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6011 - DIPLOMA IN ECDE- REVISION PAPERS. FOUNDATIONS OF ECDE. MARKING SCHEME

1. (a) Similarities and differences between ECDE programmes in Kenya and Uganda.

Similarities:

- Both have a working policy on ECDE.
- In both, ECDE is coordinated at national level.
- Both have training programmes for teachers up to degree level.
- Both have similar aims of reducing infant and child mortality and increase access to quality daycare and pre – school services.
- Both emphasize partnership in provision of ECDE services.

Differences:

- Unlike Uganda, Kenya has a pre – school syllabus.
- In Kenya, the policy on teacher’s employment is yet to be actualized.
- ECDE services in Kenya are under the Ministry of Education while in Uganda, several ministries are coordinated by the Children National Council.
- Lack of a decentralized district structures in Uganda.

(b) The way forward towards the improvement of the status of ECDE in Kenya.

- To continue to encourage local authorities, communities, parents, private organizations to sponsor and donors to establish more pre – schools to deal with the ever increasing demand.
- To establish District Centers for Early Childhood Education (DICECE’s) in all districts in the country.
- To review training programmes for pre – primary teachers in order to increase the supply of qualified teachers.
- To encourage teachers training

institutions to do research and produce local teaching / learning materials.

- For government to start employing pre – school teachers.
- Attempts should be made to humanize all the terms and conditions of pre – school teachers in the country.

(c) Strategies that can be used to minimize problems emanating from Free Primary Education.

- Government should have a policy for children to have a compulsory two years learning at the pre – school before moving on to primary one.
- The government to set harmonized payment standards for both public and private schools and ensure they are adhered to e.g. Private ECDE centers charge extra fees due to the low quality of education in ECDE public centers.
- There should be better pay incentives and working conditions for teachers.
- Set a code of regulations for pre – school teachers.
- Parents who do not take their children to school should be prosecuted.
- School feeding programmes must be initiated.
- Parents should be sensitized through the field officers on the importance of ECDE.
- Government should help in the maintenance of their pre – schools, eg. Constructing permanent structures.

2. (a) Government policies on ECDE.

- In 2006, ECDE policy framework was developed by the government and had the following issues:-
- Streamlining ECDE into primary education.

- 2 years compulsory at pre – school.
- Registration of ECDE institutions.
- Supervision of provision of ECDE services.
- Training and employment of ECDE personnel.
- Conduct research on ECDE.
- Deploying trainers of ECDE programmes.
- Government to provide facilities and employ ECDE teachers through the Ministry of Local Government.
- Ministry of Public Health to provide primary health care services, disease prevention and immunization services to pre – school children.

(b) Impact of Free Primary Education on ECDE.

- In extreme poverty, parents cannot afford to provide for basic needs that will enable children to be in school e.g. Food and uniform.
- In Arid and Semi – Arid Lands (ASAL), there are few schools and are affected by pastoralism. Children move with their parents from one place to another in search of pasture.
- Many parents pulled out their children to stay at home until they were for age to join Free Primary Education. Other parents failed to pay fees to pre – school administrations.
- Positively, ECDE stake holders were challenged to work on a legal framework for ECDE.

(c) Roles of NGO's in ECDE.

- Examples:- Bernard Van Leer Foundation – Main sponsor Aga Khan Foundation, UNICEF, ANPPCAN, Action Aid Kenya and CCF, etc. These NGO's have provided a lot of support through donations, sponsorship of seminars and workshops, funding of ECDE projects, technical assistance in

form of in – service, provision of knowledge and skills and research on ECDE. The NGO's have also partnered with the government, religious organizations and individuals to provide ECDE programmes.

3. (a) Definition of philosophy in relation to early childhood .

Philosophy;-

- This refers to the reviews, beliefs practices and principles governing ECDE. It aims at giving meaning and purpose through the development of answers to basic questions. The principles, beliefs and practices are aimed at realizing the goals and objectives of ECDE. Issues in ECDE are addressed through philosophy, critically resolved and analyzed.
- Those who come up with established schools of thought are called philosophers.
- Sociology - Study of society and particularly individuals and members of a society are related. Children are members of society and it is the society that shapes their growth and development. How they relate and operate within society is addressed by sociology.

(b) Difference between traditional and modern philosophy.

- Modern philosophy - Is a school of thought based on research findings. Modern thought is based on various accepted facts.
- Traditional philosophy - Had certain aspects that had not been properly explored and were based on myths.
- Facts about modern philosophy are written down unlike the traditional ones that were passed from one generation to another.
- Modern philosophy is formal, has written influence and has areas of specialization.



(c) Differentiating the concepts of the child in:-

(i) African Context:-

- Children were highly valued in the African context for continuity of the family and extension of the community. They were regarded as the strength of the society. Children were also a source of self esteem to the parents, families and society.
- There was a clear difference context between a child and an extension adult. Transition from childhood to adulthood was marked by a rite of passage.
- The coming of children in a person's life brought new titles of 'Father' and 'Mother'. Children were named after relatives, things in the environment, events or various times.

(ii) International context of a child:-

- International context of a child is a result of a long process of sensitization and mobilization. It is based on the deliberations and declaration of the Geneva Declaration of the Rights of the Child in 1924 which was adopted in September 26, 1984 by League of Nations. It defined a child as any human being who has not attained the age of 18 years.

4. (a) Effects of the following in ECDE programmes in Kenya.

(i) HIV / AIDs:-

- Children are orphaned leaving them homeless and in need of basic needs.
- Lack of opportunities especially in the child – headed families.
- Children could be born infected with HIV/ AIDs.
- Children affected or infected are unlikely to join pre – schools.
- Frequent ailments are common among those infected. This will strain health care services for children.

(ii) Changing family structures.

- Has affected the child rearing practices.
- In nuclear and single parent families, children are lonely and live in crowded environments.
- No room for being creative and innovative as most of their play materials are ready made.
- Children from single parent homes may lack father or mother attentions, thus affecting their socialization.

(iii) Child abuse.

- Some children engage in child labour and they begin to head their families.
- Common forms of abuse e.g. Sexual molestation, Female Genital Mutilation (F. G. M), beatings, caning in schools, drug trafficking, using children to beg, unlawful confinements, witnessing killings, early marriages etc. These entire factors affect the enrolment in ECDE centers.
- Increased violence, ethnic and political violence, changing family structures, etc. have led to the abuse and trauma of many children.

(b) Impact of African resistance movement to colonial rule on ECDE.

- Most popular was Mau Mau resistance movement. From 1952, the movement was mostly active in Central and Eastern parts of Kenya.
- Armed conflicts led to detentions of many young parents. Harassment of parents and children had a psychological impact. Their self – esteem was negatively affected.
- Forced labour on the colonial plantations denied children the care they could have gotten from their parents. Parents had no time to train their children. This led to moral decay.
- In the plantations, ECDE centers were established. The centers served as rescue

