project in 1996 and ended in June 2006. The project was meant to fund ECD programmes.
- In 1999 a symposium on alternative/complementary approaches was started. The new concept aims at reaching the under 3 years of age.

From 2000-2009

- A conference was held at Kenyatta International Conference Centre on November 27th-29th 2003.
- The conference discussed among others the emerging issues in ECE for instance the children's Act, HIV/AIDS prevention, how to strengthen inspection and supervision services of ECE projects, community support grants programme e.t.c.

Current status of ECE in Kenya

- ECE in Kenya today has various types of programmes e.g. state sponsored, private, home based care, employer sponsored, sponsored by religious organizations, ECD sponsored, half/full day programmes, community sponsored programmes.
- The number of ECD centres is in the increase for example according to economic survey (2010) the number of pre-primary schools increased from 37,954 in 2008 to 38,247 in 2009
- The number of trained teachers increased form 57,976 in 2008 to 71,580 in 2009.
- The child teacher ratio improved from 22:1 in 2008 to 21:1 in 2009. This is a sign of improved quality of early childhood education.

7.5.6 Summary

Before the coming of the white man to Kenya African had their own ways of educating their children. The methods used were very effective and had far reaching impacts in children's lives. The methods were participation in work, story telling, playing games, singing songs, observation, reciting riddles and singing lullabies. However, when the colonialists came in

children were grouped into four categories i.e. Europeans, Asians, Arabs and Africans. Each group was taught differently from the other.

The African child was seriously scared by the way the Whiteman handled their parents. The methods their parents had been using in teaching them could not be applied any more. Children lost respect for their parents when they saw the colonialist ordering them left and right.

After independence there was a big change in the education system. Racial segregation encouraged by the Whiteman had to be done away with and Kenyan children all learnt in same classrooms and same schools irrespective of their racial background.

Early childhood education picked up so well and today a good majority of public universities now offer the same course up to post graduate level and beyond.

7.5.7   Learning Activities

i)   In details explain the methods used in educating children during pre-colonial Kenya.

ii)   Discuss the four systems of education that existed during the colonial time. Highlight on the merits and demerits of each one of them.

iii) British colonization impacted very negatively on Kenyan children's education. Discuss

iv) Explain some important changes that were witnessed in Kenyan education system immediately after independence.

v)   Write down brief notes on the strides Kenya has made in the development of Early Childhood education since independence.

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LECTURE EIGHT: EDUCATION COMMUNICATIONS IN KENYA

8.1   Introduction

This lecture is all about some education commissions in Kenya. It puts more emphasis on the commissions that were conducted after independence.

The lecture covers the following:

- Finding and recommendations of the Beecher commission.
- Complexities that were facing education at independence as unearthed by Ominde commission and recommendations made for primary, secondary and technical education.
- The founding of the second University (Moi University) and the challenges that Kenya was facing as noted by Koech's commission.
- Learning activities
- Summary
- References

8.2   Lecture Objectives

By the end of this lecture students should be able to:

- Master the findings and the recommendations of the Beecher Commission.
- Note the complexities that were facing education at independence and recommendations made for primary, secondary and technical education.
- Find out challenges that Kenya was facing as noted by Koech's Commission and the need to revise the 8+4+4 system of education.

8.3   The Beecher Commission Report 1949

Faced with the problem of uncontrolled expansion of the primary school system together with great financial and manpower constraints the colonial governor appointed a committee in January 1949 under the chairmanship of Archdeacon L.J. Beecher of Mombasa to examine and report on the scope, content and methods of the African educational system. So, this constituted the terms of reference for this committee. The committee consisted of several other churchmen. Only one African, Eliud Mathew was appointed on the committee.

8.3.1 Findings of the Committee

The most serious problem of the system identified by the committee was the expansion at the primary level without adequate financial provision and control. Supervision, teacher training and other aspects of planned development had failed to keep pace with the expansion. The committee noted that the intense pressure that was being exerted on both the missions and the government had increased the quantity of educational facilities at the expense of quality.

8.3.2 Recommendations

The committee made a total of 148 recommendations and some of them were"

i)   Strict supervision and control was recommended to reverse the trend of primary school level expansion so as to restore quality of education.

ii)   The committee stressed the importance of sustained local initiative.

iii)   To ease the financial burden on the local authorities it was recommended that responsibility for primary and intermediate schools be placed under reconstituted District Education Board.

iv)   To ensure local participation under the Regional Education Boards, Board of Governors were to be appointed to supervise the implementation of policy in each school.

v)   The committee recommended the introduction of an 4-4-4 system of primary, intermediate and secondary education to replace the 6-2-4 system.

vi)   The committee stressed the importance of maintaining co-operation between the government and the missions.

vii)   It recommended a religious based education and the continued use of the grant-in-aid system.

viii) Independent schools were recommended to be considered as voluntary agencies, so as to qualify for financial assistance.

ix)   It recommended that education should meet the needs of the predominantly rural society.

x)   It recommended the establishment of unified teachers' service with salary scales linked to those of the government servants.

xi)   It was also recommended that Africans should be prepared for their future leading role in Kenya.

8.3.3. Reaction to the Beecher Report

To the government the reaction was positive and so 1952 saw some of the implementation e.g.

- The government soon sent out European staff to recruit teachers from abroad and within a short time several European teachers started arriving.
- However the African reaction was negative because of some two factors.
    - They were unhappy about the great emphasis placed on quality rather than quantity of education as they behaved that this would curtail their desire for universal literacy.
    - Change of system from 6-2-4 to the 4-4-4 system. It was argued that 4 years of primary education was too short to enable children acquire literacy.

8.4.   Ominde Commission-1964

8.4.1   Introduction

The government was quick to recognize the complexities facing education at independence and the need to provide immediate guideline towards their solution. To give the needed changes a firm foundation and clear direction was required. Immediately after independence in December, 1963 the Minister of Education appointed a high-powered commission, chaired by Professor S.H. Ominde, whose terms of reference were: to survey the existing educational resources of Kenya and to advise the government in the formation and implementation of national policies for education which

i)   Appropriately express the aspirations and cultural values of an independent Africa country.

ii)   Take account on the need for trained manpower for economic development and for other activities in the life of the nation.

iii) Take advantage of the initiative and service of regional and local authorities and voluntary bodies.

iv)   Contribute to the unity of Kenya.

v)   Respect the educational needs and capabilities of children.

vi)   Have due regard for the resources both in money and in personnel that are likely to become available for educational service.

vii)   Provide for the principal educational requirements of adults.

The Report

8.4.2   Recommendation for Primary Education

The commission report stressed primary education as the stage of acquiring foundation equipment for living. It recommended primary education for all children and as the minimum basic educational requirement for take off into the modern sector of national life.   They recommended a primary school programme with emphasis on numeracy, literacy and the rudiments of citizenship. They urged revision for all syllabuses to make them Kenyan-oriented. The report took a new departure on examinations and recommended that no child should fail the Kenya Preliminary Examination taken at the end of Primary school. Instead certificates should be issued to all candidates, a certificate simply bearing results obtained by each pupil, so that it would put on end to the "failed KCPE" nonsense.

8.4.3   Recommendation for Secondary Education

The commission advocated for a policy to relate school output to the manpower needs in the areas of trade, industry and agriculture, and further stressed the importance of the practical aspects of the subjects taught. The commission suggested a general certificate of education showing passes obtained according to the pupil's ability and free from worry of whether he would meet the requirements for obtaining the school certificate.   The commission was also highly critical of the quality of secondary education offered in the Harambee secondary schools.

8.4.4.   Recommendations for Technical Education

The commission recommended that technical education should be planned as a whole with close references to ascertain demand for manpower. They changed the Ministry of Education with the responsibility to initiate the education and the training of Kenyans for industry, commerce and public service.

8.4.5   Response to the Recommendations

Recommendations may be summarized in the following list of achievements.

i)   The rapid expansion of education opportunities at the primary and secondary levels in the rural areas.

ii)   The removal of racial segregation from the school system.

iii) The localization of syllabuses.

iv)   The production in Kenya of text-books and other educational material on an increasing scale.

v)   The establishment of secondary teacher education at the university, Kenya Science Teachers' College, Egerton Agricultural College and Kenya Technical Teachers College.

vi)   The introduction of applied subjects into secondary schools and associated teacher education programmes.

vii) The introduction of supervisory service for primary education.

viii) Major advances and rapid expansion in technical and tertiary education.

NOTE

Two measures were instituted to facilitate racial integration in secondary schools:

1) Government bursaries were given to deserving Kenyan and government grants to high cost boarding secondary schools to enable them to remit the fees in the case of deserving students.

2) From January, 1967 the Ministry of Education directed that any new intake must have at least 50 percent Kenyans. By 1970 racial integration had been fully attained and many of the peculiar foreign names of schools had been Kenyanized.

8.5   The Gachathi Committee-1976 (The National Committee on Education Objectives and Policies NCEOP)

The committee was set up by the Permanent Secretary in the office of the President to:

- Evaluate the current system of education.
- Define a new set of education goals for the second decade of independence.
- Formulate a specific programme of action for achieving those goals.

The committee was chaired by P.J. Gachathi, the Permanent Secretary in the Ministry of Education. The terms of reference for the committee were:

1. To redefine Kenyan's educational objectives and to recommend policies to achieve these objectives within the country's financial constraint giving consideration to:
   - National unity
   - The economic social and cultural aspirations of the people.
   - The distribution of the benefit and costs of education
   - The need to relate education to employment opportunities and to the requirements of rural development.
2. Formulate a feasible programme of action to achieve these objectives.
3. To review previous reports on the education system of Kenya.

8.5.1 Findings of the Committee

The committee noted the following: -

a) The largest problem confronting the country was that employment, especially of the school leavers.

b) Formal education had come to be seen by the public as the best access route to the success and progress of the individual and the society.

c) The objectives, structures and content of the education system were highly selective.

8.5.2 Recommendations

In its recommendations, the committee laid emphasis on the following"

      i)   That resources both natural and human would have to be shifted to productive activities in agricultural production and related industrial and commercial activities to generate increased resources for education and other services.

      ii)   Growth of rural areas and the informal sector of the economy needed to be facilitated with a view to creating self-employment opportunities for the majority of Kenyans.

      iii)   Education and training would need to be modified so as to cater for the majority of students who terminate the education at any one-level. Vocational

training needed to be oriented increasingly towards self-employment in rural areas.

    iv)   There need to promote National Unity and culture.

    v)   Systems of education and training had to have appropriate changes to meet the challenges of a rapidly changing world.

In broad outline the committee examined and submitted recommendations on the following:

a) The Nations social, cultural and economic values.

b) Education and national development, including the distribution of incomes.

c) Education and employment.

d) Access to education.

e) Basic education, secondary education, special education, university education, technical education, continuing education and teacher education.

f) Educational materials and equipment.

g) Organization of national examinations.

h) Management of education and training.

i) Resources for education and training.

NOTE

The committee emphasized the need to revise the educational system and construct a curriculum that was more relevant to the needs of individuals and society in Kenya. The report stressed a curriculum that would prepare the youth to be productive members of the society.

8.6   The Mackay Commission-1981 (The Presidential Working Party on the Second University)

There emerged criticisms over the kind of education that was being offered. The following were some of the criticisms:

▪ The systems offered academic-oriented education with emphasis on the acquisition of certificates. With the over-production of school-leavers at all levels in excess of what the

economy could absorb. This led to the production of increasing numbers of unemployed school leavers.

- That the education systems were oriented to producing graduates with a bias to "white collar" jobs. In a country like Kenya whose backbone of the economy is agriculture such mentality was detrimental to the overall development of the country.

With the criticisms in mind it was felt that Kenyan system of education up to 1980 needed a radical change to make it relevant to the needs and aspirations of the Kenyan community.

8.6.1   The 8-4-4 System of Education

The criticisms labeled against the previous system of education together with the need for the establishment of a second university, on the 21st January, 1981, the President His Excellency Daniel T. Arap Moi, appointed a "Task Force, the presidential working party, under the chairmanship of Dr. Colin B. Mackay, a Canadian to examine the Kenyan education relevant to the Kenyan needs.

The report submitted contained specific recommendations related to the establishment of a second university and some reflections on the entire system of education. The recommendations were presented and accepted by the President in 1982 leading to the launching of the 8-4-4 system of education on the 7th January 1985.

8.6.2   Notable Changes in the 8-4-4 System

The following are some of the significant changes introduced by the new system:

- Emphasis on practical subjects like agriculture woodwork and art and craft. The change was aimed at making the school graduates self-reliant, equipped with practical skills.
- Increase of the primary school education by one year from seven to eight years. This was aimed at making the graduates of the primary level more mature.
- Abolition of the advanced school certificate of education so that form four successful graduates could straight away enter the university. But on the other hand, the university undergraduate courses were made longer by one year.

- Setting up a second university i.e. Moi university in the Rift Valley Province hence creation of more university education opportunities to secondary school graduates.
- Phasing out the registration of private candidates for the national examinations. This came about as a result of the nature of the system which demanded that practical subjects be included among the compulsory ones.

8.7   The Koech Commission Report-1998

8.7.1 Launching of the Commission

The commission headed by Dr. K. Koech was launched by His Excellency the President, Hon Daniel T. Arap Moi on Wednesday 17th June 1998 at the State House Nairobi. The President reminded the commission that he pledged to Kenyans that a review of education system (8+4+4) would be undertaken in order to deal with whatever problems there might be.

He pointed out that the 8+4+4 system of education had served Kenyans for over a decade and that during that time poverty had increased and made it difficult for many parents to educate their children as they would have wished. This is the reason why the terms of reference required the commission to accept the necessity of providing and/or facilitating quality education to increase resources. It is also the reason why the commission had to accept as a constraint that the government recurrent expenditure on education should not grow more rapidly than the government recurrent budget.

The commission's work was to fulfill the requirements of the terms of reference by collecting about 1000 recommendations from previous education reviews. After some logistical delays, the commission started visiting all the districts in September 1998 to meet with members of the public.

Challenges Facing the Nation

The commission identified various challenges facing the nation which any new education system had to address. These included:

i)   The challenge of providing quality education for all eligible learners.

ii) The need to mobilize adequate resources additional to what the government could allocate to education, including liberalization of education, to mobilize effective partnership with the private sector and other providers.

iii) The devastating threat posed to the nation by the HIV/AIDS epidemic and the need for education system that would target the youth for desirable behaviour change towards the eradication of the epidemic.

iv) The challenge of industrialization that the country wishes to achieve by the year 2020 and the need for the education system to prepare the human resources that would determine the effective utilization of all other resources towards the achievement of this goal.

v) The importance of universities as assets for generating high level human resources essential for the envisaged industrial development, and hence the need for rejuvenating higher education, emphasizing the importance of resource and its utilization for development.

vi) The challenge of expanding alternative and continuing education programmes and orienting all Kenyans towards life-long education.

vii) The need for a comprehensive and all inclusive law on education and effective mechanisms for the management and co-ordination of education.

8.7.2   Conclusion Arrival at by the Commission

a) The national goals of education were still valid but their achievement had been hindered or limited by factors that could have been avoided, such as the implementation of the quota system for admission into the various categories of secondary schools which worked counter to the goals of national unity.

b) There is need to strengthen the moral fabric of the nation through greater emphasis on Religious Education and Social Education and Ethics whose teaching should adopt a practical approach.

c) The anticipated growth of middle level colleges upon the abolition of A-levels did not happen. Instead, technical education took a downward trend and has been unable to provide the level and quality of technician and artisans needed for the country's industrial take off.

d) The poor co-ordination of education services and too much centralization of decision making informal education services at the headquarters of the Ministry of Education hampered the growth and development of this sector.

e) The objectives of the 8+4+4 system of education were langable but the implementation process was haphazard and lacking in several crucial ways, especially the initial lack of consultation with stake-holders and the poor monitoring to ensure the readiness of educational personnel and institutions for its successful implementation. This led to poor rendering of the practical orientation of the curriculum, and to requirements that were unaffordable to most parents. This in turn led to lower environments, high rates of drop-out and poor achievement because of increased rote-learning rather than practical application. The content of the curriculum was over-loaded and impossible to cover within the specified academic years.

f) Early childhood education of learners with special needs and education in pockets of poverty and ASAL areas have largely been neglected in the implementation of the public policy on education.

g) The rate of student increase in the various public universities without complementary increase in facilities and staffing has contributed to the lowering of the quality of education at these institutions.

h) Poor linkage between educational institutions and industry has contributed to the lack of quality and relevance which in turn led to the slow rate of employment creation.

i) Some members of the public thought that all the problems associated with the 8+4+4 system of education would be solved by merely going back to the old 7+4+2+3 system. The commission, however, believed that the solutions required to revamp the education system go beyond the mere structure.

j) The existing Education Act is out of date as it neglects crucial areas of education including Early Childhood Care, Development and Education, Education for those with special education needs and the role of Parents Association.

Summary

In the year 1949 the colonial government appointed Archdeacon L.J. Beecher to examine and report on the scope; content and methods of the African educational system. The commission

discovered that there was expansion at the primary level without adequate provision and control. It was resolved that the expansion be controlled but then more teachers had to be recruited into the teaching force.

Immediately after independence another commission was set headed by Professor Ominde. The commission was to look into the aspirations and cultural values of an independent African country. The commission looked into primary, secondary and technical education and then gave its recommendations.

In 1976 yet another commission headed by Gachathi was set up. The main problem that the commission found out was the rampant state of unemployment among the school leavers. The commission recommended that appropriate changes to meet the challenges of a rapidly changing world was to me made. This saw the incoming of the 8+4+4 system of education by Mackay's commission in 1981. The commission emphasized on the teaching of practical subjects.

A decade later saw yet another commission headed by Koech. The commission revised the 8+4+4 system of education that had proved overloaded.

Learning Activities

a) Explain why the colonial government thought of it necessary to set up an education commission in Kenya in 1949.

b) Immediately after independence Ominde commission was set up

    i. State why this was necessary

    ii. Explain the recommendations made for each level of education.

c) Discuss in details why Kenya decided to change to 8+4+4 system of education in the year 1981.

d) A decade later than the President, Hon. Daniel T. Arap Moi saw it fit to revise the 8+4+4 system of education. Explain the challenges facing the country then that necessitate the decision.

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LECTURE NINE: ISSUES IN ECD AND PRIMARY EDUCATION IN KENYA

9.1   Introduction

This lecture coves issues facing early childhood and primary education in Kenya. The lecture will take care of the following areas:

- How free primary education has impacted on both pre-school and primary school education.
- Possible ways the government should employ to improve education in ECD and primary sections.
- How HIV/AIDS has impacted on education in the nursery and primary schools.
- The role of District Education Officers in ensuring that DICECEs under them operate effectively.
- Learning activities.
- Summary.
- References.

9.2   Lecture Objectives

By the end to this lecture you should be able to:

- Explain how Free Primary Education has impacted on pre-school and primary education.
- Suggest how the government can improve nursery and primary school education.
- Discuss impact of HIV/AIDS on pre-school and primary education.

9.3   Issues Facing Early Childhood Education

i)   Free Primary Education

- Drop in the number of ECD centres with feeding programmes.
- Enrolment in ECD centres in some areas dropped due to

    (a) Introduction of free primary education

    (b) Parents expected ECD services to be provided free of charge.

    (c) Some parents withdrew their children from ECD centres.

    (d) Some parents take their children directly to class one

- Poor teacher remuneration. Parents expected government to pay teachers. Suggestions for improvement include.

- Sensitization meetings in the community on the importance of ECE.
- Pre-primary classes be made an integral part of primary school.
- All ECD centres should start feeding programmes to help retention of children at school in maginal areas.
- Government should employ ECD teachers to provide job security.

ii) HIV/AIDS Many parents have died who are the main sponsors of ECD programmes.

iii) Employment of untrained teachers. Some ECDE centres employ teachers who are untrained.

iv) School committees have poor management skills and hence lack of effective delivery of services.

v) Poverty. There is widespread poverty and poor economic growth hampering quality and sustainability of ECD programmes.

vi) Inadequate supervision of ECD programmes due to understaffing and vastness of some districts.

vii) Most ECD programmes have inadequate physical facilities.

viii) Most of the DICECE officers have not been inducted to carry out quality training for ECD teachers in the expanding programme.

ix) Low funding of ECD programmes by the exchequer in comparison with other levels of education.

x) Lack of clear policies in ECD as most of the government documents are silent on key issues such as

      (a) Terms and conditions of services for pre-school teachers.

      (b) Modalities of partnership.

      (c) Establishment and registration of ECD institution.

      (d) Linkages between various players in ECD.

      (e) Issues of 0-3 year olds.

      (f) Transition of children from pre-schools to primary schools.

xi) Inadequate transport for DICECE officers hampers the implementation of ECD programmes at the grassroots levels.

xii) With information and communication technology expanding rapidly in Kenya DICECEs lack computers for information processing and communication.

xiii) Emergence of slums with 70% of children in urban areas with no access to ECD PROGRAMMES.

xiv) Lack of more training opportunities for the NACECE personnel who are the Trainers or Trainers (ToTs).

xv) Inadequate ECD materials since many publishers decline to undertake publishing of ECD materials as they lack ready and quick markets.

xvi) Many children 3-6 years (about 36%) are not reached by ECD programmes while those below three years are not catered for by ECD programmes.

xvii) The suitability of ECD programmes is being undermined by poverty and parents' low level of participation and awareness in regard to their importance.

xviii) There is low participation of men hence reducing achievements of the programme.

xix) Most ECD programmes have inadequate physical facilities.

9.4   Issues in Primary Education

i) Overstretched facilities- the facilities in primary schools are not many enough to serve the overwhelming number of pupils that have joined the schools due to Free Primary Education (FPE) programme.

ii) Shortage of teachers- the government of Kenya is not able to hire adequate number of teachers that would take care of the pupils. This has, therefore, conditioned teachers to handle more than enough learners.

iii) Overcrowding in schools especially in urban slums where a good majority of children were not able to go to school before the introduction of F.P.E.

iv) High pupil- teacher ratios in densely populated areas where each teacher has to handle more than the official maximum number of children per class.

v) The diminished community support following the misconstrued role of government vis-a-ris that of parents and communities in FPE implementation.

vi) The increasing number of orphans in schools and communities. A good majority of the orphans are from HIV/AIDS parents. They are not able to effectively learn because they happen to lack basics required at school for instance uniform, exercise books, pens, shoes etc.

vii) Children with disabilities/special needs find it quite difficult to cope up with the rest of the children that they are mainstreamed with.

viii)   Gender insensitive environments all require novel and specific strategies of intervention.

ix) Negative cultural practices that still exist in some communities interfere quite a lot with the education of children. For instance Female Genital Mutilation (FGM), wife inheritance etc impact negatively on the social life of pupils.

9.5   Summary

While it is true Free Primary Education has been of a lot of assistance to parents across the country, it has been discovered that the programme has also its side effects both to pre-schools and primary schools.

It is sad to learn that upto now there are no clear policies about pre-school education in Keya, especially those attached to public primary schools. HIV/AIDS is yet another very serious problem in schools today. A good majority of children who are affectively learn.

9.6   Learning Activities

i)   Explain in details how Free Primary Education has impacted on pre-school programmes.

ii) Lack of governments clear policies in ECD has contributed negatively on ECD. Discuss.

iii) Discuss how best the Ministry of Education can alleviate problems caused by FPE in nursery and primary schools.

iv) HIV/AIDS has far reaching effects on ECD and primary school children. Explain.

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