

Childhood in Kenya: “Upbringing, Values and Attitudes, Primary Education”



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Upbringing

- ▶ Of 46M Kenyan pop, half+ (52%) are children.
- ▶ *“It takes a village to raise a child”*...birth, weaning, care, initiation rites, marriage = communion.
- ▶ *Influences of families & clans*, Hence grow up with sense of communism, high sense of public approval, mindful of others, fear for the societal norms and expectations.
- ▶ Role of Culture in shaping child's upbringing.
- ▶ For the Kisii community: Diff -accessibility to production resources,, 80% of the farm workers are women. The *boy child as such has a birth right to own land* while a girl child does not (Bitengo, 2012).
- ▶ Pastoralists; 'sharpest' boy = Herds' boy

Early marriages & FGM affecting child upbringing:

- ▶ **Mijikenda families**, girls married off at tender ages, boys = 'beach boys'. Key interest is put on marriage roles by women eg *good house-wives* & effective home managers (Komora, 2014).
- ▶ 1 in 4 married b4 18yrs (UNICEF, 2017)
- ▶ *The Somali, "A girl is like a vegetable"*
- ▶ FGM (Samburu & Maasai), disastrous for edn. After = lower social restricts & engage in sexual activity since seen as "women" = pregnancy, school dropoutearly marriage (Mugo, J.et al.,2010)
- ▶ Source of wealth to her parents.
- ▶ Increase in education level = Decrease in pride prize.

Gabra community in Northern Kenya ranks:

GOD



MAN



CAMEL



GIRL



Photo: Children receiving corporal punishment from a teacher

Inculcation of Values & Attitudes in the Kenyan Child

- ▶ Values are provided at home & community.
- ▶ Media is a major influence on values...more negatively.

Teaching and learning:

- ▶ a) “The end justifies the means” value (for mean score & certification.)
- ▶ b) Replicates the *culture of violence* as discipline = punishment, (corporal punishment, 54% Trs & 89% of pupils.)

Ways of +ve transfer

- ▶ Leadership & modelling by school admin
- ▶ Mimicking of adults by children.
- ▶ Use of humour to engage children.
- ▶ Partnership with civil society & FBOs.

Change & Effects ?

- ▶ *Changing family set ups*; Sole-oriented type of parenting.
- ▶ Female-headed household (1/3)(GoK & UNICEF, 2015). = Few significant male figures
- ▶ Urbanization and dislocation, including the rapid growth of squatter settlements and the increase in homelessness, have also contributed to these patterns of change (Swadener & Mutua, 2000).

Primary Education in Kenya

Relationship between PE & ECDE :

- ▶ *Primary education is free while ECDE is not free.*
- ▶ *Primary schools are “owned” by the national government;* ECDE is devolved but majorly owned by parents (75%)
- ▶ About 1/3 preschool-age (3-5 years) children not enrolled.
- ▶ Causes: Infrastructure problems, retained in the extended family system of child care

Primary:

- ▶ FPE = increased enrolment, incr sec sch transition, high polarisation (Unvsty entry = prov 1/5 less chance as of Natnl schs & 1/100 for Distr schs)
- ▶ 6/100 children aged 6-16 yrs never enrolled.

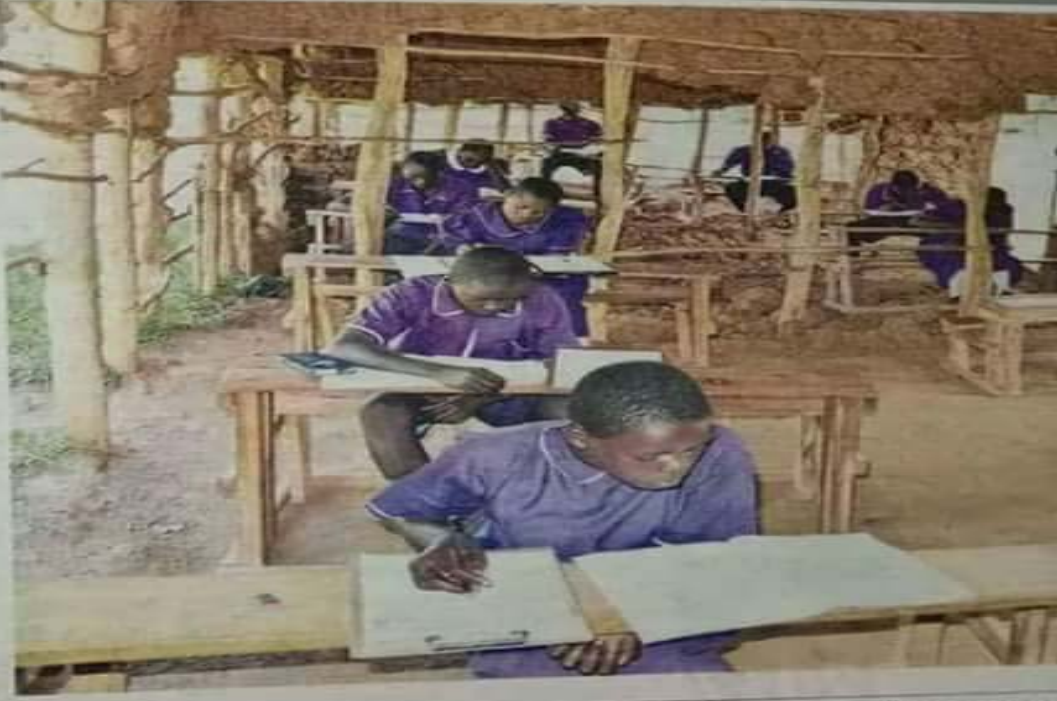
Access and Quality of Primary Education

had a public spat in Kisumu. will their headstrong sons lead K

Working for better future...

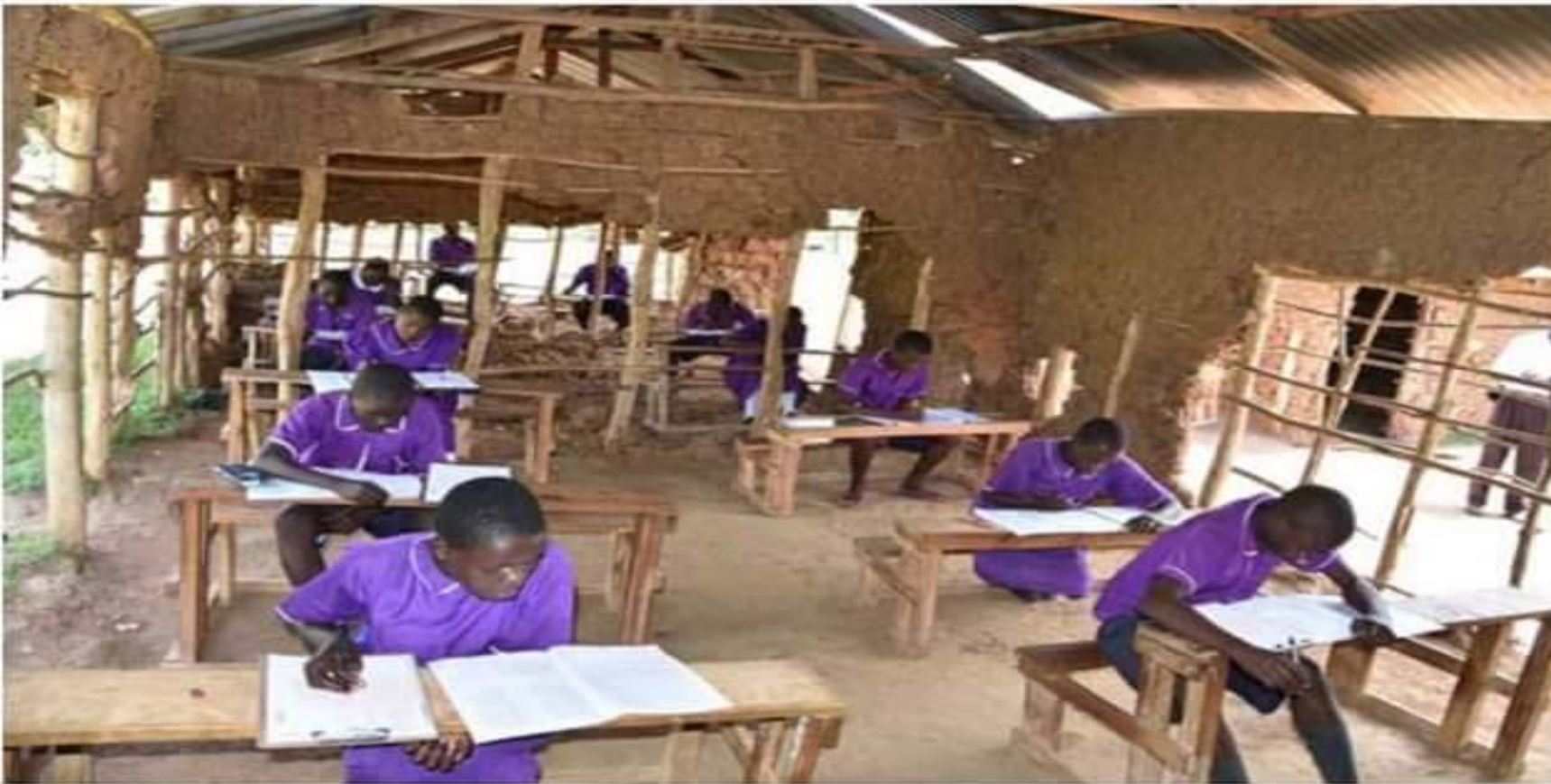
Pupils sit their Kenya Certificate of Primary Education exam at Shikokhwe Primary School in Malava, Kakamega County yesterday.

ISAAC WALE | NATION



INDEX News P. 2-12, Back Opinion P. 14-15, 18 Letters P. 16

...the school by Education Cabinet Secretary Fred Ma



KCPE candidates at Shikokhwe Primary School Malava in Kakamega County sit for their Kiswahili paper in a dilapidated classroom on November 1, 2017. PHOTO ISAAC WALE | NATION MEDIA GROUP

Photo 2: The whole Classroom view

Learning In Kenyan Primary Schools

► Uwezo 2015 findings;

FACT 1

Learning levels are low

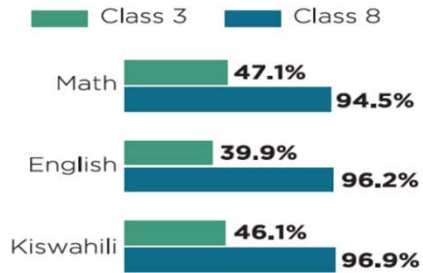


Nationally, **only 3 out of 10** Class 3 pupils can do Class 2 work.



Generally, **8 out of 100** pupils in Class 8 cannot do Class 2 work across the country.

Pupils who can do Class 2 work



Learning outcomes are lower in: rural areas, arid areas and poorer households

Class 3 pupils who can do Class 2 work

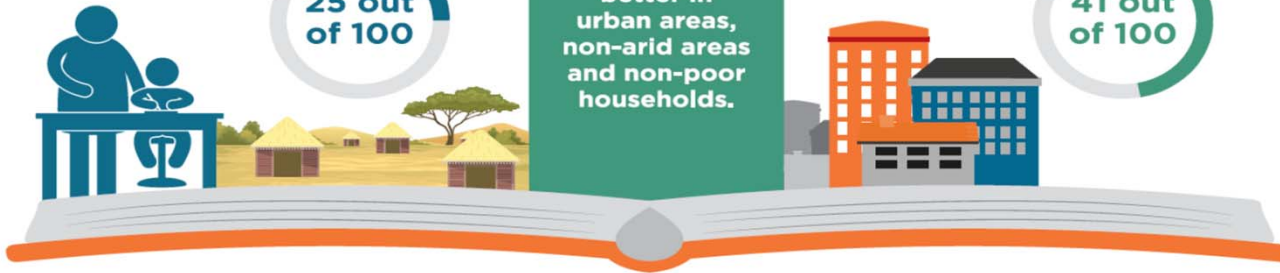
Rural

25 out of 100

Urban

41 out of 100

Learning outcomes are better in urban areas, non-arid areas and non-poor households.



FACT 2

The teacher/classroom (stream) ratio is low and disparate



Rural



12

teachers for every school with 10 classrooms (streams)

Urban



14

14 teachers for every school with 10 classrooms (streams)



Teachers' Service Commission teachers (those employed by government):



11 teachers for every school with 10 classrooms (streams).

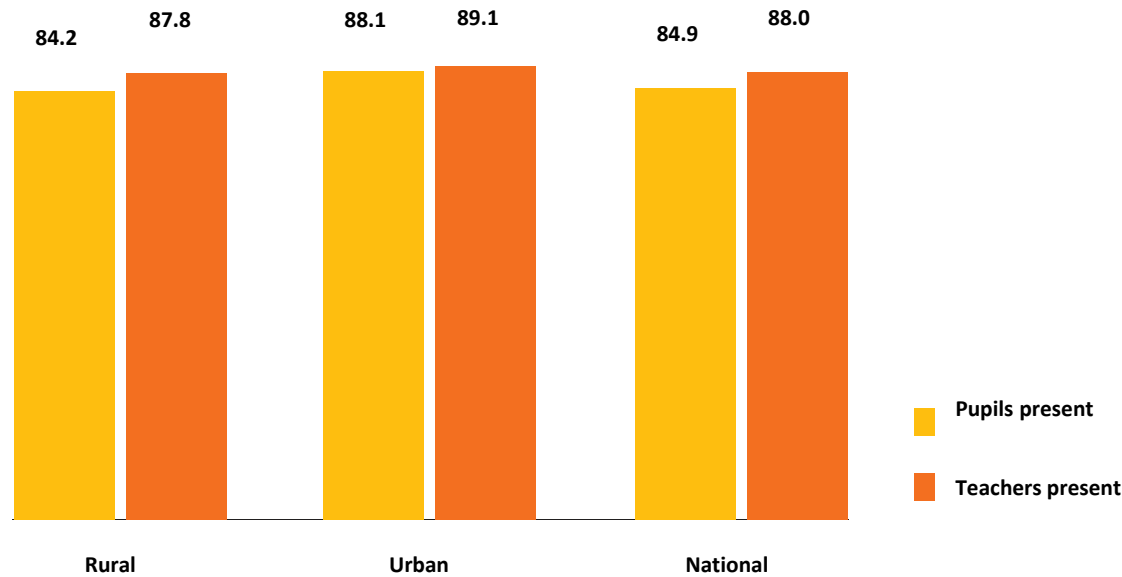


Teachers' Service Commission teachers, rural areas:

10

teachers for every school with 10 classrooms (streams).

High Absenteeism Rate among Teachers & children:



- 12/100 Trs absent (2015) vs 9/100 (2014)
- 15/100 Pupils absent daily. Higher in rural vs Urban but similar across boys & girls

The way forward for access to quality PSE

1. National Interventions

Three major national interventions (2015) to address basic literacy & numeracy;

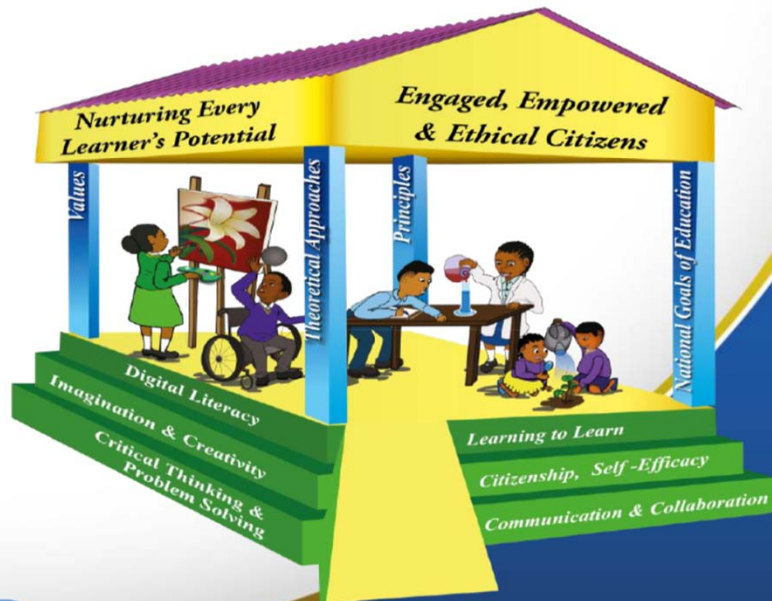
- ▶ The Tusome program; Teaching reading, incr tr support, impr learning envt
 - ▶ Tayari program; (Readiness to learn in ECDE)
 - ▶ PRIEDE program; Enhancing Numeracy Skills in std 1 & 2 by Global Partnership for Edn & MoE
- RTI, MoE in stds 1 & 2

2. Proposed Curriculum Change



REPUBLIC OF KENYA

Basic Education Curriculum Framework



2017



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

- Aim: Individual holistic learner's potential.
- Competency based; Ntnt learning assessment system; Talents; Values & cohesion
- Replaces 8-4-4 with 2-6-3-3-3

Thanks for Listening

