DECLARATION

I confirm that this research thesis is my original work and has not been presented to any other university/institution. The thesis has been complemented by referenced work, which is duly acknowledged. Where text, data, graphics, pictures, or tables have been borrowed from other works including the Internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature: Benta A. Ogutu Date: 7/7/2015

We confirm that the work reported in this thesis, was carried out by the candidate under our supervision as University supervisor(s)

Signature: Rachel W. Kamau-Kang’ethe (PhD) Date: 3/7/2015
Senior Lecturer, Department of Early Childhood Studies
Kenyatta University

Signature: John T. Ng’asike (PhD) Date: 3/7/2015
Senior Lecturer
Mount Kenya University

Signature: Teresa Mwoma (PhD) Date: 3/7/2015
Senior Lecturer, Department of Early Childhood Studies
Kenyatta University
DEDICATION

I dedicate this thesis to my loving husband, Engineer Charles and to my loving children Innocent, Hope, Evence and my Mum who values education.
ACKNOWLEDGMENT

I wish to thank the Almighty God for the divine guidance in enabling me to carry out this work. My sincere gratitude to my supervisors, Dr. Rachel W. Kamau-Kang’ethe, Dr. John T. Ng’asike and Dr. Teresa Mwoma for their continuous support during my study. Their expertise, understanding, motivation, enthusiasm, and patience added considerably to my Ph.D work. I came to appreciate their vast knowledge and skill in many areas. Their guidance and encouragement was invaluable. I could not have asked for better advisors, supervisors and mentors. I duly acknowledge the participants in this study who shared with me their perspectives and experiences. Many thanks to Kenyatta University, for giving me the opportunity to pursue my doctoral studies in the field of Early Childhood Studies.

I would also like to thank Dr. Begi and Dr. Mweru who taught me two courses which proved crucial to my research and Dr. Kinai, Dr. Mugo for validating my proposal. I express my sincere gratitude for the financial assistance from several Canadian agencies, without whose assistance this research would not have been possible. My appreciation goes to my beloved husband Engineer Charles who always supported me during the most trying moments.

I cannot fail to thank my mother and father for their spiritual support in all aspects and my researcher assistants especially Elizabeth Wangari who was of great help during the data collection in harsh weather.
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<td>Commission of Inquiry into the Post-Election Violence</td>
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<td>ECD</td>
<td>Early Childhood Development.</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>IDMC</td>
<td>Internal Displacement Monitoring Centre</td>
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<td>IDPs</td>
<td>Internally Displaced Persons.</td>
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<tr>
<td>KEPI</td>
<td>Kenya Expanded Immunization Program</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
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<tr>
<td>NGO</td>
<td>Non-governmental organisation</td>
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<tr>
<td>OCHA</td>
<td>United Nations Office for the Coordination of Humanitarian Affairs</td>
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<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>QRIS</td>
<td>Early Childhood program quality rating and improvement system</td>
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<td>UNHCR</td>
<td>United Nations High Commission for Refugees</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<td>UN-NGLS</td>
<td>United Nations Non-Governmental Liaison Service</td>
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<td>UPE</td>
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Children’s right to education is grounded in the Convention on the Rights of the Child (CRC) and buttressed by international agreements such as Education for All and Millennium Development Goals (MDGs). Early Childhood Education (ECE) which is an integral part of basic education is necessary for the holistic development of the child and for sustainable development. Kenya affirms these international commitments in Article 53 of the 2010 Constitution which requires the state and its organs to fulfil a child’s right to free, compulsory basic education, nutrition, healthcare, shelter and protection. Demand for ECE has been fuelled by the collapse of traditional child rearing arrangements and the increasing participation of women in the workforce resulting in rapid increase in ECE centres and wide variations in quality. Violence, conflicts and displacement constitute the gravest threat to attainment of the Education for All in Kenya. The disputed 2007 presidential elections was responsible for the displacement of the participants of this study. Minimal government funding, poverty and malnutrition adversely affects pre-school enrolment currently estimated at just over 50%. Children in Internally Displaced Persons (IDP) camps face many challenges in accessing quality ECE. This research, in response to the identified research problem of quality of ECE provided for pre-school children living in IDP camps in Nyandarua County, sought to understand and describe it from the participant’s perspective. It sought their views on infrastructure, educational resources, structural and pedagogical issues as well as external support received. Teacher qualifications, competence, adaptation, community involvement, child rights framework and acceptance were investigated as factors that can help mitigate the negative effects of displacement on ECE. Lev Vygotsky’s Social Cultural Theory and Bronfenbrenner’s Social Ecological Theory were used as theoretical frameworks with child rights as an additional lens to interrogate participant’s perception of quality ECE. Stratified purposive sampling was used to select participants within an IDP camp. The sample size of 31 participants comprised of 17 children, 12 parents and two teachers. This phenomenographic case study used semi-structured interviews and participant observations to obtain in-depth descriptions of the situation from the participant’s perspective. Data analysis was undertaken through repeated scrutiny of the data collected to determine relationships, patterns, groupings, similarities and differences between the perspectives of the participants then grouped into themes. Findings were reported in descriptive and narrative format with rich and thick descriptions supported by the voices of the participants. The research expected challenges to providing quality ECE and found lack of infrastructure and play facilities, a deficient learning environment, poor sanitation, lack of primary healthcare systems, health facilities, poverty amongst IDPs, lack of feeding programs and poor implementation of children’s rights hindered the provision of quality ECE. It recommends financing of infrastructure, running costs and feeding programs by the government or donors, mobile clinics and further research. The findings will inform teacher, policy maker and donor decisions to improve the quality of ECE for displaced children.
CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction
This chapter describes the background to the study, statement of the problem, purpose of the study, the study objectives, research questions and assumptions of the study. It also presents limitations and delimitations of the study. It sets forth the significance of the study and lays out the theoretical and conceptual frameworks used in the study. It elaborates on the study concepts and defines the key terms used.

1.2 Background to the Study
Emergency response to disasters tends to prioritize basic needs such as food, shelter and medical attention whilst educational needs take a back seat (Neugebauer, 2008). Education in emergencies is chronically underfunded, receiving a mere two per cent of humanitarian aid (UNICEF, 2012). Save the Children for example, reports that excluding school feeding, only 2% of the requested funding for education cluster activities in Somalia was received (Save the Children, 2014). The education needs within IDPs camps raised the concerns of a number of stakeholders, resulting in teachers and parents in some IDP camps rolling out initiatives to provide basic education including Early Childhood Development (ECD) projects for their young children (KNHCR, 2011). However, the conditions within these ECE centers remained a huge challenge. Coleen & Mooney (2008) identified lack of infrastructure, safety, loss of documentation, language barriers, discrimination, funding, and lack of
teaching and learning materials as key challenges experienced in the provision of education within IDPs camps. Low enrollment rates, high teacher to student ratios and a higher proportion of untrained teachers often characterize schools within such camps for the displaced (United Nations Educational Scientific and Cultural Organization (UNESCO), 2011b). In recognition of challenges faced in providing education in emergencies, the United Nations passed a resolution on 30th June 2010, affirming the right to education in emergency situations. One of the study’s objectives was to establish learning environment/conditions and the qualifications of the teachers at the ECE centre in the IDP camp.

All these took place against a background of major shifts in the world’s perceptions of education, child rights and displacement discussed below. The paradigm shift in education begun with a meeting of representatives of 155 countries and 150 governmental and non-governmental organizations in March, 1990 in Jomtien, Thailand, which resolved to make primary education accessible to all children in an effort to reduce illiteracy worldwide by the turn of the century (United Nations Educational, Scientific and Cultural Organization, (UNESCO), 1990a). Among the principles agreed to, was the concept that learning begins at birth. This led to the declaration of ECE as an integral part of basic education. To ensure each state met the goal of the education for all initiative set in Jomtien, strategies and targets were identified and set out in the resulting ‘Framework for Action to Meet the Basic Learning Needs’ which included among others a focus on equity, an emphasis on
learning outcomes and enhancement of the learning environment (UNESCO, 1990b).

In the follow up meeting in Dakar in 2000, 164 governments reaffirmed education as a fundamental human right, key to sustainable development, peace and stability within and between countries, and an ‘indispensable means for effective participation in economic development (Dakar Framework for Action article 6, p.1). UNESCO maintained focus on the initiative through yearly Education For All (EFA) reports. EFA 2005 report identified conflict as the gravest threat to the provision of education to children (UNESCO, 2011b). The report cited Kenya as one of the countries with a large illiterate population and proposed the expansion and improvement of Early Childhood Care and Education, free and compulsory primary education as key pillars in improving the quality of education and meeting basic learning needs worldwide. It affirmed ECE as a part of basic education and commitment to the expansion and improvement of early childhood care and education for vulnerable and disadvantaged children.

The Convention on the Rights of the Child came into force on 2nd September 1990. It takes a holistic view of child development and sets this out in various articles amongst others - Article 2 (non-discrimination), Article 3 (the best interests of the child), Article 5 (respect for rights and duties of parents and legal guardians to direct and guide the child with due regard for the evolving capacities of the child), Article 6 (inherent right to life, survival and
development), Article 12 (right to freely express views on all matters affecting the child), Article 19 (protection from physical and mental violence, abuse, neglect as well as establishment of appropriate social programs for support), Article 24 (health and social services), Article 27 (standard of living), Article 28 (education), Article 29 (aims of education) and Article 31 (leisure, recreation and cultural activities) among other articles of the Convention (United Nations, 1989). Indeed, CRC is a comprehensive document whose full interpretation and implementation is still ongoing but whose lofty ideals set a high standard that all state parties should aspire to attain.

In 1993, The Commission on Human Rights requested the of the Secretary-General’s Representative on internally displaced persons, Francis M. Deng to carry out a study on rights of internally displaced persons. His two-volume report tabled in 1996 was further refined with the help of a team of international legal experts led by Mr. Walter Kalin and became the Guiding Principles on Internal Displacement, the de facto standard for handling internal displacement. Articles 23.2 and 23.4 of the Guiding Principles on Internal Displacement call for free and compulsory education and for educational facilities to be availed to displaced populations (United Nations Office for the Coordination of Humanitarian Affairs, (OCHA), 1998). The right to education is affirmed by the Kenyan Constitution as promulgated in August 2010 [The Constitution of Kenya, 2010 Art. 43 (1)], which places the onus for the fulfillment of the right to free and compulsory basic education, basic nutrition, shelter, health care and protection from violence and abuse on the state and its
organisms. Section 21 (subsections 1 and 3) of the Constitution calls for special protection for vulnerable groups such as children and for all constitutional rights be implemented with due regard for human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection for the marginalized. There is a need to evaluate how these conventions, declarations and policies translate into the Early Education programs available to preschool children within the camps for the displaced.

Kenya’s Early Childhood policy identifies its primary goal as the attainment of holistic development of the child with other subsidiary goals being preparation for school readiness, addressing inequalities and laying of a foundation for lifelong learning (MoEST, 2005). In January 2003, the NARC government implemented Universal Free Primary Education resulting in a huge increase in enrollment in primary schools which many schools were unable to cope with (UNESCO, 2005a). ECE on the other hand, is not free in Kenya and continues to face funding challenges. UNESCO (2005b) and Inter-University Council for East Africa, (2009) reported that many parents, and particularly poor parents, preferred to take their children directly to standard one, as they were neither willing nor able to pay the levies required for Early Childhood Education, which is in any case not required to join a primary school. Unfortunately, many parents still view ECE as ‘early schooling’ in preparation for standard one whilst early education should be ‘primarily interactive, experiential and social’ (Bennett & Tayler, 2006). UNESCO (2005b) reported that because of this practice, many teachers found that such children were inadequately
prepared for standard one. Wide variations exist in the quality of ECE offered in different parts of the country and even within the same region due to religious affiliations, socio-economic status, urbanization and communal lifestyles (e.g. pastoral lifestyle). The study sought to understand how the early education offered to children in IDP camps compared with that offered to other children not in IDP camps.

Politically motivated violence has for a long time been associated with elections in Kenya. Indeed, politically motivated violence occurred in the period between 1992 and 1998 and was the subject of inquiry by a Parliamentary Select Committee in 1992 (The Kiliku report) and by the Akiwumi Commission of Inquiry into ethnic clashes that killed over a 1000 people and displaced thousands more. The Commission concluded that political factors contributed to the violence, that several former cabinet ministers and other senior government officials were responsible and recommended they be investigated for their role in the violence. The 2002 presidential elections were similarly linked to violence involving armed gangs and private militias.

The most traumatic incidence of politically motivated violence occurred following the announcement of the disputed presidential elections results in December 2007 and shocked the whole world in both its intensity and suddenness. No-one expected Kenya, a country known as an oasis of peace in the midst of violence wracked neighbours and a long term haven for refugees
fleeing from violence in neighbouring countries to degenerate into mindless bloodletting. Within a very short period, over 1,100 Kenyans had lost their lives and approx. 660,000 were displaced (Kenya Human Rights Commission (KHRC), 2011). Nyandarua County received the highest number of displaced persons estimated at 24,000. The adult participants of this study were amongst those displaced by this violence commonly known in Kenya as post-election violence or PEV.

When the dust had settled, peace was restored through the signing of the National Accord on 28th February, 2008 which led to power sharing and a Grand Coalition government. The Commission of Inquiry into Post-Election Violence (CIPEV), popularly known as the Waki Commission, after its Chairman Judge Phillip Waki was appointed under the National Accord agreement to look into the causes of the violence. It traced the roots of the violence to the institutionalization of violence as a means to get and retain political power, following legalization of multiple political parties. Other factors were the consolidation of power around the Presidency, which emasculated other democratic institutions, giving rise to the idea that communities could only access state services and resources through having one of their own as president, perceived marginalization, historical injustices tied to land as well as widespread unemployment amongst a burgeoning youth population. These factors were mentioned in the National Accord document.
An Independent Review Commission, headed by retired South African Judge Kriegler was also formed under the National Accord to look into the electoral process. After inquiry into the 2007 election, Judge Kriegler informed Kenyans that the elections were so fatally flawed that it was impossible to know who had actually won the presidential elections. However, virtually all reports recognized that the elections were merely a trigger, or the last straw that broke the camel’s back for a population that was tired of decades of grinding poverty, dictatorial governments, endemic corruption, inequality, politically motivated violence and systemic abuse of public office.

The roots of the ethnic tensions could be traced to the colonial policies of divide and rule that caused deep and sustained distrust between the various ethnic groups. The land problems could similarly be traced back to the ejection, by the colonialists, of residents of Central province from huge tracts of prime, fertile land in the so-called “white” highlands, forcing them to move to the Rift Valley and to encroaching on land previously occupied by other ethnic groups. The lack of vision by successive governments to move the economy away from agriculture and land based enterprises after independence ensured that ownership of land remained the only enduring symbol of wealth and an emotive issue. As the country progressed, the economy retained an agrarian focus. That rich individuals held huge tracts of unused land did not help matters. Pressure on limited arable land resources coupled with burgeoning youth unemployment, created a veritable powder keg waiting to explode. As successive governments have failed to address the looming crisis,
the percentage of the population living in poverty actually rose in many regions of the country.

The effects of the violence on children and Early Childhood Education (ECE) was adverse, with learning facilities being destroyed. Families forced to flee the violence were condemned to poverty and deprivation making it difficult for them to provide even the basic necessities to the children, let alone providing quality ECE. Displaced parents and communities could not finance physical facilities or running costs. Many children were traumatized psychologically by the violence and some lost their parents.

In a notable and welcome change compared to previous budgets, the Government allocated Ksh.1.6billion in the 2012/13 budget to support Early Childhood Development including funds for the employment of more pre-school teachers (Kenya Government, 2012). However, ECE still receives proportionately lower governmental funding compared to primary education. Most of the funds allocated for ECE are used to finance District and National Early Childhood Education Centres and projects jointly funded with external donors. The funding challenges are expected to become more severe with the proposed shift in responsibility for recruitment and payment of Early Childhood Educators to the County governments since many of the counties are already struggling financially. This presents a huge challenge for displaced persons who were participants in the study due to their having lost their means
of livelihood and shelter and centre infrastructure, which is the subject of this study.

Economic pressures play a crucial role in forcing children out of school. At the governmental level, funding for ECE programs is not prioritized due to undue focus on free primary education. Ngasike (2011) noted that most ECE centers particularly outside urban centers were managed by religious organizations on behalf of the communities. At the family level, there are concerns regarding the adverse effects of poverty and malnutrition, which hinders children from taking full advantage of educational opportunities (Hossain, et al., 2009; Grantham-McGregor et al., 2007; Paxson and Schady, 2007; Macours, Schady & Vakis, 2012; UNESCO, 2011). However, violence, political conflicts and displacement of families many of whom lost all their possessions when forced to flee, have the greatest negative impact on the development of children. Governments worldwide share UNESCO’s concern about making ECE more equitable so that the poor and marginalized can also have access. Child participants in this study were both poor and marginalized.

The declaration of ECE as an integral part of basic education has led to concerns about access, equity and quality of the ECE. The attendant influencing factors such as qualified teachers, nutrition, shelter, health care and protection from violence and abuse that can negatively affect children’s development are crucial issues (UNESCO, 2005b). It was instructive to establish the situation for displaced children in IDPs camps, given the
worldwide consensus on the need for Early Childhood Care and Education. The provision of quality ECE to vulnerable children is necessary in order to nurture vulnerable children into socially responsible and productive citizens.

1.3 Statement of the Problem

Conventional Rights of Child and the Constitution of Kenya are emphatic about children's right to quality education. Kenya is a signatory to various international declarations committing Kenya to achieving universal education in order to attain MDGs. The right to quality education is guaranteed for children irrespective of their gender, socioeconomic circumstances or cultural context. Despite the introduction of FPE and implementation of the Kenya National Early Childhood Development Policy Framework, children's right to quality education faces numerous challenges. Children in marginalized environments and those growing up within the camps for the internally displaced persons face diverse forms of violence and vulnerabilities and experience obstacles to the attainment of their educational rights.

The main challenge appears to be the lack of clear investment prioritization in the implementation of Kenya's educational policies, especially concerning the provision of quality early education to vulnerable children. The stakeholders shoulder the responsibility for providing physical facilities and funding the running cost of ECE centers. However, displaced persons, whose means of livelihood and sources of income have been disrupted are not able to do this.
Parents are not in the position to provide for the basic needs of the children, leave alone their educational requirements and this affects the children’s early education negatively. Kenya cannot achieve universal education for all her children if children growing up in difficult environments such as the IDPs camps, informal settlements and arid pastoralist areas are not reached in the provision of quality care and education.

These children continue to languish in poverty and lack of quality education and yet research focusing on early learning and early childhood experiences in difficult environments such as IDPs camps in Kenya continues to be both scarce and inadequate. Mahalingam, Narayan, & van der Velde (2002) noted that displaced persons were concentrated in camps hidden and were diminished both in visibility and access. The children in this study exist at the margins of the mainstream educational system. They are the silent victims of ethnic clashes. These children, who stand to benefit most from ECE, are actually least likely to benefit from ECE due to challenges of access and quality. Education, particularly early education is normally not prioritized in emergencies. Their parents are powerless to help as they are themselves grappling with the economic consequences of conflict and cannot even afford to pay the ECE centre fees (Neugebauer, 2008).

Although there is a growing body of work on education in emergency situations worldwide, there are very few studies on early education in emergencies in Kenya. There are also few studies that incorporate the
perspective of the children in these situations. The researcher feels that conceptualizing a framework without the key participant's (i.e. children, parents and teachers) input would result in a defective framework and non-optimal interventions. Since the concept of quality is contextual and participatory, there is a need for input from the children, parents and teachers at the IDP camp ECE centre. The focus of this study was to investigate the quality of early care and education offered by ECD programs in one of the centers operating in displaced persons camps in Nyandarua County, Kenya, as experienced by the children, parents and teachers.

1.4 Purpose of the Study

Given the challenging conditions that IDPs live in, it was expected that the provision of quality ECE would be challenging. As a professional in this field, the researcher was interested in understanding the current situation from the perspective of the participants and to see how the quality of ECE delivered could be improved. The researcher used phenomenographic case study strategy and sought to establish the participants' perspectives of the quality of ECE given to children in the IDPs camps in Nyandarua County in Kenya.

The study focused on the quality of learning materials, infrastructure, pedagogy, resources, teacher training and competence, infrastructural constraints, stakeholder involvement. Child rights, children's resilience,
children’s social behaviour patterns and other factors affecting the provision of holistic learning and development in Early Childhood were also investigated.

1.5 Objectives of the Study

The following were the objectives of the study:

i) To find out the physical facilities and learning materials available for ECE for the children living in IDP camps.

ii) To establish how the parents of children living in IDP camps are involved in Early Childhood Education.

iii) To observe the quality of ECE offered to children living in IDP camps and find out participant’s perspective of quality ECE.

iv) To establish the qualifications and training of Early Childhood Educators of the children living in IDP camps.

v) To establish how teachers overcome the challenges faced in providing quality ECE to children living in IDP camps.

vi) To find out the kind of social and emotional support available for ECE children living in the IDP camps.

vii) To establish whether displaced children are accepted by their peers and the community.
1.6 Research Questions

The following were the research questions:

i) What physical facilities and learning materials are available for ECE for the children living in IDP camps?

ii) In what ways are the parents of children living IDP camps involved in Early Childhood Education?

iii) What is the quality of teaching and learning offered to children living in IDP camps as perceived by the children, teachers and parents?

iv) What qualifications and training do Early Childhood Educators of the children living in IDP camps have?

v) What strategies do teachers in Mujama IDP camp use to overcome the challenges faced in providing quality ECE to children living in IDP camps?

vi) What kind of social and emotional support is available for ECE children living in the IDP camps?

vii) How are displaced children treated or accepted by their peers and the community?
1.7 Assumptions of the Study

The research assumed that ECE teachers who have had formal instruction and training are able to deliver a higher quality of ECE. It also assumed that policy issues manifest differently in the different contexts and that children in IDP camps face different challenges from those faced by their counterparts who are not displaced, hence it is necessary to study their experience separately to better understand the challenges they face. It is also assumed that the ultimate purpose of ECE is the holistic development of the child and that factors such as nutrition, availability of learning materials, shelter, health care and protection from violence or abuse can affect a child’s learning and development. Furthermore, the researcher assumed that there were programs to support children with the social and emotional issues resulting from violence and conflicts.

1.8 Delimitations of the Study

The study assessed the physical, structural environment and the learning process required for the provision of quality ECE in addition to opportunities for social and emotional support. It also considered the training and qualifications of the teachers. It did not assess the home environment. The study was an exploratory study into quality ECE for vulnerable children living in the IDP camps as perceived by the participants.
1.9 Limitations of the Study

This section defines the extent of the study carried out, and the obstacles that may have interfered with the study. Nyandarua County had many IDP camps amongst them Mawingu, Jedidia, Wanjohi, Muhuu, Gwakung’u and Kidipa. Availability of funding for research limited the number of sites and/or participants that could be included in the study. Therefore, the study focused on one IDP camp, Mujama in Nyandarua County. The ongoing resettlement by the Government meant the researcher had limited time to carry out the research. Furthermore, some of the key informants in this study were ECE children and parents who may have had difficulties with communication. The study however, utilized multiple methods to concurrently gather information through observations, interviews, voice and video recording, note taking and body language observations during interviews as well as taking of photographs to capture relevant data.

The researcher faced financial constraints since she was financing the research from own resources as a result of which research was only carried out at one ECE centre. The research represents only a very limited view from selected participants drawn from one IDP camp in Nyandarua County. The findings remain context sensitive to the area, the situation (IDP) and the centre where the research was carried out and the results are not necessarily generalizable to any other areas and/or other situations for example natural disasters like floods and/or famine. Nonetheless, the study is still important in improving
understanding of the quality of ECE within an IDP context in Kenya and for the development of an accurate framework for intervention.

1.10 Significance of the Study

The link between poverty reduction and ECE has been confirmed by research (Organisation for Economic Co-operation and Development (OECD), 2012; Pascal, Bertram, Delaney & Nelson, 2013). ECE has been found to be an effective way to level the playing field for social-economically disadvantaged children who stand to benefit most from such services (Barnett, Belfield & Nores, 2005; Heckman, 2006). UNESCO (2005b) noted that there were data gaps in informal early care services and on vulnerable children with regards to ‘financing, inequity and impact’ (UNESCO, 2005b p.5) and in the implementation of the expanded vision of ECD targeting the holistic development of the child. It recommended further research to fine tune the suggested framework to the local context and noted that data on service provision by non-governmental actors was lacking.

Mahalingam, Narayan, & van der Velde (2002) also identified the difficulty of obtaining data on displaced children and their condition noting that such information was vital to planning and allocating intervention resources in an accurate and timely manner. They noted that assessment was often undervalued even though critical decisions on interventions were made during this stage. This study aimed to clarify the factors that influence the quality of
ECE delivered and to develop an indicator framework and assist policy makers with data needed to formulate an effective framework that incorporates children's needs well in advance of emergencies. It would help donors avoid having to make critical decisions on children's early education during the chaos of an emergency through making mobilization plans in advance. Since children form the bulk of the displaced, their needs particularly early education, should to be better understood and prioritized (Sapir, 1993; Mahalingam, Narayan, & van der Velde, 2002, Kamungi, 2002).

As noted by O’Kane & Kernan, (2002) most of the research on quality has been conducted in the economically advantaged regions of the Western world in specific socio-cultural contexts and time and cannot be translated directly to the situation in IDP camps. In addition, such research does not taking into account the interdependence between the various factors, and key factors such as malnutrition and poverty that are rarely an issue in those contexts. Farquahar (1999) points out that the discourse on quality of ECE has resulted in a power dynamic whereby it is very difficult for a non-researcher and those not in positions of power to express an alternative viewpoint (Brannen, 2008). Mahalingam, Narayan, & van der Velde (2002) emphasized the importance of involving displaced persons in the design, delivery, monitoring and evaluation of intervention measures. This research represents an important step in involving the main stakeholders for ECE in IDP camps in Kenya, in analyzing and prioritizing their needs, and will contribute towards redressing their marginalization through giving them voice.
Such an approach ensures the voices of traditionally marginalised groups are heard and increases the chances of success for intervention measures (USAID, 2011). The findings can be used to mobilize support and to advocate for an integrated and holistic service for the children’s overall wellbeing. The Ministry of Education will benefit from first hand data on ECE for vulnerable and disadvantaged children living in camps in Kenya and on the barriers to the improvement in the quality of ECE within emergency situations.

Data currently collected on early childhood is principally quantitative, in the form of child mortality, birth weight, percentages of malnourished, percentage of budget allocated to ECE and pre-primary gross enrollment ratios which fail to capture the qualitative aspects of ECE (Consultative Group on Early Childhood Care and Development (CGECCD), 2001). This research provides humanitarian agencies and policy makers with crucial empirical information about ECE for children living in the camps by bringing to the fore issues affecting ECE for displaced children within Sub-Saharan Africa, which is an area prone to displacement of populations due to conflicts and civil wars. Such in-depth information may encourage new creative solutions to the complex challenge presented by displacement of children. Displaced persons including children value education and want it to be a part of humanitarian assistance (Save the children, 2014; WHS, 2014). Education can play a key role in peace building and reconciliation efforts and some have called for peace education to be included in education curricula.
The research also seeks to advocate for ECE to be included in the current education curriculum and assessment (UNESCO, 2005b; MOE, 2012). It assesses the children’s needs and gives valuable insights into how provision of quality ECE in IDPs camps can be achieved in order to empower the children to realize their full potential. This may help in the design of intervention measures to minimize the risk of harm to the displaced children’s development. Parents, teachers and ECE centres will use the report to source funding for address issues affecting ECE in IDP camps such as provision of physical facilities, clean water, toilets and furniture amongst others and to advocate for increased Government funding for ECE centres in IDP camps.

Teachers can use the study to advocate for training in handling of children who have faced trauma. In the longer term, provision of quality ECE services to children in IDP camps lays the solid foundation for their educational success. Children with a solid foundation and whose basic needs are met are more likely to stay in school and avoid being drawn into the streets and criminal activities making for a better society. Education is a critical entry point for humanitarian assistance and provides valuable data for other services such as health and protection services and has even been linked to improved sanitation in IDP camps (Save the Children, 2014). The importance of the study is further underscored by the significant number of incidences of ethnic clashes that have recently occurred in areas such as Mpeketoni, Tana River, Bargoi, and Mount Elgon resulting in displacement of large numbers of children. The findings
from this study, may be used by the government of Kenya in planning for provision of quality ECE in IDP camps and in emergency situations.

1.11 Theoretical Framework

The study was guided by the social constructivist paradigm developed by Soviet psychologist Lev Vygotsky who emphasized the critical importance of culture and social context in a child’s development. It holds that learning is socially mediated and that knowledge is co-constructed through social interactions. Meaning, motives and evidence are constructed through the individual’s experiences, behavior and through constructing accounts of the complexities of their everyday life (Penn, 2008). Bouvier (2007, p.14) asserts that ‘children’s development evolves out of active interactions between the child, family, school, community, culture and larger political system’. A child’s holistic development is shaped by biological factors as well as by society and social context. The study used phenomenological inquiry to explore and co-construct the participant’s perspectives on quality of ECE.

Traditional approaches to child development such as Piaget’s developmental theory use individual constructions of knowledge (i.e. the child discovers things its own), expected developmental trajectories and milestones (sensorimotor, preoperational etc.) linked to age. The researcher concurs with researchers who found that such developmental frameworks that are tied to age were inadequate and failed to account for the impact of culture and social
interaction on a child’s development (Anning, Cullen & Fleer, 2009; Daniels, 2001; Rogoff, 2003). Developmental psychologists point to the failure of Piaget’s theory to take into account ‘the intricate and reciprocal relationship between the individual and the social context’ (Smith, Cowie and Blades, 2003, p. 491). Vygotsky argued that knowledge arose through ‘social interactions between the growing child and other members of the child’s community’ (Smith, Cowie and Blades, 2003, p. 493). The researcher therefore used Lev Vygotsky’s Social Development Theory, which posits that development is contextual, and that optimal development, can only be achieved through socialization. The study also utilised the principal aspects of Bronfenbrenner’s Ecological model of child development (Bronfenbrenner, 1979 & 2005), which captures aspects of social interactions in different settings and their impact on a child’s development.

The main reason for choosing these two theories was to guide the research in two critical areas, namely the interactions between the child and the educator, the children’s peers and between the child and their social, environmental context and systems. The use of multiple theoretical frameworks is not uncommon in social sciences where competing theories exist and particularly in qualitative research when no single framework adequately explains all data (Anfara & Mertz, 2014). The use of multiple frameworks can enhance research and deepen and enhance interpretation of research results (Anfara & Mertz, 2014; Brandnell, 2008) since every theory has its strengths and limitations. The researcher found that the use of multiple theoretical
orientations enhanced both the analysis and interpretation of the research findings. Vygotsky’s socio-cultural theory was used to explain the interactions between the children, their teachers and their peers whilst Bronfenbrenner’s Ecological theory was particularly useful in explaining the impact of the centre and home environments as well as the sociocultural context and systems on the children.

Vygotsky called the interactions between the child and the environment the ‘social situation of development’ whereby a child acquires new characteristics drawn from the social reality of the context within which the child is embedded (Vygotsky, 1998). Vygotsky’s socio-cultural theory discourages the use of age as a criterion for assessing the child’s development and emphasizes co-construction of knowledge and scaffolding. Podmore, 2009 (cited by Anning, Cullen & Fleer, 2009) proposes that evaluation of children be based on child-focused questions and emphasize the interactions between the child, its teacher and the environment. Vygotsky strongly rejects the notion of the child’s development as being a mere ‘growth, branching and regrouping of those factors’ (Vygotsky, 1998, p. 190) that are already present within the child and the labeling of any child that does not fit this narrow perspective as developmentally deficient. His approach moves away from the ‘banking’ model (Freire, 1970) where the teacher deposits knowledge in the children to one where the child seeks and acquires knowledge through interaction. Vygotsky argued that culture plays a key role on in the development of memory, a key indicator of cognitive development.
Bronfenbrenner’s Ecological theory on the other hand places the child at the center of a set of nested circles (or Russian dolls) with bi-directional and reciprocal interactions (Bronfenbrenner, 1994), in other words, people and the environment affect the child and the child in turn affects the people, systems and the environment. McCallin (2009) credits the Ecological model with reflecting the framework of CRC as well as the genetic/biological and environmental factors. CRC and specifically General Comment No. 7 - Implementing Child Rights in Early Childhood were used as an additional lens to illuminate the current position concerning the quality of ECE in IDP camps in Nyandarua County. General Comment No. 7 reminds states of their obligations towards young children and the need to take into account diversity in implementing child rights. It calls for the respect for local customs, practices and culture as long as these do not contravene child rights (Article 2e). It points out the vulnerability of young children to poverty, discrimination, abuse and family breakdowns. All these were focus areas for the study and as noted in the literature, they do serve to define the social reality within which the child is embedded (Vygotsky, 1998) which influences the child’s development.

Miller, (1993, p. 370) building on Vygotsky’s work postulates that the child’s development, society and culture are interwoven together such that it is impossible to understand the child development outside of this ‘social matrix’ or context. Cole (1977, p. 146) presents the same notion of ‘embedding’ and ‘interweaving’ in his work on ‘zone of proximal development’ where culture and cognition co-create each other with culture at the center of the child’s
sense-making activities which form the foundation of a child’s cognitive development. Rogoff (2003) and Cole (1977) argue against treating the child and culture as separate entities since each affects the other.

Scrimsher & Tudge (2003) postulated that Vygotsky’s theory involved both teaching and learning for all parties, through interactions within historically informed cultural contexts, wherein the children are situated. The interactions are bidirectional with both the children and teachers who are more competent in skills customs and practices valued by culture bringing something to the interactions. Development, they posit is the result of a process of internalization and appropriation of tools and symbols from the surrounding culture that have developed over time through the mediation of others and dependent upon the individual’s characteristics, prior experiences and motivation.

Vygotsky himself proposed that learning went before development and awakened a series of processes leading to development (Vygotsky, 1987). He saw the individual as an essential part of the social world who developed through a dynamic combination of their own ‘motivations, interests, prior skills or knowledge in conjunction with those of other people’ within dynamic, bi-directional and contextual interactions (Scrimsher & Tudge, 2003, p. 296). This collaboration they noted, facilitated the reorganization of mental structures in relation to one another (Vygotsky, 1994) and co-construction of higher psychological structures through internalization and externalization.
Scrimsher & Tudge (2003, p. 296) stated that development cannot create anything outside of ‘what the child can learn through assistance within a particular sociocultural context’ or their potential. Vygotsky believed that education helped the child to achieve what humanity had achieved during ‘the course of the long history of labor’ and could then use what was learnt to go beyond mechanical assimilation and imagine other future possibilities (Vygotsky, 1997, p. 88). He argued that the child interprets and internalizes knowledge in uniquely meaningful ways (Scrimsher & Tudge, 2003). Scrimsher & Tudge (2003) cite conflict resolution through dramatic play and fusion of words and objects where teddy bears and stick-horses become alive as good examples of this synthesis.

The Ecological model has five systems, within which the child’s interacts with people and the environment. The Ecological model was used to explore and analyze how the child’s interaction with educators, parents and other children influences the quality of ECE for children living in the IDPs camps. In addition, it was used to analyze the factors in the environment that may hinder the child’s development, limiting their ability to reach their full potential. Smith, Cowie & Blades (2003) surmise that children negotiate meaning within their social context. At this crucial stage, the child is forming relationships that are decisive to their development. O’Hagan & Smith (2003) assert the importance of developing social skills in enabling children develop independence and become accepted by their peers and adults. Without such acceptance, the child’s self-esteem suffers.
The Microsystem, which is at the center of the Ecological model, represents the immediate environment wherein the child interacts in reciprocal relationships with close family members and caregivers, teachers, peers and their immediate neighbourhood. In the process the child develops trust and mutuality with significant persons in their lives (Pipher, 1996) leading to the development of a healthy personality (Swick, 2004 as cited in Swick and Williams, 2006). The child’s development is not predetermined but depends on psychological, socio-cultural and economic influences (Belsky, 1984; Empson & Nabuzola, 2004 as cited in Walter, 2007). Most researchers place the classroom/school in Bronfenbrenner’s microsystem due to its crucial role in a child’s development (Maphalala & Ganga, 2014; Mitchell, 2012). Classroom practices and interaction in the classroom and home both from a social and contextual view fall within the microsystem.

The Mesosystem represents the interrelations between two or more systems that the child interacts with such as between the home and the childcare centre, or the neighbourhood or peer group (Bronfenbrenner, 1979). The Mesosystem links and ties together the information, knowledge and attitudes from one setting to help shape behavior and development in another setting (Gardiner & Kosmitzki, 2008) and connects two or more systems (social structures) in which the child and parents live (Bronfenbrenner, 1979). The Exosystem represents places and institutions, which children do not directly interact with but which nonetheless affects their development, including the parents'
workplace, extended families, community health systems, social welfare systems, mass media, the local government and its policies.

The Macrosystem consists of ‘the values, laws, customs, and resources of a particular culture’ (Berk, 2000, p. 29). It describes the cultural context, in which the child lives, largely determined by ethnicity and political systems in this case. The Macrosystem also encompasses community happenings, dominant beliefs and ideologies such as customs, culture, laws, political systems, trends, political parties and governance all of which indirectly affect the child’s development. Here is where we also find the state’s duty to ensure protection of all its citizens. These views and belief systems shape and inform the nature and quality of early education that the children receive.

In the revised model, Bronfenbrenner included the four defining principal components namely Process, Person, Context and Time (PPCT) marking a gradual evolution from focus on the environment to a focus on processes (Bronfenbrenner & Morris, 2006). Process gave rise to the concept of Proximal processes which encompasses the interactions between the organism and the environment over time, which is the principal mechanism that gives rise to human development. The effect of proximal processes are moderated by the Persons characteristics (dispositions, resources and demand) which affect the direction and power of such processes. Dispositions set in motion and sustain proximal processes, which require the resources of ability, experience, knowledge and skill for effective their functioning (Bronfenbrenner & Morris,
Demand characteristics (motivation, drive) serve to foster or disrupt proximal processes and explain differences in the developmental effects of proximal processes.

One pertinent change to the model was the introduction of the notion that proximal processes could involve interactions with objects and symbols and features of the environment that could either foster or hinder the development of proximal processes (Bronfenbrenner & Morris, 1998). Bronfenbrenner & Morris (1998) proposed that the experience aspects of a person’s disposition include not just the objective properties but also the manner in which the person subjectively experiences them. These two concepts are particularly relevant to this research study and tie in with the constructive stance and phenomenological research method used by the researcher to document participant’s experiences and the children’s interactions with their social environment.

Bronfenbrenner & Morris affirm that human experiences are very rarely purely objective. They put forward the proposition:

Especially in its early phases, but also throughout the life course, human development takes place through processes of progressively more complex reciprocal interaction between an active, evolving biopsychological human organism and the persons, objects, and symbols in its immediate external environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of
time. Such enduring forms of interaction in the immediate environment are referred to as proximal processes. (Bronfenbrenner & Morris, 1998, p. 996).

The researcher views this as particularly appropriate and relevant to the research study, which sought to observe interactions between the children and their teachers, peers and objects and symbols in their immediate environment as they were learning at Mujama ECE centre. Bronfenbrenner & Morris cited relevant examples of enduring patterns of proximal process as:

- playing with a young child, child-child activities, group or solitary play,
- reading, learning new skills, athletic activities, problem solving...
- performing complex tasks, and acquiring new knowledge and know-how (Bronfenbrenner & Morris, 2006, p. 797).

Whereas Vygotsky’s theory is useful in explaining the effect of the social interactions and environmental factors (poverty, health and nutrition), Bronfenbrenner’s Ecological theory is particularly useful for conceptualizing complex multi-system and multi-setting factors that influence child development through the interactions between the child and the environment and the effects of social stimulation.
1.12 Conceptual Framework

Quality in early childhood education is complex and multi-faceted. The framework adopted for the study borrows from EFA Global Monitoring Report, 2005 (UNESCO, 2004). The framework involved such contextual factors as child rights framework, health, nutrition and sanitation, parental and stakeholder participation, challenges faced by ECE educators as well as psychosocial support systems. The researcher believes that contextual factors have a critical role in the provision of quality ECE, and that their role is particularly important in resource poor emergency situations such as IDP camps. The conceptual framework depicts these factors as the foundation on which structural and process factor build upon, which then informs the quality of ECE. The framework encapsulates the totality of the environment in which care and education takes place. The study used the two perspectives commonly used to assess the quality of early childhood programs/ECE/pre-primary education (structural and process) that are incorporated in Kenya’s operational guidelines and minimum standards for ECE. The conceptual framework is depicted in Figure 1.1.

Process quality emphasizes the actual experiences that occur in educational settings, such as teacher-child interactions, peer interaction, teacher-parent interactions and teaching or the types of play activities in which children are engaged in. In general, these measures reflect teacher sensitivity and responsiveness, instruction, classroom management and the activities available to children. The structural quality refers to measurable features or
characteristics of the program/setting, such as the physical environment (buildings, surrounding, materials and equipment), teacher/child ratios, class size, qualifications of teachers and staff, use of a standard curriculum, level of public funding, and the availability of supplementary equipment services. Structural quality indicators are the easiest to define and measure and are often used by authorities to set up ECE regulations.

The rationale for inclusion of the diverse factors in the study was because the study was exploratory and it aimed to lay the ground for future studies focused on individual factors identified during this study. Olsson, (2009) suggests that by considering, interpreting and understanding children causes researchers to re-examine their opinions and attitudes and be more open to what is not yet known. Olsson (2009, p. 115) credits the rhizomatic movement with the creation of ‘space where everything is valued and can come together to form new and multiple thoughts’. The researcher sought to be open to new possibilities with respect to research on factors that may affect the quality of ECE, by looking at a broad range of factors.

Within IDP camps there are pressing needs for healthcare services, health facilities, nutrition programs, sanitation and hygiene within a learning environment. These supplementary programmes are necessary as they supplement instruction and care and are required to achieve quality ECE. Evidence from World Bank projects implemented between 1997 and 2004 in 14 pilot districts clearly showed that providing health and nutrition services
together with ECD in the form of growth monitoring, immunization, de-worming, feeding programs and safe water provision reduced absenteeism, dropouts and improved the children’s health and development (UNESCO, 2005).
### PARTICIPANTS' PERCEPTION OF QUALITY ECE

#### STRUCTURAL FACTORS

**Physical & Learning Environment**
- Classroom Structure, Furniture and Child Population.
- Teaching and Learning Materials
- Availability of clean water
- Toilets, Sanitation & Hygiene
- Playground & Outdoor Play Equipment
- Security & cleanliness
- Financial support
- Health and Safety

**Regulated factors**
- Centre Registration
- Child-Teacher ratio
- Class Size
- Teacher Qualifications and Training
- Teacher certification
- ECE/ECD Curriculum
- ECD Service Standard Guidelines
- Supervision and inspections

#### PROCESS FACTORS

**Classroom Process**
- Pedagogy
- Classroom Management
- Classroom Organization
- Classroom Participation
- Teaching Aids
- Range of activities available to children
- Teaching/Learning methods & strategies
- Interactions between the Teacher and Child
- Teacher innovation and adaptation
- Quality of teaching and learning

#### CONTEXTUAL FACTORS WITHIN IDP CAMP

**Child rights framework**
- Provision of basic needs
- Right to education
- Leisure & recreation act.
- Protection from abuse
- Health & social services
- Social Support Programs
- Best interests of the child

**Challenges / Obstacles**
- Lack of Teaching & Learning Resources
- Poor Health and Safety
- Low & Irregular pay
- No feeding programme
- Poor awareness of CRC

**Health, Nutrition & Sanitation**
- Health facilities
- Immunization services
- Feeding programs
- Sanitation facilities
- Clean water supply
- Hygiene

**Social/Emotional**
- Opportunities for Social/Emotional Support
- Acceptance by peers & Community
- Teacher-Child, Parent-Child & Peer Interaction

**Parent / Stakeholder participation**
- Govt. / Donor assistance
- Parents' financial and material support
- Parental participation in the school's management
- Collaboration between parents and the school
- Parent-teacher meetings

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*Figure 1.1 Researcher's Conceptual Framework 2014 (adapted from EFA Global Monitoring Report 2005. Pg. 36. (UNESCO, 2004))*

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1.13 Operational Definitions of Key Terms

**Child Rights Framework**

The sum total of entitlements that every child is guaranteed according to internationally accepted standards for the children living in IDPs camps. These are inherent and do not need to be earned and are defined by international covenants and laws such as Kenyan Constitution, CRC, ACRWC, Guiding Principles on Internal Displacement among others. CRC articles relevant to the study are Articles 3, 5, 6, 7, 19, 20, 28, 29 & 31.

**Early Childhood Education**

The study takes a comprehensive and integrated view of early education including instruction, stimulation, health, nutrition, safety, activities and opportunities for learning offered to children living in IDPs camps aged between two and eight years that influence children’s learning and holistic development positively.

**Environment**

This is the place and surroundings where learning in ECE takes place for children living IDPs camps is limited to teachers, parents, learning materials, children, classrooms and the playground facilities.

**Health /Nutrition & Sanitation**

The health care facilities and services, water supply, sanitation, immunization and nutrition that children within IDPs camps are given or have access to.
IDPs Camps
Temporary places inhabited by children and their families after being displaced by violence. Examples are Mawingu, Jedidia, Wanjohi, Muhuu, Gwakung'u and Kidipa in Nyandarua County.

Internally Displaced Person (IDP) A person who has been forced to flee and leave their home as a result of conflict, violence or threat of violence, that has not crossed an international state border staying in temporary camps.

Pedagogy
Encompasses all educational activities used to achieve the child’s holistic development and includes cognitive, moral and social aspects.

Physical facilities:
Infrastructure used to provide and support Early Childhood Education in Mujama IDP camp which includes buildings, playground, facilities to provide water, toilets, furniture, play areas and equipment.

Quality of ECE:
Fitness of Early Childhood Education for defined purpose and its compliance to a contextual and culturally determined standard for the children’s learning and holistic development, including their skills and behavior from the perspective of the children, parents and teachers living in the IDP camps.
Resources and learning materials: Available materials for facilitating and stimulating the learning experience for children living IDPs Camps. Includes writing and reading materials, toys, playground facilities but also crucially songs, dance, stories and drama.

Social/emotional aspects: How children living in IDPs camps behave and relate to peers and their teachers, and how they are able to deal with their situation by themselves or with help from others.

Structural factors: Factors that influence the quality of ECE that are regulated by authorities limited to class size, play space, qualifications and child-teacher ratio.

Teacher training/qualification: The specialized training that a teacher has received in ECE. The more advanced the training the higher the quality of potential teacher-child interaction is likely to be.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews available literature on quality of ECE for children and factors that affect it focusing on literature from Africa (Zambia, Mali, Senegal, Gambia and Uganda) as well as from further afield in Australia, New Zealand, Pakistan, Canada, United States of America, and Iraq. Literature from relevant United Nations organizations (UNESCO, UNICEF) and international organizations such as the World Bank and the Organisation for Economic Co-operation and Development (OECD) were also reviewed. The review begins with interrogation of what is meant by quality in education in general and in ECE in particular. It then reviews literature on education in emergencies to inform the various aspects that may affect the quality of ECE provided to children living in the camps for the displaced.

UNESCO (2011b) decried the increase in internally displaced persons estimated to be 49 million worldwide, half of whom are children under 18 years. Sapir (1993) noted that women and children are disproportionately impacted by conflicts, displacements, and disasters worldwide. Mahalingam, Narayan, & van der Velde (2002) found that children who formed half of all IDPs were likely to die in the initial period of displacement due to malnutrition and diseases and that they lacked healthcare and education. Kamungi (2002) found that children below the age of 15 years formed sixty-five percent of the internally displaced populations in Kenya at that time. Internal Displacement
Monitoring Centre (IDMC) estimates that there were approximately 250,000 displaced Kenyans in 2010 (IDMC, 2010). The majority of the displaced children who are the subject of this study were born of parents who were forced out of their homes by politically motivated violence that followed the 2007 elections, and their numbers have since been swelled by displacements from other violent events in different parts of the country. An estimated 100,000 children fled their homes during the violent period that followed the disputed 2007 elections (UNICEF, 2008). Out of these 75,000 went into the 100 or so camps for the internally displaced persons with the rest being accommodated by their extended families and host communities.

With the urbanization and modernization came the dominance of the concept of a nuclear family and the collapse of traditional child rearing arrangements by extended families. The involvement of women in the workforce estimated at 77% in Kenya which is higher than world average of 61%, has increased the demand for Early Childhood care in both rural and urban areas. Early Childhood centers range from privately owned care centers and kindergartens (mostly in urban areas) to nursery schools popular in the rural areas but also include pre-unit facilities attached to many private primary schools. The typical age for primary school entry is six years (MoE, 2005) and the overall enrolment in preschool education has risen steadily from 43% in 1999 to 52% in 2009 (UNESCO, 2011). ECE is funded almost exclusively by parents apart from the training of pre-school teachers, which is cost-shared with the
Government (MoEST, 2005). The report noted considerable disparity between formal systems and non-formal systems particularly in disadvantaged areas.

Optimal learning experience is affected by many external factors. Sandstrom & Huerta (2013) in a study on effects of instability on child development confirmed the lifelong influence of early childhood experiences. They stated that children needed:

'safe and stable housing, adequate and nutritious food, access to medical care, secure relationships with adult caregivers, nurturing and responsive parenting, and high-quality learning opportunities at home, in child care settings and in school' (Sandstrom & Huerta, 2013, p. 4)

in order to develop to their full potential. In the research carried out these effects were broken down into the broad categories with the focus being placed on the children’s experiences within the ECE center.

The holistic view of ECE is borne out by a literature review carried out by Rao et al., (2013) on 111 studies linking cognitive development and ECD interventions which found that interventions focusing on parental support, early stimulation and education, nutrition, health and income supplementation had positive effects on children’s cognitive development with the largest effects being associated with comprehensive integrated programmes. Such interventions were found to work better for marginalised groups such as the Roma in Slovakia and the Maori in New Zealand (Neugebauer, 2008) so it is expected that they would work for displaced children. The researcher believes
the holistic care and education of children in IDP camps is linked to many other economic, social and cultural issues and cannot be adequately addressed through isolated remedial measures.

Furthermore, targeted interventions centered around one or a few factors are normally implemented through programmes that rarely survive once the support is discontinued as documented in Nepal by Neugebauer, (2008). OECD in case studies on quality indicators for ECD in Phillipines, Nepal and Namibia came up with physical environment, child-teacher ratio, teacher qualifications, curriculum, interaction and ECD policy good indicators of program quality (CGECCD, 2001). The Phillipine case study included food, nutrition, health and sanitation, clothing, income, shelter, safety, psychosocial needs, community participation, space considerations and open play spaces as a part of the physical environment.

2.2 Aspects of Quality in Early Childhood Education

Quality in Early Education is a challenging concept to define. Research indicates that notion of quality is contextual (Love et al, 2003; Dahlberg, Moss & Pence, 1999; Myers, 2006; Katz, 1992; Farquhar, 1999). Some researchers have linked quality early education to desired outcomes (National Association for the Education of Young Children (NAEYC), 2009; Love et al, 2003) while others have linked it to structural and process quality (Myers, 2006). Mooney, Cameron, Candappa, McQuail, Moss, & Petrie (2003) and Kontos, Howes,
Shinn & Galinsky, (1995) indicated that in assessing quality in ECE and care, three perspectives namely process, structure and outcomes are to be considered. The Ministry of Education has identified quality as one of the main concerns in the quest for the achievement of both Universal Primary Education (UPE) and Education for All (EFA) due to the tendency for quality to be lowered as access increased. EFA links quality to learners’ cognitive development, the promotion of values and attitudes of responsible citizenship and the nurturing of creative and emotional development.

Many perspectives of quality have been proposed amongst the more influential being Katz, (1992), Dahlberg, Moss & Pence, (1999), Farquhar, (1999) and Myers (2006). Important contributions to the have also been made to research on quality by EFA monitoring report 2005 (UNESCO, 2004) and Starting Strong III (OECD, 2012). Quality has also been used to justify expenditure on social programs through presenting it as connoting ‘efficiency competition, value for money and empowering the customer’ (Williams, 1994, p. 5 as cited in O’Kane & Kernan, 2002). Interest in ECE quality has grown as more and more women join the workforce and commit their children to institutions for care with parents seeking to get perceived ‘best’ care for their children. Intrinsically, quality connotes aspects of fitness for a defined purpose and/or compliance or exceeding a set standard of skills and behavior that is contextually and culturally determined. As O’Kane & Kernan (2002) point out that standard is relative to the norm i.e. in a case where standards are normally
low, what might be a middle level standard may be seen to be of a high standard and vice versa.

Early efforts to define quality in ECE include the notion of the ‘iron triangle’, which captures the central role played by group sizes, teacher/child ratios and teacher qualifications (National Research Council, 1990). This traditional view of quality as inherent, objective, absolute arises from the positivist, scientific and industrial tradition. However, Myers advocates the view of quality as both relative and subjective and requiring negotiation through a contextualized process of “meaning making” as proposed by Dahlberg, Moss and Pence (1999). Chang (2006) identified skilled and effective teachers, low teacher-child ratios, appropriate group sizes, age-appropriate curriculum, engaged families, well-designed facilities and linkages to comprehensive services as critical components of quality ECE.

National Research Council (1990) identified additional factors that were not easy to regulate but which affect ECE quality such as caregiver turnover and teacher remuneration, curriculum, physical facilities and materials, support services, parent involvement and child safety. Britto, Yoshikawa, & Boller (2011), whilst acknowledging that quality in ECE is neither simple nor universally defined, linked it to cultural appropriateness, program intensity and duration, skill of teachers and the learning environment.
Colbert (2002) drawing from earlier research in the US in a study on ECE quality in the Ontario province of Canada, found that education and training of teachers in child development was the most important factor affecting ECE quality. Frede (1998), whilst investigating the long-term effectiveness of center-based preschool experiences for low-income children in the US concluded that critical success factors were curriculum content and learning processes that cultivated school-related skills and knowledge with a language focus. The use of reflective teaching practices by qualified teachers overseen by qualified supervisors with small class sizes, low teacher-child ratios and intense and coherent programming in an environment of collaborative relationships with parents also helped.

Internationally, much effort has gone into creating a means to assess the quality of ECE. There have been attempts to go further than the relatively easily measurable ‘iron triangle’ indicators. United States of America has one of the most advanced systems in this area with over 19 states subscribing to an early childhood program quality rating and improvement system (QRIS)(NAEYC, 2009). Another notable effort is the Early Childhood Environment Rating Scale developed by the University of North Carolina whose aim is to facilitate comparison between Early Childhood programs across countries. It is noted however, that there are challenges in adjusting for differences in structure and content between educational systems and in determining what constitutes quality education in the different contexts (Limlingan, 2011). United States Institute (n.d.) for one proposes that quality
education for the displaced must be conflict sensitive, learner centered, participatory and should promote peace.

OECD undertook a thematic review of ECE in twenty countries between 1998 and 2006 and the results clearly show how ECE frameworks and perceptions of quality are influenced by both welfare systems and culture (Hayes & McGrath, 2004). While some countries had strict regulations for staff qualifications others had no requirements for qualified staff. They found that factors that influenced quality were adequate investment, coordinated policy and regulatory framework, efficient management, staffing levels and working conditions, pedagogical framework, monitoring, equality and diversity.

UNICEF for its part, believes in quality education being provided within child-friendly schools modeled on the rights-based concept whereby schools are designed to be safe, healthy and protective, staffed by trained teachers, provided with adequate resources to ensure the appropriate physical, emotional and social conditions for children to learn and develop their talents to reach their full potential (UNICEF, 2009a). UNESCO advocates for Early Childhood Care and Education (ECCE) programs that focus on health, nutrition, physical and emotional security in addition to learning, in order to provide for children’s holistic development. UNESCO (2005b) identified 5 key areas that needed to be addressed by the Government to realise its expanded vision of ECE namely its vision of ECD, free primary education policy,
declining participation rates and growing inequality in addition to the quality of teaching, curriculum and resources.

UNESCO (2011b) regarded the number of qualified teachers, actual teaching time, class size in early years, learning materials and classroom environment as critical to the improvement in the quality of education and the elimination of disparities in education between rich and poor children. Disparities in education quality in Kenya are characterized by rich/poor, rural/urban divides in addition to gender challenges (Ministry of Education, Science and Technology [MoEST], 2005). UNESCO (2011b) report for example, noted that only half of the poorest grade three children could read a grade two Kiswahili text, compared to three-quarters of the richest children in the same grade. It also noted that only 8% of children in North Eastern Counties had their own textbooks compared to 44% in Nairobi County.

The first documented initiative aimed at improving quality of ECE in Kenya was the Pre-school Education Project jointly funded by the Ministry of Education and Bernard Van Leer Foundation between 1972 and 1982, which focused on developing the Early Childhood curriculum and teacher training programs and was later scaled up by the Ministry to cover the whole country. This led to the formalization of the ECE framework including development of policy, training, registration of pre-schools and the setting up of an Inspectorate unit within the Ministry among other changes. The current Kenyan ECE policy does not define quality for ECE but identifies critical areas
needed to attain quality as stakeholder participation, curriculum, teacher training, provision of learning materials, availability of trained teachers and registration of ECE in addition to supervision and inspection (MoEST, 2005). The Division of Quality Assurance is mandated to control the quality of education through the use of regulations and inspections (Inter-University Council for East Africa, 2009) and is assisted by Teacher Advisory Centres (TACs), which provide teacher support at zonal level. Inter-University Council for East Africa, (2009) reports on a 5 year ministerial plan to provide monitoring and teacher support to all institutions and undertake research to improve the quality of education.

These efforts aimed at improving ECE quality, were further enhanced by the release in 2006 of the Early Childhood Service Standard Guidelines for Kenya (MOE, 2006a). Although the document did not address key areas such as space required for play activities it calls for space to be 'large enough for the number of children'. The researcher located two recent studies on ECE quality carried out in Kenya. Otieno (2004) identified factors affecting ECE quality in Nyeri District such as policy guidelines, curricula, funding, facilities, management, qualification and remuneration of pre-school teachers. Wawire (2006) found inadequate policy framework, parent expectations, historical factors, inadequate equipment, learning materials and supervision, remuneration of pre-school teachers in addition to lack of co-ordination and linkage between ECE provision partners as key factors affecting the quality of ECE in Nairobi and Machakos Districts. Ultimately quality ECE must be responsive to the
children's needs and should offer education and care in an integrated way. As pointed out by Dahlberg, Moss & Pence (1999) there is an increasing reliance on experts to define quality. They lamented pointed out that research findings mostly in the positivist tradition were unduly concerned with informing and implications for policy and rarely with explanations, understandings or the views of children parents and teachers. Ceglowski & Bacigalupa, (2002) point out that most studies have historically been conducted from a top-down (researcher/professional) perspective. This study provides and alternative in the form of a synthesis of stakeholders views on what quality ECE means to them with emphasis on the bottom-up perspective.

2.2.1 Child Rights Framework

The Convention on the Rights of the Child (UN, 1989) Articles 2 (non-discrimination), Article 3 (the best interests of the child), Article 6 (inherent right to life, survival and development), Article 12 (right to freely express views on all matters affecting the child), Article 19 (protection from physical and mental violence, abuse, neglect as well as establishment of appropriate social programs for support), Article 24 (health and social services), Article 27 (standard of living), Article 28 (education), Article 29 (aims of education) and Article 31 (leisure, recreation and cultural activities) set out the rights and minimum living standards that a child should enjoy even in displacement. They have had a far-reaching impact on how children are perceived and treated and caused a discernible shift in research focus from researching on children to
UNICEF looks to the CRC and UN Guiding Principles on Internal Displacement as guiding documents in ensuring rights to survival, protection, and development for displaced children. Mahalingam, Narayan, & van der Velde (2002) noted that many internally displaced children were exposed to danger of physical abuse, exploitation and often lost access to education or health care particularly if they were separated from their families. They noted that at the same time most governments failed to monitor or enforce human rights and legal standards. Economic deprivation and poverty often forced families to withdraw children from school due to inability to pay fees and in order to supplement the family income. They noted that IDPs existed in a legal limbo, were susceptible to arbitrary action by those claiming authority and tend to live at the periphery diminishing their visibility and access. Neugebauer, (2008) posits that neglect and violation of children’s rights are only surface manifestations of underlying complex and deeply rooted structural causes. It reported that child abuse detection and rehabilitation services were in very short supply in Jordanian camps for displaced persons.

According to Mahalingam, Narayan & van der Velde (2002) IDP children were denied education due to inability to pay school fees, or their status as non-residents of the area and faced an increased risk of malnutrition. Lack of facilities, overcrowding at existing education facilities and lack of teachers
presented significant barriers to re-entry into the education system for displaced children. Displaced children, McCallin (2009) noted, were likely to have lost their family home, friends and familiar surroundings, to lack access to health facilities and adequate nutrition, to lack educational opportunities and opportunities for play and are often forced to shoulder an excessive burden of paid or unpaid work. McCallin further, posits that they may lack self-respect and self-confidence and that the accumulation of risk factors linked to past traumatic events may cause them developmental harm and an uncertain future.

UN Guiding Principle 4 on internal displacement clearly states that internally displaced persons, such as children “shall be entitled to protection and assistance required by their condition and treatment which takes into account their special needs” In addition, Guiding principle 13 reaffirms the children’s right to education. Secretary-General’s Special Representative for Children and Armed Conflict, Radhika Coomaraswamy pointed out that displaced children are amongst the most vulnerable and were particularly exposed to risk of sexual exploitation (United Nations Non-Governmental Liaison Service (UN-NGLS, 2012). Ms Coomaraswamy was at the time launching a working paper on the rights of displaced children to give voice to displaced children and to raise awareness of their plight. A follow up discussion involving United Nations High Commission on Refugees (UNHCR), International Committee of the Red Cross (ICRC) and United Nations Office for Coordination of humanitarian Affairs, (UNOCHA) personnel pointed out the tendency to minimize IDP’s children’s rights to medical care, food and sanitary conditions
whilst education was often sidelined even though a typical displacement lasts 20 years, which could constitute a child’s entire childhood.

African Charter for the Rights and Welfare of the Child (ACRWC) (OAU, 1990) which was adopted in the year following CRC, reaffirms many of the key child rights enshrined in CRC but goes further with regards to harmful cultural and social practices that impact upon the child’s ‘welfare, dignity, normal growth and development of the child’ (OAU, 1990, Art. 21). It frames the roles and responsibilities of parents, the extended family and caregivers as well as the state’s responsibility to provide basic child care services and assistance to families in need (Union, 1990, Art.18-21). USAID through its orphans and vulnerable children program recognizes that there are other important areas that affect the quality of ECE such as child protection, counseling, mental health and nutrition (AIDSTAR-One, 2011).

In Kenya, the enactment of the Children’s Act (2001) which came into operation on 1st March, 2006 has strengthened the framework for the protection of children’s rights and improved children’s welfare. Article 10 of the Act requires the state and its organs “to provide protection, rehabilitation care, recovery and re-integration into normal social life for any child who may become a victim of armed conflict” (Art. 10, p.14). This is in line with the notion that children are to be protected not just from physical harm, but also from environments that can harm or hinder their holistic development (McCallin, 2009).
It is a concern that without quality early education which sets the basis for later success, IDP children would be exposed to risk of developing anti-social behaviour and may even be recruited into criminal groups such as ‘Mungiki’ found in some parts of Central Kenya. The Special Rapporteur on the Human Rights of Internally Displaced Persons, Chaloka Beyani reported that ‘dehumanising living conditions, lack of basic needs and social amenities as well as neglect in the camps’ had forced many children into nearby towns as street urchins (Rajab, 2011). The Rapporteur noted that parents were uncomfortable sharing the makeshift tents with their growing children and that such children felt disenfranchised and disconnected. Lack of uniforms and levies imposed by schools drove children away from school. He met several children aged 10 to 16 years in Eldoret town collecting and selling scrap metal to supplement family incomes and warned that the country risked breeding an illiterate generation that would exacerbate existing social imbalances.

Mahalingam, Narayan & van der Velde (2002) found that IDPs are particularly vulnerable to malnutrition and certain diseases, like measles, diarrhea, respiratory infections, and malaria. They also faced increased risk of exploitation, sexual abuse, neglect or recruitment into criminal gangs particularly if they were separated from their families or lacked access to education. Appropriate nutrition is a very important requirement for pre-school children’s development. Effective growth monitoring and promotion (GMP) activities – mainly health and nutritional surveillance by pre-school teachers and parents of under-fives in and out of pre-schools has increased access to
ECD services (MoEST, 2005). Pre-school teachers were reportedly reluctant to take on the extra duties related to nutrition without compensation. Unfortunately, there exists no formal guidelines on pre-school feeding programs.

Another important influence on ECE is immunization of children under 5 years old. Mahalingam, Narayan, & van der Velde (2002) described how mobile clinics were used in Sri Lanka to bring health services closer to the displaced. In Kenya, immunisation is implemented and overseen by the Kenya Expanded Immunisation Programme (KEPI) under the Ministry of Health. Recognizing that children, who are not adequately nurtured or immunised are more likely to fall ill and to miss school, the Ministry recommended that the care component be strengthened (MoEST, 2005). Garcia, Pence and Evans (2008) reported that in 2005 governments in Sub-Saharan Africa financed only half of the Expanded Programs on Immunization. This is an area that could definitely be improved upon.

UNICEF is committed to ensuring displaced children enjoy the same rights as other children. To this end, it engages in advocacy at the highest political levels to galvanise commitment to address IDP issues through building data collection, engaging the media and reporting on IDPs, educating IDPs and actions to strengthen CRC such as its translation and dissemination (Mahalingam, Narayan, & van der Velde, 2002). It also cares for displaced children by providing psychosocial programming, health and child care,
schools, water supply and sanitation systems amongst other activities. Nonetheless, its biggest contribution is in formalizing emergency operations.

There are many factors, which influence the quality of ECE given to the children such as physical infrastructure, learning environment, teacher training, pedagogy, teacher innovation and adaptation, resources and learning materials, stakeholder involvement, government and donor assistance, children resilience and social behavioral issues arising from past trauma. These are discussed in detail below:-

2.2.2 Children’s Resilience

Resilience was defined as ‘the manifestation of positive adaptation despite significant life adversity’ (Luthar, 2003 as cited in Bouvier, 2007 p. 13). Boothby (2008) notes that many children who are exposed to violence do not develop trauma symptoms in spite of the clear relationship between exposure to violence and psychological trauma and posits that family and social support, survivor meanings and coping strategies and resources are key to positive outcomes. This is in agreement with McCallin (2009), Bronfenbrenner (1986) and Sandstrom & Huerta (2013) all of whom noted the crucial role the family and the community plays in building resilience and in helping the children recover from distressing events.
Professor Meichenbaum (n.d) describes poverty as ‘a source of ongoing stress and a threat that leads to malnutrition, social deprivation and educational disadvantage’ and recommends that educators nurture resilience in children and their families. Poor children are also at an increased risk of developmental delays in intellectual development and school achievement as well as from psychiatric disorders (Sapolsky, 2005 as cited in Meichenbaum, n.d). Poverty severely limits the ability of the family to adjust to changes according to Sandstrom & Huerta (2013). Clearly, if the family is under financial stress the parents are more likely to concentrate on activities that help provide for the family’s basic needs. The children are likely to get reduced support and are as a result more exposed to possible exploitation. McCallin (2009) notes that insecure situations of conflict and displacement are characterized by ‘poverty, social and political instability, breakdown of traditional value systems and social structures with families often becoming destitute or dependent on aid for survival and children more vulnerable to sexual exploitation and likely to engage in child labour.

The link between low family income and children’s health, social-emotional development, social competence, cognitive abilities, school achievement and psychological distress is well established through a large body of research (Brooks-Gunn and Duncan 1997; Conger 2005; National Institute of Child Health and Human Development Early Child Care Research Network [NICHD ECCRN] 2005; Brooks-Gunn, Duncan, and Maritato, 1997; Jencks and Mayer, 1990; Laird et al. 2006, Duncan, Ziol-Guest, and Kalil 2010; Duncan, Yeung,
Brooks-Gunn, and Smith 1998; First Focus, 2009 as cited in Sandstrom & Huerta, 2013). The impact of low family income on cognitive abilities and early academic achievement is even more pronounced and Guo (1998) attributes this to the fact that this is a crucial period when children are developing critical skills in the areas of executive functioning, language and memory.

Inadequate allocation of funds to the sector was identified in Indonesia as an issue (Neugebauer, 2008). In Kenya, various studies point to the crucial role of poverty and/or lack of funds as the main reason for children's non-attendance at school. Hüls (2007) found 21% of 6-14 year olds did not attend school due to lack of money for school levies, Keriga (2009) found inability to pay school fees contributed to 30% of non-attendance in school amongst poor households and Ruto, Mugo & Kipserum (2010) blamed 68.7% of absenteeism, drop-outs and non-enrollment in 3 constituencies in Kwale district on lack of funds. In the case of displaced children where low family incomes is the norm, and one would expect this to have a greater influence on displaced children's schooling patterns. There appears to be a lack of research and literature on resilience in Kenya and the region.

2.3 Physical Facilities and Learning Materials

Unfortunately, ECE programs in developing countries are chronically underfunded and are rarely available to or used by the poorest households who
stand to benefit most from them (UNESCO, 2011b; MoEST, 2005). Most ECD services are community supported (Neugebauer, 2008; MoEST, 2005; Garcia, Pence and Evans, 2008; Ngasike, 2011). Kenya government’s investment in Early Childhood Development services is quite low and estimated at 0.1% of recurrent expenditure budget compared to 61% for Primary Education (MoEST, 2005). Part of the problem is that a large portion of the budgetary allocations are used for salaries and administrative expenses with very little being left for infrastructural development. The Ministry confirms that ECE services are financed mainly by parents (70%) and sponsors such as NGOs, religious organizations, local authorities and private entrepreneurs.

Mahalingam, Narayan, & van der Velde (2002) noted the reluctance of donors to commit resources towards IDP issues due to the misconception the IDP problem was temporary. IDPs ECE is therefore caught up at the intersection of government underfunding of ECE and lack of donor commitment. The burden to parents is substantial and involves not just the initial construction and site costs but also the funding of recurrent payments for salaries for teachers and school staff. Children from poor families face the unenviable choice of either attending overcrowded pre-school facilities or staying at home (MoEST, 2005). Neugebauer, (2008) reported a shortage of school buildings in post conflict Iraq leading to lack of facilities for teaching, play and drawing and 70 to 80 pupils in a classroom 6m long by 4m wide.
The IDMC (2010) study in NW Pakistan found schools were located far from IDP camps and had inadequate water and sanitation facilities. Harvey & Adenya (2009) reported that access to sanitation in Zambian primary schools was woefully inadequate with only a third of the schools having permanent toilets structures and one tenth having adequate facilities for girls. MoEST (2005) noted that schools owned by parents and local communities were generally poorly equipped with most of them having semi-permanent buildings, earthen floors, walls made of wood or iron sheeting and iron sheet roofing. Furniture, where available, was rarely suitable for children and play materials were not generally provided. Feeding and health programs were rarely incorporated. Privately owned pre-schools were found to be well equipped but followed curricula that prioritized reading, writing and school readiness over child-centered learning.

The Consultative Group on Early Childhood Care and Development, suggested the assessment of physical environment use amongst others 'amount of space available per child, safety precautions taken, presence of functional and clean sanitary facilities availability of portable water etc.' (CGECCD, 2001, p. 36). The study considered the infrastructure available in a pre-school for the IDP children and the researcher assessed these factors. UNICEF has used the concept of Child Friendly schools to provide reasonably priced and acceptable physical facilities in emergencies and emergency kits for ECE in Haiti after an earthquake.
2.3.1 Learning Materials and Resources

Central to the provision of quality ECE is the requirement for appropriate play facilities. Key factors are size of the play area, the safety of play equipment (no crush or pinch points or sharp edges for example), adequate sanitation and hand washing facilities. MoEST (2005) noted that most communal preschools lacked 'equipment, furniture and learning and play materials' which affected the children’s holistic learning and development. Sanitation and hand washing facilities are a challenge for many schools in the rural areas due to lack of piped water. Coleen & Mooney (2008) identified lack of teaching and learning materials as a key challenge. Neugebauer (2008) noted the lack of children’s storybooks in Fiji as a challenge and that in Vietnam preschools lacked play materials and equipment.

Early Childhood Development service standard guidelines for Kenya, (MOE, 2006a) does not address this issue in depth, but merely calls for adequate, safe and developmentally appropriate equipment. Lack of resources to create a healthy, stimulating environment that facilitates play limits the stimulation for the children and consequently their cognitive development (Neugebauer, 2008). Indonesia identified physical structures and equipment, inventory of fairy tales, traditional children’s play, songs, learning through play, movement and socialization in early childhood as key components of ECE. Tajikistan also recognized lack of textbooks, teaching and learning materials and libraries as constraints to ECE. 70% of preschool teachers in Turkey identified physical environment as the most important issue. Neugebauer, (2008) noted that the
lack of teaching and learning materials constrained the effective delivery of ECE and diminished the environmental stimulation in the classrooms in Kenya.

Colbert (2002) cites research that showed that spacious playing spaces facilitated focused solitary play and that age appropriate materials together with group sizes spaces enhanced social problem solving skills. Varied, diverse and stimulating learning materials, organized into separate activity areas was found to stimulate both cognitive and social skills. National Health and Safety Performance Standards (in the US) and National Association for the Education of Young Children (NAEYC), the largest non-profit organization of ECE stakeholders in the US recommends a minimum of 35 square feet of usable play room floor space indoors, and 75 square feet of outdoor play space per child. Early Childhood Development Service Standard Guidelines for Kenya (MOE, 2006a) specifies a classroom size of 8x6 meters for a class of 25 children, but does not give dimensions for the corresponding play area required. The study sought participants views on the space available for the classroom and playground as well as comparing them against the service standard guidelines.
2.3.2 Water, Sanitation, Hygiene and Health Issues

IDPs camps are known for having poor access to reliable water sources as well as for lacking running water. Hertzman and Wiens (1996) pointed out the trend where most of the schools within IDPs camps had no access to water, a situation that adversely affected ECE in those IDPs camps. The children are exposed to learning environments where drinking water was not treated and was not sourced from well protected water wells or running water (Miyahara & Meyers, 2008). Therefore, most of them used water which was deemed to be dangerous especially for the children, yet in most cases they were the ones charged with fetching water. Garcia, Pence and Evans (2008) noted that 130 million children under the age of six years in Sub-Saharan Africa lived in dire conditions and were in need of rapid and intense interventions.

This lack of clean water also affected their toilet facilities. Most of the ECE centres in IDPs camps do not have ventilated pit latrines; in fact, some used open fields to answer the calls of nature. Cases of children’s excreta being improperly disposed of are common in the IDPs camps and most of of ECE centres in IDPs camps are not connected to sewerage systems (UNICEF, 2009b). This has exposed children in IDP camps to risk of diseases and infections which could further interfere with their learning process when they have to stay at home due to illness. It is sad that even when they stayed at home, they were not attended to due to lack of healthcare facilities within and around the camps. The study assessed the availability of clean water and toilet facilities at the ECE centre and participants views on these two issues.
2.4 Stakeholder Involvement, Government and Donor Assistance

Private and non-governmental actors play a big role in provision of ECE in Sub-Saharan Africa. Garcia, Pence and Evans (2008) reported that they accounted for 64% of all pre-school enrollments. The sector comprises of communal associations, churches, mosques, neighbourhood associations, private providers and NGOs. The dominance of sector by institutions other than the government points to a need for collaboration between the government and the non-governmental and private actors. Response to internal displacement has historically been fragmented but this has changed with the strengthening of inter-agency coordination and resource sharing amongst international organisations and NGOs. This study sought to establish the involvement of the government and donors agencies in the establishment and day to day running of the ECE centre in the IDP camp.

The most important stakeholder involvement is parental involvement. Colbert (2002) further categorizes parental involvement into participation in the classroom, parent-education activities, program decision making, interactions with other parents and interaction with staff and other community members. Greater parental involvement leads not only to higher quality of early care and education, but also in turn to improved interactions between parents and their children. Parental attitudes and approaches to child development within the home were found to be very important. Kagan & Cohen (1997) and National Research Council (2000) reaffirmed the benefits of parental involvement for both children and parents with the latter recommending the establishment of
school-home relationships into complimentary and mutually reinforcing environments for the children.

Sandstrom & Huerta (2013) also reaffirmed the central role played by parenting, parental mental health, and the home environment in providing stability and support which young children need for positive development. Garcia, Pence and Evans (2008) linked supportive environments for young children to poverty reduction. Lack of a secure source of income limits the ability of parents to provide stability for their children and can cause chronic stress in both the parents and the children. Neugebauer, (2008) noted that the difficult living conditions caused the children to be psychologically distressed. It noted widespread poverty was hindrance to ECE provision in South Africa, Vietnam and Tajikistan because parents were unable to pay for services. General comment No. 7 points out the vulnerability of young children to poverty. However, there is a lack of detailed researched information on how this affects preschool children in IDP camps in Kenya.

The involvement of parents and local communities is considered a key strength of the ECD program and an essential ingredient to the attainment of quality ECE through greater sense of ownership and provision of infrastructure, learning materials and local cultural input (MoEST, 2005). Stakeholders present in school committees provide valuable guidance to school administration and teachers by conveying the community’s expectations, providing valuable feedback and in performing outreach functions (IDMC,
Kagan & Reid (2008) saw the role of stakeholders as that of implementing state mandate and reporting requirements, providing funding for programs to reflect a local commitment to young children, as well as engaging parents and community leaders in the design and distribution of services. This study sought to document how parents as the main stakeholders were involved in the running of the centre.

Mukuna & Indoshi (2012) found that pre-school teachers in Mumias were not trained in parental involvement strategies or skills, and as a result held negative attitudes towards parental involvement as perceived by parents. Stakeholders need to be deeply involved in provision of ECE and must be a part of the process of defining what ‘quality ECE’ is provided to their children (Myers, 2006). The study therefore endeavoured to establish the involvement of parents in the IDP pre-school programmes.

2.5 Quality of Teaching and Learning in IDP Camps

The Ministry of Education has authorised five different curricula that authorized for use in Kenya, namely the Guidelines for ECD in Kenya, Kindergarten Head teachers Association curriculum, Montessori curriculum, Islamic Integrated Education Program and Community Education programs (MoEST, 2005). Guidelines for ECD in Kenya, which is the most widely used curriculum, had its origins in the World Bank funded Pre-school Education Project and was first published in 2000. Its aims were to develop a child
holistically while catering for national aspirations and seeking to achieve acceptable quality standards through a child centered approach that encourages learning through play and discovery. It encourages pre-school teachers to work with parents and communities to provide appropriate facilities, learning and play materials and feeding programs, and to ensure the safety of the children. The guidelines set out the knowledge, skills and attitudes that children need to acquire at various ages between zero and 6 years, but also allows for adaptation to of the curriculum to the local context and conditions. The study sought to establish the extent to which the teachers adapted the curriculum to local conditions through use of local materials and cultural artefacts and heritage such as song and dance.

One of the criticisms of the instruction given in ECE centers in Kenya has been the overemphasis on reading, writing and arithmetic as a means to prepare children for entrance tests for Standard 1 (MoEST, 2005). Long after the government banned such tests and clarified that age is the only selection criteria for school entry, their popularity continues unabated, due to lack of alternative criteria to gauge children’s readiness to join Standard one. ECE teachers the report found faced pressure from parents to prepare children for standard one. This pressure is accentuated by the fact that parents pay fees and expect to have a say in the kind of education their children receive. This causes ECE teachers to deviate from the curriculum. Some teachers were found to have reverted to teaching the alphabet and numbers instead of emphasizing interactions. CGECCD, (2001) suggests that interactions are possibly the best
indicator of quality. For this study interaction were assessed through observations of the percentage of time children spent interacting with teachers, variety of activities children participated in and time spent by teachers listening to children’s responses and comments.

Countries that have implemented curricula based on the constructivist model include Australia and New Zealand (Hill & Nichols, 2009; Kennedy-Williams, 2009 as cited in Anning, Cullen & Fleer, 2009). Under this approach, there is a clear movement away from the Piagetian model of a child’s cognitive development to an interactional model where the child learns through interaction with an adult within a social context (Jordan, 2009 as cited in Anning, Cullen & Fleer, 2009). Siraj-Blatchford et al., (2002) identifies quality interactions as a key characteristic of effective pedagogy in early years that can only be achieved through sustained, shared thinking. The study assessed the interactions between the children and their teachers as well as their peers through observation.

IDMC (2010) found that there was a lack of formal structures or mechanisms for monitoring and evaluating activities by partners involved in providing ECE. Wawire (2006) identified similar issues. Both Colbert (2002) and National Research Council (2000) affirmed the central role played by pedagogy in delivering quality ECE. Tymms & Merrell (2007) counsel that curricula and pedagogy should take into account culture in line with the social constructivist model adopted for this research. MacNaughton (1998) also
confirmed that social discourses heavily influence a child’s learning and that the curriculum used needed to be grounded in research and practice. The researcher investigated the curricula used in ECE centre in the IDP camp to find out how appropriate and effective it was in facilitating the children’s holistic development.

The Ministry of Education views registration of ECE centres as a crucial component in the provision of quality ECE, and believes that unregistered centres are the greatest threat to provision of quality early instruction. The process of registration starts at the district level and involves inspections by local Education and Public Health officials with the final approval being granted at the Ministry of Education headquarters (MoEST, 2005). The study sought information from the teachers on whether the centre was registered and if it was ever inspected the zonal inspectors from the Ministry.

Another issue that is critical to quality is class organization, management and control. Many researchers have confirmed the critical role of classroom management in improving the quality of teaching and learning (Oliver & Reschly, 2007; Oluwole, 2014; Calderon & Teresa, 2013; Waweru & Orodho, 2014). Oliver and Reschly (2007), linked classroom organization and student behaviour management to positive educational outcomes. Oluwole, 2014 found that effective classroom management predicted academic performance. Calderon (2013) found the most effective teachers implemented rules and imposed discipline.
2.6 Teacher Qualifications and Training

Almost all studies into improving the quality of ECE point to the critical importance of teacher training, qualifications and experience. It forms part of the so-called ‘iron triangle’. Layzer & Goodson, (2006) found that within center-based early care and formal education, specialized training in ECE led to desirable positive teacher behavior such as improved interaction with the children, improved content of interaction, positive guidance and disciplinary techniques and even influenced the teacher’s emotional tone. Chang (2006) confirmed that training in early childhood development is key to effective teaching. These findings are supported by a body of research linking staff qualifications to high quality ECE including among others including Blenkin et al., 1996; Abbott and Pugh, 1998; Feeney & Freeman, 1999. Crucially, IDMC (2010) found that teachers in ECE were not trained on how to help children who have undergone trauma.

Njenga & Kabiru (2001) also confirmed the critical role played by teacher training in a longitudinal study in Embu district that found preschool children with untrained teachers were six times more likely to drop out in standard one. The Ministry of Education has set the pre-requisite minimum standard for training as a pre-school teacher to be secondary education with a mean grade of D+. For those that do not qualify for the regular course, an alternative course or short courses are available. Primary school teachers who are holders
of Bachelor’s degrees in education are eligible for training as NACECE/DICECE trainers after undergoing a nine-month induction course. MoEST (2005) estimated that half of all pre-school teachers were untrained and believes that such teachers would have difficulties following the prescribed curriculum. Prior to 2004, the World Bank offered free training to pre-school teachers. With the end of the assistance program, teachers expected to pay for their training and this has led to fewer trainees.

Teacher training is recognized as crucial to the quality of ECE. The standard pre-school teacher training program developed by the Ministry of Education and NACECE is a two year in-service course which runs during the school holidays. It combines theoretical instruction in residential sessions with practical field experience where teachers are encouraged to apply the theoretical knowledge acquired. NACECE provides an alternative course for those who do not meet the entry requirements for the regular in-service course. In addition, there are short courses lasting 5 weeks and instruction for the Islamic Integrated Education Program (IIEP). These courses equip pre-school teachers with the necessary skills and knowledge to guide and provide for the children’s holistic development. IDMC (2010) found the problem of lack of trained teachers within camps for the displaced in North West Pakistan. Local schools that were to receive displaced children were already overstretched and overburdened, and lacked both physical and human resources to cope with the numbers of children, forcing them to institute double sessions.
The research study sought to establish the qualifications of the early childhood educators instructing children in IDPs camps in ECE from the teachers and whether they received any training to handle traumatized children or training on managing a centre. This was to establish if the problem of untrained teachers found in the literature review was present in the IDP camp.

High child-teacher ratios are linked to lower quality of ECE (Roseveare, 2011). MoEST (2005) reported high child-teacher ratios which varied from 504:1 in Turkana district to 294:1 in Bomet district as compared to the national average of 28:1. The recommended child-teacher ratios in the ECD service guidelines are 10:1 for ages 2-3, 15:1 for age 3-4, 25:1 for 4-5 years and 30:1 for 5-6 year olds (Ministry of Education, 2006). Higher child-teacher ratios were found to be linked to poverty and inability of parents who are the main financiers of ECE to construct classrooms and hire teachers. The study sought to establish the child-teacher ratios for the chosen ECE centre and its impact on quality of ECE as perceived by the participants. Howes, Phillips & Whitebook, (1992) found that a modest increase in ratio from 1:8 to 1:9 caused a marked shift in numbers who rated the process quality of a centre as very good.

2.6.1 Teacher Innovation and Adaptation

UNESCO's policy is to promote integration and local adaptation of ECCE programs and the ECD guideline curriculum both recommend adaption of curriculum to local conditions. Adaptation is particularly called for in the face
of poverty and lack of resources that prevails amongst most pre-schools in the rural and resource poor areas such as IDP camps. Sometimes the lifestyle of the community makes it necessary to adapt the teaching methods as well. A good example is the Alternative Basic Education for Karamoja (ABEK) program in Uganda sponsored by the Bernard van Leer Foundation and Save the Children Fund, which adapted to the community’s pastoral lifestyle and in the process changed the community’s attitude towards ECE. The program adjusted its teaching hours, which took place mostly under trees to accommodate the children’s domestic chores and modified the curriculum to include not just formal knowledge but to also incorporate indigenous knowledge and life skills (Chelimo, 2006 as cited in Vogler, Crivello & Woodhead, 2008).

The adaptation of the curriculum to incorporate indigenous knowledge is widely used in West Africa. Soudée, (2009) found that the ‘clos d’enfants’ (children’s groups) program in Mali that works through an international partnership with a local initiative program, used local materials and toys made by Bamako mothers. Senegal’s program combined local traditions and European pedagogical philosophies in the ‘case des tout-petits’ (children’s huts) program, while in the Gambia there was a proposal that indigenous knowledge be included in early childhood program curriculum. These programs can have a powerful effect in reducing costs through use of local materials whilst enhancing stakeholder participation. NAEYC (1995) counsels that educators need to accept the legitimacy of children’s home language, and
respect and hold in high regard the child’s home culture. Factors that the early childhood teachers can positively influence include creation of caring relationships, creation of positive and high expectations, and opportunities for meaningful participation (O’Malley & Amarillas, 2011; Benard, 1995).

Trained teachers are better able to recognize opportunities to adapt the curriculum to local conditions, and can utilize locally available materials to enhance the children’s learning experience. There are several ways to do this, including setting up impromptu games around the subject matter, creating some activities around the learning such as song and dance, group activities or even health related activities such as hand washing or brushing of teeth. Song, dance and drama have been used to very positive effect within Kenyan preschools due their close alignment with African epistemologies. Research in this area is however sparse. Furthermore, teachers who are trained in ECE have certain theoretical orientations that inform their methods and curriculum choices (Anning, Cullen & Fleer, 2009). The researcher looked for evidence of adaptation to local culture, knowledge and use of local materials as was the case in Senegal, Mali and Gambia and the use of constructivist approaches such as scaffolding. UNESCO (2005b) found scant evidence of teacher adaptation to local situation as recommended by ECD guidelines.

2.7 Challenges Faced by Teachers of ECE in IDP Camps

Teachers within ECE centres in IDP camps face a number of challenges as identified in the literature. Challenges related to physical facilities and learning
environment are described in section 2.3 with particular attention being given to lack of resources and learning materials (section 2.3.1) and water and sanitation (section 2.3.2). The sections below delve into the other challenges identified in the literature namely nutrition, lack of primary health care systems, teacher remuneration and lack of monitoring and evaluation of the ECE centres in IDP camps.

2.7.1 Malnutrition

Prevalence of acute malnutrition amongst IDP children has been found to be increasing rather than declining (Yaqub, 2002). Poor feeding practices for children also continue to be an issue across the globe. Malnutrition amongst children is at crisis levels in many IDPs camps where many children stop breastfeeding from a very early age (Glewwe, Jacoby and King, 2000). The foods they are introduced to after stopping breastfeeding often do not have the nutrients they require, contributing to high incidence of malnutrition amongst children. This is in addition to the fact that their digestive systems may not be developed enough to process the new types of foods. Poor health amongst IDPs children has been aggravated not only by poor dietary choices and unbalanced meals, but also by actual lack of food. (UNICEF, 2009b). This is due to lack of food sources and/or lack of income for the parents to afford proper meals.
In Sub-Saharan Africa, the problem of poor nutrition is acute. In the wider Sub-Saharan Africa more than half of all children were severely shelter deprived, with 45% being water deprived. The greatest challenges to these children according to Garcia, Pence & Evans, (2008) were poverty, health, nutrition and early learning. Malnutrition is a big problem in Kenya and the 2008-2009 National Health survey found that 35% of children under five years were stunted, 7% were wasted and 4% were underweight (Kenya National Bureau of Statistics (KNBS), 2010). These statistics have gradually improved and stood at 26%, 4% and 11% in the 2014 survey. One can only expect that the figures for children in IDP camps would be higher given their difficult economic circumstances. In addition, the same paper notes that micronutrient deficiency which often does not show any overt symptoms but which can cause anemia, cretinism and blindness in children aside from impairing their intellectual development and compromising the child’s immune system is an issue Mahalingam, Narayan, & van der Velde (2002) noted the doubling of malnutrition rates amongst IDP children in Sudan compared to the general population. Of particular concern is poor cognitive function, loss of learning ability and increased healthcare costs caused by malnutrition. Tanner and Finn-Stevenson (2002) also found the lack of proper nutrients hindered optimal development, caused health problems and had potential to cause brain damage in children.

Although the Guiding Principles on Displacement call for an adequate standard of living for IDPs, the situation on the ground is often grim with widespread
malnutrition and food insecurity which leaves children exposed to diseases and infections arising from poor sanitation and contaminated water supplies (Mahalingam, Narayan, & van der Velde (2002). They found poor living conditions increased the risk of death for children eightfold.

2.7.2 Health Care

National data from 47 Sub-Saharan countries confirms the strong association between pre-school enrollment and primary completion with children’s health and nutrition status (Garcia, Pence and Evans, 2008). The findings are well supported by longitudinal studies worldwide and by Jaramillo and Mingat (2003, 2006), Alderman et al. (2001), Fogel (1994) and Grantham-McGregor et. al. (1997) among others. Millions of children, the study notes are condemned to live below their physical and mental potential. Neugebauer, (2008) documented the insufficient attention paid to health and environmental risks in refugee camps.

Many IDPs camps lack access to health facilities (Yaqub, 2002). Apart from this, IDPs camps experience a lack of support for their existing health care facilities. Yaqub (2002) points out that this is especially true for diagnosis, prevention and treatment of ailments to the disadvantage of the children since they are the most vulnerable. Therefore, their schooling is interrupted when they catch infections such as diarrhea and typhoid that relate to lack of clean water and poor sanitation. Besides, UNICEF (2009b) notes that many IDPs camps lacked immunization programs or programs to administer micronutrient
supplements. This poses a risk to the children's development. The study sought to establish if a lack of health care facilities was experienced by the children in this centre as was found in the literature review. Provision of healthcare for IDPs is hindered by deterioration of infrastructure in conflict zones, dispersion of displaced persons, insecurity and transportation. These obstacles were successfully surmounted by the use of mobile clinics to provide immunisation and basic curative services, which made a huge impact on preventable childhood diseases in Sri Lanka (Mahalingam, Narayan, & van der Velde, 2002).

### 2.7.3 Teacher Remuneration

Another structural failing identified by MoEST, (2005) that affects pre-school teachers is the lack of clear guidelines on collection of fees and payment of teachers, which results in confusion with some teachers collecting fees and paying themselves while others hand over the money collected to either the school's head teacher or a treasurer who then organizes for their payment. This is in agreement with findings that teacher remuneration and turnover influences ECE quality although it was not easy to regulate where the government is not the main provider of ECE services (National Research Council, 1990; Otieno, 2004; Wawire, 2006; Farquahar, 1999; Sylva, 1999 as cited in Anning, Cullen & Fleer, 2009). Poor and irregular remuneration and
lack of job security makes the profession unattractive leading to trained teacher leaving (UNESCO, 2005b).

Neugebauer (2008) noted the disparity between pay and working conditions of ECE teacher compared to their colleagues in the public sector with ECE teachers receiving irregular pay resulting in high attrition rates in Kenya, South Africa, Jordan and India. UNESCO (2005b) found that ECE teachers in Kenya were paid irregularly and less than their colleagues in Primary school and had little job security as they could be hired and fired at will by pre-school committees. The salary paid to them depended on parental contributions and was therefore fluctuated each month. This study sought to establish if the teachers at the ECE centre faced any problems with their remuneration as was highlighted by the literature review.

2.7.4 Lack of Supervision and Inspections

IDMC (2010) found that there was a lack of formal structures or mechanisms for monitoring and evaluating activities of partners involved in providing ECE. Neugebauer (2008) noted the lack of monitoring and evaluation in Egypt and in India where a lack of statutory requirements, curriculum and assessment for ECE led to centres being established in makeshift premises run by unqualified personnel. Wawire (2006) identified similar issues in Machakos county in Kenya. Mechanisms for monitoring and evaluating ECE centres in the form of supervision and inspection are crucial for attaining and maintaining the quality
of ECE. The Inspectorate in the Early Childhood section of the Ministry of Education is charged with maintaining and improving educational standards in pre-schools. DICECE trainers, zonal inspectors and Teacher Advisory Centre (TAC) tutors who have the authority to inspect processes and facilities at any pre-school without prior notice carry out centre inspections and supervisory visits.

O'Kane & Kernan, (2002) linked higher quality of education and care to more stringent regulations whilst comparing regulatory regimes across stated in the US. Although regulations and benchmarks have been linked to quality of ECE benchmarks on their own, do not guarantee quality of ECE (Hughes & Valle-Riestra, 2014). The Ministry of Education views registration of ECE Centres as crucial to the provision of quality ECE and to some extent, this is true in economically challenged environments such as IDP camps as this sets a minimum standard.

Since ECE centres in IDP camps are established by parents on an ad hoc basis, they are unlikely to be registered with the Ministry, they would not be included in their inspection schedules. This denies the teachers of ECE in IDP camps valuable feedback and guidance from experienced ECE professionals. Through the interviews, the researcher sought to know from the teachers at the ECE centre if they had been inspected by or received any professional guidance from the Ministry of Education.
2.8 Social and Emotional Support for Displaced Children

Article 19 of CRC charges the state parties with responsibility for protection of all children from physical and mental violence, neglect and abuse and the establishment of social programs for support and reporting, investigation and follow-up of cases of maltreatment (United Nations, 1989). Research conducted by Save the Children on displaced children in Khyber IDPs camp, in the Peshawar region of Pakistan found that 67% of mothers reported some undesirable change in their children's behavior following displacement (Save the Children, 2012). One child's participation was noted to have dropped and he became very quiet, a change that was attributed to the stress caused by displacement. Mahalingam, Narayan, & van der Velde (2002) noted that displaced children had lost their support systems including family structures, nurturing environment and community. Sandstrom & Huerta (2013) identified five domains of instability that impact on child development namely family income, parental employment, family structure, housing, and the out-of-home contexts of school and childcare. They identified some of the effects of instability in each of the five domains.

Employment instability was linked to negative academic outcomes, lower attainment and internalizing an externalizing behavior. Family instability was linked to negative behavior, lower academic attainment and failure of children to form secure relationships with caregivers. Residential instability led to poor academic outcomes, poor social development and problem behaviour whilst school and childcare instability resulted in poor attachment with providers,
decreased social competence and poor academic progress in addition to disruption of learning. The authors concluded that lack of security and continuity could have a deep and lasting impact on a child’s physical, emotional and cognitive development. The study sought to establish if the five domains of instability were identifiable amongst the children at the centre.

Children living in IDP camps are likely to face instability in all the five domains since their family incomes were destroyed when they were displaced, their parents lack a stable source of income, their shelter is inadequate, family structures were affected with some losing family members in the chaos and their schools have of course changed. Normally, instability in one domain causes a disruption in a second domain but in this case of the displaced children all five domains were impacted constituting an extreme case of instability. The authors posit that sudden and dramatic disruptions can be extremely stressful and affect the children’s feelings of security. In extreme cases, such disruptions if not adequately mitigated, can be detrimental to a child’s mental health and cognitive development in addition to impacting negatively upon their academic performance and social competence (Evans, Brooks-Gunn & Klebanov, 2011; Shonkoff and Garner 2011 as cited in Sandstrom & Huerta 2013).

Another common behavior change is truancy where the child runs away from home or school. Rajab (2011) reported that some children from IDPs camps
had fled the poor living conditions in the IDPs camps and were collecting and selling scrap metal in the streets to supplement family incomes. The Special Rapporteur on the Human Rights of Internally Displaced Persons, Chaloka Beyani after meeting such children warned that the country risked breeding an illiterate generation, which would worsen existing social imbalances and lead to increased crime. One of the objectives of the study was to establish the kind of social emotional support that the children received.

UNICEF (2006) points to two areas used to assess the impact of displacement on children namely the child’s self-esteem and self-confidence and the child’s social competence as assessed through their communicative ability, sensitivity and empathy. The study details a checklist to assess amongst other areas the children’s conduct disorder, socialized aggression, attention problems, anxiety-withdrawal and motor-tension excesses. McCallin (2009) posits that displaced children may lack self-respect and self-confidence. King (1999) found that during the Iraqi invasion, Kuwaiti children suffered ‘anxiety, sleeplessness, loss of appetite, unexplained crying, bed wetting and unexplained physical symptoms such as headaches and stomach problems’. In addition, the children exhibited truancy, poor academic performance, verbal and physical confrontations with teachers and other adults.

Mahalingam, Narayan, & van der Velde (2002) noted that displacement affected children’s long term development and that such children were vulnerable to being recruited into criminal activities. They reported that many
displaced children suffered emotional and psychological trauma in addition to physical deprivation. Displaced children in Columbia benefitted greatly from a UNICEF sponsored project that used displaced persons to produce toys and materials for ECE centre and for therapeutic and recreational purposes (Mahalingam, Narayan, & van der Velde, 2002). They reported on interventions in Sri Lanka where teachers were trained to recognize signs of psychological stress in IDP children and to help affected children through appropriate interventions or referrals. The displaced were reluctant to accept help with psychosocial issues for fear of being labelled as mental ill and the subsequent societal stigmatization. Whereas much can be said about having dedicated services to help children with trauma, it is also well known that schools also acts as support mechanisms by providing safety and hope for children as well as protection through knowledge. This study sought to assess these areas through interviews with children, parents and teachers and during the observations of the children.

2.9 Acceptance of Displaced Children by Peers and the Community

Literature on the acceptance of IDP children by their peers and the community was scarce. There is a potential conflict situation in that the IDPs tend to stretch the educational facilities used by the original residents. IDMC (2010) reported that physical and human resources in local schools were overstretched by displaced children, forcing them to institute double sessions to cope with the influx of children.
The literature review indicated that IDPs often face discriminatory attitudes and animosity from residents. There is a lack of information on the relationship between IDP children and their peers in Kenya. The study sought to know from the participants whether they were accepted by the residents of the area and their relationship with other non-IDP children where they lived during social events in places such as churches.

2.10 Summary and Gap Identification

This section summarises the literature review and delineates the gaps identified that need to be researched upon. The push for universal basic education has given rise to discourse centered around accessibility, equity and quality of ECE (Neugebauer, 2008). Literature reviewed on quality of Early Childhood Education in different settings and countries and reveals clearly that the notion of quality is contextual. Every country and region needs to define its own concept of quality and so by extension quality needs to be defined for the education given to pre-school children in the IDPs camps. Whereas there is a substantial body of literature on ECE quality worldwide and a growing body of literature on ECE quality in Kenya, there is a lack of literature focusing on quality of ECE for internally displaced children in Kenya.

Given that many researchers affirm the notion that quality is contextual, there is a need for studies to be carried out in Kenya on quality of ECE for displaced
children. This would help deepen knowledge and analysis of the ways in which ECE is affected by displacement, provide reliable data for policy makers and inform decisions on displaced children's early education. UNESCO (2005) noted the lack of an indicator framework and policy options for promoting the child's holistic development in the face of limited resources. The study provides an assessment of ECE programs in IDP camps and helps to identify best practices and lessons learnt and inform government and donor decisions on intervention measures.

The other concerns arising from the worldwide EFA initiative are access and equity particularly for vulnerable children, which are critical issues in all developing countries. Side by side with this is the concern over the disparity of the services offered with urban areas receiving superior services compared to rural areas. Child rights and resilience in relation to displacement were identified as areas that were under-researched. There is also a scarcity of literature on acceptance of IDPs by residents. The research adds to the available literature in these areas. Further research and review was carried out as the study progressed as indicated in the research timeline.

Conflicts in Africa and Kenya centre around ethnicity, political contestation for state resources and political power which is seen as a means to capture or secure access to state resources. Several African countries have borne the brunt of political violence and secured peace through power sharing arrangements. Good examples are Nigeria after the Biafra civil war, Rwanda after genocide.
and more recently in Liberia, Zimbabwe, Ivory Coast and of course, Kenya. The main motivation for many of these conflicts appears to be dissatisfaction amongst the citizenry with the equity of prevailing governance, often fueled by historical injustices and accentuated by unscrupulous politicians for their own political gain.

Political motivated violence has been associated with elections in Kenya since the advent of multiparty elections and has been blamed on historical injustices and on the actions of politicians (Parliamentary Select Committee Report, 1992; Akiwumi Commission of Inquiry into Ethnic Clashes, 1999; Commission on Post-Election Violence (CIPEV), 2008). Other localized incidences of ethnic clashes have also been experienced leading to displacement of sizeable populations that include preschool children. Mpeketoni, Tana River and Bargoi are recent examples of such violent events. There is good reason to believe such clashes will continue to erupt in future so long as land issues remain unresolved. Information from this study will help the government and donors draw up plans to handle early education of displaced children.

The literature review indicated that the quality of ECE was likely to be impacted by lack of physical infrastructure and play facilities, water, sanitation and lack of learning materials and resources. Gaps identified in literature dealing with quality in ECE amongst displaced populations in Kenya. Other areas identified are lack of literature on child rights and resilience. Although
there is a body of literature on the effects of displacement on children’s behavior in other conflict zones, literature on these effects in Kenya is scarce. McCallin, 2009, posits that intervention measures need to take into account cultural understandings of mental health hence there is need for studies in Kenya. It is instructive to examine how the rights of the children as enshrined in the Constitution and CRC are enforced for the children in the IDPs camps.

The researcher’s view is that there are several key gaps in the literature, apart from lack of consensus on what constitutes quality ECE and how it can be achieved. The review highlighted several gaps that are pertinent to achieving quality ECE in IDP camps, including lack of data on informal ECE for vulnerable children, financing, lack of an indicator framework and policy option where resources are limited, additional factors other than structural ones that affect quality of ECE, child rights and resilience in IDP context and on acceptance of IDPs by local residents. The researcher used this information to identify the different areas that needed to be investigated.

The fact that factors having an impact on ECE also mutually affect each other and the quality of early childhood education was identified in the literature. In the researchers view it is not possible to isolate these factors and they must be studied together as a whole, a view supported by Mooney & Munton, 1997 (as cited in O’Kane & Kernan, 2002) who noted the interdependence between quality indices. Howes, Phillips & Whitebook, (1992) found that found that
favourable structural conditions provided opportunity for higher process quality and ultimately more positive outcomes.

The researcher therefore chose to look at a large number of factors affecting the quality of ECE delivered to best inform the design of comprehensive intervention measures that would have the most beneficial effect for the children. This would facilitate the development of comprehensive measures that incorporate the recipient's views are more likely to benefit the children more than a limited causal analysis (Neugebauer, 2008). Such programs that involve complex assistance in several areas (social, psychological, health care etc.) have been implemented in Lithuania where children receive free meals, specialist services, clothing, footwear and transportation to an education facility (Neugebauer, 2008). World Bank funded Uganda Nutrition and Early Childhood Development project targeted nutrition as well as cognitive and psychosocial development in 8000 communities (USAID, 2011).

This integrative approach is endorsed by United States Agency for International Development (USAID), which targets income generation opportunities, health nutrition, education, sanitation, community mobilization and livelihood development all of which have an impact on child development (USAID, 2011). OECD views child development as 'multifaceted and integral, involving physical, intellectual, social and emotional development' with 'synergistic relationships between health, nutrition, and psychosocial states' (CGECCD, 2001, p. 52). OECD recommends a participatory approach to
improving quality OECD (Neuman & Bennet, 2001) and support of ECE for the vulnerable (Bennett & Tayler, 2006). UNICEF’s programming aims to bring nutrition, water, hygiene, health, psychosocial, education and non-food relief services to displaced children. Kenya National Early Childhood Development Framework (MOE, 2006b) and ECD Service Standard Guidelines (MOE 2006a) also subscribe to the notion of integration ECE.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, the rationale for the design choices, the study concepts, target population, demographic information of the participants, sampling procedures and sample size, research instruments, detailed description of data collection and gives a description of data analysis procedures that were used. The different study concepts are discussed in relation to the study design. It highlights different approaches, which the researcher used in analyzing the data collected from the study area. It looks into data analysis procedures in relation to the various study objective areas and how different themes and categories were generated from the data. It takes into account the research questions for the study in the design of the research instruments and discusses sampling techniques. The section also addresses key issues of reliability and validity. Finally, the chapter addresses logistics and ethical considerations involved in researching with children.

3.2 Research Design

Creswell (2009) identifies three approaches to research design namely qualitative, quantitative and mixed methods. The study used a qualitative phenomenological case study strategy to understand the perspectives of internally displaced persons living in the camps on quality early childhood education. Case studies explore concepts through diverse data collection
procedures bounded by time and activity (Stake, 1995). This study was time bound because the IDPs were being settled. Phenomenological research on the other hand seeks to understand the lived experiences of participants through a prolonged engagement whilst bracketing their own experiences to understand those of others (Moustakas, 1994 as cited in Creswell, 2009).

Phenomenologists take an experiential view towards understanding phenomena, and highlight the human experience as valid, and of great importance to understanding human existence and the meanings these events have to them (Morrissey & Higgs, 2006). They emphasize ‘experience in the lived world’ and hold that meaning is ‘co-created by researchers and those who experience the events or lived phenomena being investigated’ (Becker, 1992, as cited in Morrissey & Higgs, 2006, p.163) in line with constructivist worldview. Through the use of phenomenological inquiry, the researcher sought to illuminate the phenomenon of quality of ECE from the participant’s perspective.

Researcher took a hermeneutic stance in setting aside preconceptions to understand participant’s perceptions, meanings and experiences, on how quality of early childhood education is perceived by internally displaced persons living in the camps. This was achieved through in-depth interviews and observations. Participants multiple realities were investigated during analysis and presentation of the results were in a descriptive format drawing heavily on the participant’s words (Frankel & Wallen, 1990; Lincoln & Guba
The role of the researcher as an analyst still meant that she made decisions that influenced direction of the research (Brannen, 2008).

The researcher used an emergent design where meaning and interpretations are negotiated and did not start with a theory or hypotheses (Lincoln & Guba 1985; Merriam, 1988 as cited in Creswell 2009). Believability of qualitative studies was established through coherence, insight and instrumental utility (Eisner 1991 as cited in Creswell, 2009) while trustworthiness is enhanced by verification (Lincoln & Guba 1985 as cited in Creswell, 2009) and data is interpreted within particular context and is not generalizable (Creswell 2009).

The researcher was instrumental in data collection, as she spent some time with participants in the naturally setting and was key to the analysis as she had developed a deep insight of the data. Through prolonged contact with participants, this strategy helped the researcher to set aside her own experiences, understand and describe the lived experiences of the participants (Moustakas, 1994; Nieswiadomy, 1993) and to answer the research questions.
3.2.1 Research Locale

Nyandarua Country was selected because it was the worst affected by displacements caused by post-election violence (PEV) that followed the disputed December 2007 presidential elections and had the highest number of IDPs (Republic of Kenya, 2012). Therefore, from the point of view of Stratified purposive sampling, the County presented the richest dataset.

Mujama IDP centre was chosen due to its remote setting which the researcher felt would minimize external influences. This was a concern since research had been carried out at the other IDP camps and the participation in research had to some extent become commercialized.

The County is located in the Northwestern part of the former Central Province, to the West of the Aberdares Range and has its capital in Ol Kalou town. It has population of 596,268 and an area of 3,245.3 km$^2$ (KNBS, 2013). Figure 3.1 below shows the location of Nyandarua County. The economy of Nyandarua depends on natural resources such as the wildlife, arable land, forests and water. It has five constituencies namely Ndaragwa, Kinangop, Kipipiri, Ol Kalou and Ol Joro Orok with several active political parties namely Jubilee, PNU, Ford Asili, DP and Narc. PNU was one of the protagonists in PEV. It has an IDP camp named Mujama where the research was carried out that has a population of approximately 550 families.
The Report of the Select Committee on the Resettlement of Internally Displaced Persons, (Republic of Kenya, 2012) listed Nyandarua County as one of 15 counties affected by violence and displacements following the disputed 2007 elections. It had the highest number of IDPs estimated at 24,000 (Republic of Kenya, 2012). A preliminary multi-agency regional assessment conducted in 2008 concluded that Nyandarua County was most severely affected by displacements due to its location between Rift Valley and Central Province (Kenya Government, 2008). The former was the epicentre of the post-election violence and the latter was viewed as the ancestral land of most
of the IDPs/evictees. Furthermore, the report noted that Nyandarua was viewed by most IDPs as a cosmopolitan County within the 'safer' Central province where land was cheaper than in other parts of province such as Nyeri or Kiambu. Nyandarua County therefore represented the highest concentration of the population with information the researcher needed hence the choice of the County as the research location.

Schools within the county are situated within a walking distance of mostly less than 3 km from the children’s homes. Most preschools are attached to primary schools and are managed by the parents, churches or privately sponsored by individuals some preschools. Mujama, the largest of the IDP camps, located approximately 20km from Nyahururu town and some 2km from Gwa-Kiongo shopping centre was of particular interest. Thus the location was rural and remote and as gathered from the literature review one would expect the quality of ECE in rural areas to be lower than in urban areas. Also its remoteness made it less likely for participants to be influenced by commercialization of research.

Most of the IDPs in the camps were being resettled and during that time, some people were coming in posing as IDPs who may not correctly answer the research questions. It was a virgin area for research because no research had been carried out there by that time. The researcher also discovered that in other IDP camps, before you are allowed to carry out research one had to pay some money to the chairman and participants. The researcher reasoned that such data
would not be authentic because some participants might say what they think the researcher wanted to hear.

3.2.2 Variables

Clearly identifying the variables helps the researcher to focus on them during the research. The study had one dependent variable namely the quality of ECE and many independent variables arising from each research objective. The independent variables were the physical facilities and learning materials, stakeholder involvement, quality of teaching, teacher training and qualifications and social emotional support. The independent variables were evaluated with regards to how they affected the dependent variable - in this case quality of ECE delivered to displaced children.

The independent variables were assessed through their indicators - the physical facilities and learning environment was assessed through classroom structure, furniture, child population and availability of learning and teaching materials, playground and outdoor play equipment, hygiene and sanitation facilities, health and safety. Parental involvement was assessed through the parents' interactions with the teachers and their provision for the needs of the centre and the teachers. The quality of teaching was assessed through pedagogy, organization and arrangements at the centre, participation of the students in
class, availability of teaching aids and the teacher to pupil ratio. The researcher interviewed the teachers about their formal education and training in ECE to establish their qualifications and training.

The obstacles faced by the teachers were assessed through the availability (or lack) of teaching and learning materials, the teaching environment, health and safety aspects including security, children’s nutrition, child rights and teacher remuneration. Social and emotional support was assessed through observation on the children’s social behavior and looking for signs of anxiety, withdrawal, bullying, pushing, grabbing, bed wetting, running away from school and segregating from others. Teacher-child and peer interactions were also used as indicators for social and emotional support. Assistance offered and peer interactions between the children were used to assess acceptance by the community.

3.3 Population for the Study

Participants in this research were children who were displaced, their parents and ECE teachers in Nyandarua County. There was only one ECE center operating within Mujama IDP camp, with different categories of children in one class. The ECE center had two teachers. The only other ECE center in the nearby area had no IDP children so there was no opportunity to interview more participants. It was not possible to acquire data at a later stage due to the resettlement of IDPs by the Government shortly after the data was collected.
The target population was 74 persons as shown in Table 3.1. Nyandarua County was purposively selected for the study due to its strategic location and the fact that it was most severely affected by post-election violence and displacement (Republic of Kenya, 2012). Parents of children attending the ECE center were purposively selected, as they were the primary caregivers and stakeholders of ECE centre. The Head teacher in charge of ECE center and ECE teacher who were directly involved and interacting with children in class and who were the main providers of quality ECE were purposively selected to give their perspective of quality of ECE provided within Mujama IDP camp.

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Head teachers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Children</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>Parents</td>
<td>32</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

3.4 Sampling Techniques and Sample Size

This section describes the techniques used to identify the participants and to decide the number of participants for the study.

3.4.1 Sampling Techniques

Unlike the case of quantitative studies, the sample for a qualitative study was not necessarily representative but is designed to aid the deeper understanding
of a selected phenomenon. Qualitative research uses smaller sample sizes than quantitative research (Denzin & Lincoln, 1994; Cormack, 1991 & Mason, 2010). Stratified purposive sampling was chosen based on researcher’s objectives and researcher’s judgment in accordance with Groenewald (2004). It starts with the purpose in mind, consciously excludes those who do not fit the desired profile (Creswell, 2009) and helps the researcher to understand the problem and to answer the research question(s).

In this case the researcher selected an ECE centre in an IDP camp catering exclusively to displaced children. Lincoln & Guba (1985) suggested that this method of sampling allowed researchers to focus on people they believed held information crucial to the research, which would help illuminate the issue under investigation, which in this case was their perspective of quality of ECE delivered to children in the ECE centre within Mujama IDP camp. In the researcher’s view, an ECE centre within an IDP camp represented a rich data set to explore displaced persons perspectives of quality ECE with ease of access to parents, teachers and children as they all resided within the camp. Stratified purposive sampling was used to identify the children, parents and teachers who had in depth knowledge and experience with the quality of ECE delivered to displaced children.
3.4.2 Sample Size

The adoption of CRC gave new impetus to the reconceptualization of childhood and the inclusion of children in research. Many researchers have carried out research with young children and obtained worthwhile results (Brannen, 2000; Brannen, 2002; Clark, 2005; Einarsdóttir, 2003; Theobald & Kultti, 2012). The notion that children are social actors in their own right capable of shaping policy on matters that affect them and not just passive beings that require adult socialization has gained currency (Brannen, 2008; Corsaro, 2005; Alanen, 1998) to the point where governments such as in British Columbia have institutionalized children’s participation in curriculum making within the Early Learning Framework.

Whereas it may be argued that children participants could not express their views on quality ECE per se, they nonetheless have clear and well-formed notions of what would be good for them and possessed implicit knowledge (Graue & Walsh, 1998) for example about play spaces and equipment (Clark, 2005) and early childhood settings (Einarsdóttir, 2003). Scholars have argued that children possess knowledge that differs from that of adults and which can improve adults’ understanding of children’s experiences (Chan, 2011; MacNaughton, Hughes & Smith, 2007). In deciding the sample size, the researcher was influenced by article 12 of CRC which asserts the right of children capable of forming their own views to freely express the same in all matters affecting them and for such views to be given due weight according to the age and maturity of the child. In addition to the above, Christensen and
Prout, (2002) pointed out children are not a homogenous group so it is important to listen to a variety of voices (James & Prout, 1990). The researcher therefore chose a fairly large number of children in order to capture the variety of voices. Children therefore, formed the largest group of participants interviewed in line with the researchers stated intention to emphasise their perspective.

Articles 5, 14 and 18 of CRC recognize the responsibilities, rights and duties of parents, the extended family and the community to provide upbringing, direction and guidance consistent with the child’s evolving capacities. Since the child participant’s capabilities are still evolving it was essential to involve the parents. Parents were therefore an essential category of participants. Lee, Woo & Mackenzie (2002) suggested small sample sizes for studies using multiple methods and Hardon, Hodgkin and Fresle (2004) similarly suggested small samples for exploratory studies. This study used multiple sources namely interviews, observations and was exploratory. Interviews and observations were the main data sources supported with limited analysis of photographs and video footage. Creswell (1998) suggested between 5 and 25 participants for phenomenological studies. Mason (2010) warned that data analysis is very labor intensive and suggested small sample sizes. In order to have a manageable data analysis workload (Mason, 2010), one ECE center was selected and consequently the two teachers at the centre were interviewed.
The researcher chose to explore several perspectives within the same study in an attempt to capture multiple perspectives of quality of ECE provided to children in IDP camps. Brannen (2008) found that in exploring family relationships that were complex and involved different interests and power relations a single perspective did not suffice. The researcher believes that the issue of quality, which is contextual and multi-faceted was best understood through exploring multiple perspectives. The researcher sought to synthesize a combined perspective from the views of multiple stakeholders, in an approach similar to that adopted by other researchers (Mooney, Munton, Rowland & McGurk, 1997; Harrist, Thompson, & Norris, 2007; Ceglowski & Bacigalupa, 2002). These included top down perspective (using guidelines to assess), bottom up perspective (from the voices of the children), outside-inside (from the parents) and inside perspective (from the ECE teachers) (Katz, 1992). In addition, combining multiple perspectives in a Mosaic approach makes the research more convincing (Robert-Holmes, 2005; Clark & Moss, 2001).

However, there was a deliberate attempt to emphasize the children’s perspective through choosing more child participants in order to make children’s perspectives the focal point of discourse between practitioners, parents and policy makers (Clark, 2005). More child participants were chosen in order to mitigate any possible communications difficulties with the children. Teachers were the next category of participants interviewed after the children and their parents, but there were only two teachers in the center and hence it
was proposed to interview all the two teachers and 17 of the children aged between three and eight years.

Factors considered in choosing the sample size for the study included the concept of saturation. Green and Thorogood (2009) found that very little new information came out after interviewing 20 participants. The Researcher aspired to have a small data set to reduce the analytical workload. However because Stratified Purposive Sampling was used, each strata needed to have a reasonable number of participants. No stratum had more than 20 participants. The number of children was higher in order to emphasise their perspective. Mason (2010) found that the mean sample size for 560 PhD qualitative research studies using interviews was 31. Based on this and other factors such as the huge burden posed by data analysis for big samples (Mason, 2010) and the large number of variables in exploratory studies (Hardon, Hodgkin & Fresle, 2004), the Researcher therefore decided to set the number of participants interviewed to 31 participants. A table of the sample population is shown in Section 3.1 and demographic information of the participants is detailed in Chapter 4 section 4.2.

3.5 Research Instruments

The researcher used two main methods of data collection namely guided semi-structured interviews and observations. The research instruments in the form of interview protocols and observation schedules were developed based on the
research objectives and research questions. Interview Protocols are attached in Appendix A, B, C and D and observation schedules are attached in Appendix E. The interview protocol gives an outline of the topics to be discussed whilst at the same time allowing the researcher to vary the wording and order of the questions and to ask follow up questions. Tape recording of the interview ensured that the researcher could carry out deeper analysis of the data later.

3.5.1 Semi-structured Interviews

Semi-structured interviews were used to collect information from the children, parents, teacher and head teacher of Mujama IDP ECE Centre. In general, in-depth interviews are optimal for collecting data on individuals’ perspectives, experiences and for obtaining multiple perspectives on an issue and context to enhance study validity.

The interviews were conducted at a private venue approximately 2 km away from the ECE centre where the participants were recruited. The researcher used phenomenological inquiry methods to conduct the interviews. Interview guide questions, were used to guide the interviews (Appendices A, B, C & D). Before the interview, the interviewer explained to the participants the use of the audio-tape and why it was necessary for interviews to be recorded. The consent forms were issued to participants in order to obtain their permission to for the conversation to be digitally recorded. The researcher interacted with participants in relaxed manner to create a rapport and started by greeting them,
introducing herself and explaining the aim of the interview. The researcher made sure she was being understood by the participants and that the environment where the interview was taking place was conducive for the participants.

The researcher encouraged the participants to talk freely about their lived experiences. Probing questions using "how?", "when?" “where?” and "what?" were used to stimulate conversations during the interviews. The researcher maintained interest in what the participants were saying and remained neutral, and avoided as far as possible showing either approval or disapproval of what they said. The interviews were conducted mostly in Kiswahili, the national language which was spoken and understood by all the participants. The researcher tried to interview both parents of the children, but this was not always possible since many parents were away working in order to provide for the family. So the researcher interviewed the parents who were available.

The questions were understandable to the participants and the researcher did not face any issues in communicating with the participants. This is largely due to the successful piloting of the questions in the interview schedule and adjustments made by the researcher in the light of learnings from the pilot study.
3.5.2 Observations

Observations are appropriate for collecting data on naturally occurring behavior in a natural context, for providing personal, first-hand experiences of a role and in heightening understanding of phenomena (Creswell 2009).

Before carrying out the observation, the researcher got permission from the internally displaced persons living in the Mujama IDP camp. The researcher made several visits to the site to allow the researcher to familiarise and build rapport with the community and tried to learn their culture and setting (Bernard 1994), and this helped the researcher to get the reality of the ECE center environment, classroom facilities, interactions and teaching activities. The researcher observed and made detailed records of the observations made on site. Observations of the physical facilities, teaching and learning methods, play equipment, health and nutrition were carried out against the standards set in Early Childhood Development Service Standard Guidelines for Kenya (MOE, 2006a). The checklist (Appendix E, Observation schedules 2 and 3) had a section on the physical facilities in the ECE centre, which included the classrooms, furniture, water, and sanitary facilities. The researcher was also interested in the teaching and learning environment and therefore observed the availability of learning and teaching materials and the interactions between the teachers and the children, interactions between children, how well they socialized with others and coped with ECE centre routines. Feeding and resting periods were also observed as well as the relationship between the parents and the teachers and their level of cooperation. The observations enabled the
researcher to gain a better understanding of methods used at the Centre as well as the children’s social behavior.

The researchers and her two assistants carried out the observations at different times and days with little or no interference with the center routine activities in Mujama IDP camp ECE. They captured was happening with the help of video and still cameras, used their five senses, notebooks and pens to write down important observations relevant to the study. The researcher used two research assistants to collect data faster and allow parallel collection of data by different methods, for example video recording during the interviews and observation which would not have been possible had the researcher worked alone. Voice recorders were used to record whatever information the participants shared.

The children’s culture was observed through their language of interaction when not in class, their play routines such as songs and games lasted for 15 minutes. (see Appendix E Observation schedules 2 and 3). During class observations, the researcher but the two assistants were sitting in the same room with the children and stayed in the background as much as possible in a corner of the room to get the reality of teaching and learning materials, the arrangements of the classroom, class of size and physical facilities inside the classroom (see Appendix E Observation schedules 2 and 3). The researcher and the two assistants positioned themselves where they could see everything avoiding eye contact with the participants. Observations in class lasted for about an hour. The researcher and the two assistants observed and made
shorthand or abbreviated notes during the observations. The researcher concentrated on the observations and note taking while one of the assistants took still photographs and the other filmed the observations using a portable digital video camera. The researcher and her assistants took notes in the followings areas: curriculum, classroom structure and set-up, daily schedules and activities, behavior management plan, materials and supplies, modes of home/school communication, and key components of the programs. The video was played to the participants at the end of the session and copies of photos taken were given to the participants as the researcher retained copies for her study.

3.5.3 Pilot Study

Pilot study was vital to the study in confirming whether or not research questions and methods used in the research were specific enough, ethical and doable (Roberts-Holmes, 2005). There were two phases to the pilot study – visits to the IDP camp and centre and the testing of the research instruments. The researcher made several visits to Mujama IDP Camp ECE Centre prior to commencing the main study. During these initial visits to the camp, the researcher carried out assessments on the ground had informal chats with teachers, children and parents, and assessment of the facilities and learning environment as well as other pertinent issues, which were relevant to the research. Apart from the assessments, the initial visits enabled the researcher to make contact with the responsible persons in the camp and to hand out consent
and assent forms (see Appendix F & G) to prospective child participants their parents and guardians.

During the visit, the researcher was able to develop and try out research instruments with non-internally displaced persons to see if it could work with internal displaced person (Baker 1994) at an ECE centre in the vicinity of Mujama IDP camp but which did not cater for displaced children. The main purpose was to establish whether the questions could be understood by children in ECE center and to avoid asking the questions to targeted population of selected participants in advance of the interviews. The researcher confirmed that the responses obtained from the participants would enable her to effectively answer the research questions. It also enabled the researcher to verify the relevance of the interview questions by determining whether they were meaningful and if they were suitable for the identified participants; and this helped in the final framing and structure of the interview questions. It also helped the researcher frame follow up questions.

The researcher carried out the observations in the classroom and outside to confirm whether this could work with participants of the study. Piloting assisted in determining the length of time needed for the interviews at 60 minutes, which was the average time taken for the pilot interviews, thereby enabling improved interview scheduling and enhancing the validity and reliability of the research instruments. Another very useful function of the pilot study was in further refining the training of the two research assistants. The
researcher used the pilot study to refine the practical training and to test inter-rater consensus in a practical data gathering environment.

During the pilot study visit, the researcher was able to familiarize with the study area and give the participants general information on the intended research study in terms of its intentions, the process and the dates slated for the data collection. It enabled them to prepare for the interviews and to make arrangements for the children who were to be interviewed. It helped the researcher to assign different tasks to assistant researchers to enhanced coordination and good planning of the research study.

3.5.4 Validity of the Study

Qualitative data is interpreted within a particular context and is not normally generalizable (Creswell 2009). The researcher used several strategies to enhance validity including rich, comprehensive and detailed descriptions to facilitate transferability, triangulation of data, play back of recording and showing of pictures/photos to participants to confirm their meaning and interpretation, use of peer review and clarification of researcher bias (Creswell, 2009; Merriam 1988 as cited in Creswell, 2009). Data collection and analysis processes were described in detail. Data was collected using multiple methods and strategies including interviews and observations. In addition, data was collected from a range of participants namely children, parents and teachers. Combining a range of perspectives and ideas from different people into a
‘Mosaic approach’ makes the research more convincing (Robert-Holmes, 2005; Clark & Moss, 2001). The researcher visited the IDP camp many times to familiarize with participant’s culture and settings and to made participants to feel at ease with her as the research involved her being amongst them during the observation of their activities (Bernard 1994). The validity of the research instruments was tested during the pilot study and also through peer review.

Maxwell (1992) identified five kinds of validity for qualitative studies namely descriptive, interpretive, theoretical validity, generalizability and evaluative validity. Descriptive validity is concerned with the accuracy of events, settings and conversations reported by the researcher. The accuracy of the events and conversations reported for this study can be verified by the voice and video recordings captured during interviews and observations. Interpretive validity of the study was enhanced through confirming with participants by playing back the recordings at the end of the interviews and through discussions with some of the participants after the draft findings were written. Theoretical validity was enhanced through peer review by a peer debriefer and by the researcher’s supervisors.

Qualitative studies are not designed to facilitate systematic generalisations to the wider population (Maxwell, 1992) but uses inductive logic to gain greater understanding of particular phenomena (Erickson 1986). Generalisation of qualitative studies has less to do with the sampling process and more to do with making sense of similar situations (Yin, 1984). Maxwell (1992) points to
the difficulty of claiming external generalizability or evaluative validity for qualitative studies and the researcher concurs with this view. Nonetheless, for this study, the researcher believes there is reasonable internal generalisability due to the high degree of agreement between the participant accounts and the fact that the number of participants was large in comparison to the overall population. One caveat that applies is the inherent nature of interviews and the difficulty in assessing how the informant’s views would differ in other situations for example with a different interviewer (Maxwell, 1992).

3.5.5 Reliability of the Study

Qualitative research is based on the belief that there is no single unchanging reality but that reality is co-constructed, multi-valued and contextual. The researcher is thus offering but a single interpretation of a participant’s reality (Merriam, 1995). Merriam identified the issues of validity and reliability in qualitative research as centering around how to generalize the results from a small non-random sample, how repeatable the results would be if conducted by someone else, researcher bias and the validity and reliability of the researcher as a primary instrument of data collection and analysis. Merriam noted that the notion of reliability in qualitative research is problematic due to changing nature of human behavior. He argued that qualitative studies such as this study that seek to understand participant’s perceptions must of necessity have different notions of validity that are grounded in the qualitative research worldview. Agar (1986 as cited in Merriam 1995) preferred to use credibility
and accuracy of representation while Lincoln and Guba (1981 as cited in Merriam 1995) proposed the use of alternative criteria namely credibility, dependability and transferability. Other researchers have adopted these criteria including Wallendorf & Belk, (1989) and the notion that each research study needs to develop its own criteria for addressing these issues (Guba, 1981; Wallendorf & Belk, 1989; Schwandt, Lincoln & Guba, 2007; Anney, 2014).

Furthermore, qualitative research rarely seeks to establish laws but rather to understand participant perspectives. Merriam (1995) asserted that there were no benchmarks to establish repeatability in the traditional sense and that replication may not necessarily obtain the same results. He counseled researchers to strive instead towards dependability and consistency. To enhance these, Merriam suggests that studies be designed to use multiple methods of data collection (triangulation), peer reviews and an audit trail. The latter can be achieved through detailed descriptions of the data collection, decisions made and derivation of the categories and themes. A study that follows these prescriptions would have internal reliability in that the results of the investigation would closely reflect the data collected. The researcher adopted the approach used in York (1998) in addressing reliability and validity through prolonged engagement, persistent observation and triangulation. Specific measures implemented in the research to enhance reliability were the precise description of the phenomenon, drawing of logical inferences from the data, (Lincoln & Guba, 1985; Auerbach & Silverstein, 2003, p. 83) and a focus on dependability and consistency. The researcher aimed for transparency.
(clear steps), communicability (understandable themes) and coherence (organised theoretical narrative) in the research (Auerbach & Silverstein, 2003; Silverstein, 1993; Lincoln and Guba, 1985) in addition to clarification of researcher bias.

Within this study two triangulation techniques were used (Anney, 2014), firstly through the use of multiple and diverse data sources namely interviews and observations to obtain data. Separate analysis of data from interviews and observations that led to similar conclusions enhanced confidence in the integrity of the data gathered. Secondly, there was methodological triangulation in that different informants gave information on the same issue (Anney, 2014). To further enhance credibility the researcher implemented several measures including prolonged field engagement, peer debriefing, member checks, persistent observations, provided thick descriptions and Stratified purposive sampling (Anney, 2014). Over a period of several weeks the researcher was based at a nearby town and visited the IDP camp daily to spend an extended time with the participants to immerse herself in their world and gain their trust and a deeper understanding of their context and culture (Onwuegbuzie & Leech, 2007 as incited in Anney 2014). This ensured that there was less likelihood of distortion of information due to her presence. The researcher judged the strategy to have been successful due to the manner in which the participants shared confidential information with her indicating they trusted her.
The researcher engaged a peer debriefer who was a doctoral student from Early Childhood Studies Department and met once a one week to review the research procedures (Lincoln & Guba, 1985; Creswell 2009). She posed questions regarding the research questions, methodology, ethics, trustworthiness and other research issues. Data collected, analysis strategies and methods used in the study were reported in detail were subject to scrutiny by the peer reviewer and a supervisor experienced in qualitative research methods (Creswell 2009). This study was periodically updated to take into account the comments of the peer debriefer. Each significant interaction at such meetings and subsequent changes made were entered into the field journal.

Once a draft report of the findings was made the researcher went back to locate the participants and discussed the findings with the teachers and some of the parents and children to confirm that the findings represented an accurate interpretation of their input. At various points during the visits to the camp the researcher consciously carried out observations of the context and of the participants. Efforts were made to carry out observations towards the end of the engagement as these are potentially more informative (Miles and Huberman, 1994). Transferability was enhanced through use of purposeful sampling. Dependability was enhanced through the use of code-recode strategies (Anney, 2014) by the researcher. The coding was redone several times with gestation periods in between the coding to allow for reflection by the researcher and discussions with peers.
Researcher Bias

Since the role of the researcher in qualitative research as the primary data collection instrument has a great influence on the direction of research it is recommended the researchers explicitly identify their values assumptions and biases that may shape the interpretation during the study (Locke et al., as cited in Creswell 2009). The researcher is of feminine gender and this may have influenced interactions with both female and male participants in different ways. Being an Early Childhood Educator with a deep concern for issues affecting young children in general and informed by her experiences as a teacher dealing with children in their formative years of schooling, may have influenced relations with participants who may see her as an authority figure.

Every research is to some extent colored by the researcher’s “subjectively identified social position” (Lindermann, 2007, p.54). With this in mind, the researcher needs to clarify her social position. She grew up in a middle class home in the Western part of the country in the urban centre of Kisumu, and lived most of her adult life in Nairobi, the capital city. Thus, she did not experience living at the economic margins first hand and has limited personal experience of poverty. The researcher feels it appropriate to disclose that she is a Kenyan and nominally belongs to the Luhya tribe to which her father belongs but also to the Luo ethnic group to which her mother belongs. The Kikuyu, Luo and Kalenjin ethnic groups were the main protagonists during the post-election violence.
Whereas this may bias the researcher, on the positive side being Kenyan gives her potential have useful insights and critical deep understanding of the phenomenon and the underlying issues. Boothby (2008 p.499) notes that ‘culturally constructed meanings mediate one’s response to potentially traumatic events’ and that the understanding of the local beliefs is necessary to avoid misconceptions. The researcher personally experienced post-election violence when she was attacked and robbed while travelling during this period in the company of her young children who were also traumatised by the occurrence.

The researcher’s theoretical ideology and belief about childhood is informed by her cultural background and professional practice as a teacher and child rights activist. Espousing the view that there is no universal model for child development that can be applicable across the board to all children, she firmly believes that a child’s development is influenced by both intrinsic and external factors, and that both ‘nature and nurture’ have a significant influence on the child. Whereas nature, through genetics, has huge influence and determines many of the child’s physical and cognitive abilities, the child is a social actor and the influence of societal norms and culture as developed and practiced over many generations equally shapes the child’s development (Rogoff 2003). The practice of scaffolding common in many African societies, teaches the child crucial survival skills in the particular society, preparing children for their future role in society. Culture has a powerful influence on the child as it grows.
3.6 Data Collection

The researcher informed the area chief and the chairperson of Mujama IDP Camp of the proposed visits and their purpose before commencing the collection of the data. The head teacher of Mujama ECE IDP Centre and the parents were informed in good time to prepare for the interviews to avoid wasting time. There was particular focus on the day children were being interviewed and the researcher helped the teachers in setting up the venue for children’s interviews, as well as to prepare them for the same. The two research assistants were trained for one week by the researcher on how to conduct the interviews, observations and on the ethical steps to follow before collecting data. The training was quite intense and involved theory, examples from previous research, mock interviews and use of videos for observations. Videos were used to test inter-rater consensus between the researcher and the two assistants. Video evaluation of inter-rate consensus between the researcher and her assistants was carried out by a colleague. At the end of the training the inter-rater consistency was better than 80%.

All digital cameras and video-recording devices were checked beforehand to ensure that they were in good working order. The researcher also made sure that writing materials were available, packed and ready for the fieldwork. The interviews were conducted at a private venue 2 km from the centre on different days and the respondents included parents, teachers and pupils. The interviews for parents and teachers were carried out in the morning and the duration was
about 45 minutes. For the children, the duration was 60 minutes with three
breaks in between.

The researcher introduced herself and the two research assistants to the
children, teachers and parents. The participants were made aware of the
intended purpose of the visit and the team answered any questions from them
before conducting interviews. Consent forms (Appendix H) were given to the
parents to sign to confirm that they would allow the researcher to carry out the
study with their children. One of the research assistants captured video footage
and took still photographs. The other research assistant took notes of
information that was relevant to the study. Video footage, photos and notes
taken on site helped in backing up data gathered from interview sessions and
information observed in the study area.

All the three researchers carried out the observations and they positioned
themselves in strategic places in order to capture relevant information for the
study. This was done with the help of video and still camera to collect auxiliary
data, and notebooks and pens to write down important observations relevant to
the study. Voice recorders also recorded whatever information the participants
shared. When the interviews were over, the videos and the recorded voice were
replayed to the respondents so that they could verify the information captured.
Digital photos were also displayed to them for the same purpose. Afterwards,
the researcher gave out some tokens to the respondents (which were not
previously advertised), consisting of the sharing out amongst the participants
of two bags of maize, two bags of beans and a bag of rice as appreciation for
taking part in the research. The children were given some bananas and a packet
of milk each.

Children's interview

The researcher conducted the interviews with children at a private venue some
2 km away at Gwa-Kiongo shopping which the children were familiar with as
it was the nearest market on three different days - Monday, Wednesday, Friday
in the morning hours between 9a.m and noon. The interviews were conducted
in the morning hours since this is when children are alert and active as in the
afternoon they tend to feel tired. The researcher welcomed each child warmly,
introducing herself and the research assistants and explained once again about
her study, why their contribution was very important, and reassured them of
confidentiality. The researcher ensured signed assent forms were returned
before starting the interview. A tick in the space for signature was an
indication that the child agreed to take part in the interview and agreed to the
use of the recording devices. The researcher started by asking them their names
and how old they were. The researcher showed them the digital tape recorder
and explained to them why it was being used. Each interview consisted of
eleven open-ended questions with probes. The children sat opposite and face to
face with the researcher was asking them open-ended questions while
observing their body language, tone of their voice and facial expressions.
During the interview the researcher made sure the one child was allowed in at a time without their parents and that the door was closed whilst allowing the parent of the child to sit outside. The researcher prompted them using how, when, what, where and by paraphrasing of questions in order prompt them and to get clearer answers. The researcher used a language which all children understood, which was Kiswahili. The researcher made efforts to soften her tone and smiled with children all the time. The researcher noted that when they are asked any questions that they and felt they were not comfortable with, they could choose not to answer. If they wanted to withdraw they were allowed to so at any time. The average duration of the interview was 60 minutes with three breaks in between when the researcher and child had snacks together, with the researcher taking notes and including any salient quotations.

The researcher replayed voices for each and every child interviewed to listen to and asked if the child liked and agreed with what was recorded. At the end of the interview, the researcher thanked, the child and ask the child him or her if they would allow the researcher to call them or call them back in case the researcher had some more questions or for clarifications.

**Parents Interview**

The researcher interviewed parents in the afternoon as that was the time when most of them had some free time after finishing their work. The researcher choose Tuesdays and Thursdays as interview days for the parents at a private venue some 2 km away at Gwa-Kiongo shopping. The average duration of the
parent interview was about 45 minutes. Every parent was welcomed and greeted warmly and introduced to the researcher and the assistant researchers once again. The researcher explained to the parents about the research and why their contribution was important for the study. Before interviewing them the researcher ensured that the consent form which was given out to the parent the week before was signed and returned. The researcher broke the ice by asking the parents general questions about their day to create a rapport with them. The researcher explained to the parents why she needed to use the tape-recorder and that if they felt uncomfortable with questions, they could choose not to answer and that they were allowed to withdraw at any time.

Using the question guide, the researcher asked them open-ended questions regarding the quality of ECE offered to their children living in Mujama IDP Camp. The researcher and the parents sat opposite and facing each other. Where the researcher was not clear about what they said, she prompted them using questions such as how?, when?, what? or by paraphrasing the question. The researcher used Kiswahili to ask questions face to face. The researcher and her assistants also observe the body language, the tone of the voices of the parents and their facial expressions during the interview and took field notes. The researcher did not allow anyone else to be around apart from the parent being interviewed for confidentiality. The researcher replayed the voice recordings for them to listen to and clarify what they said during the interview. At the end of the interview the researcher thanked parent and asked them if
they would allow the researcher to call them back in case the researcher had some more questions or for clarifications.

**Teacher’s interview**

The researcher interviewed the two teachers during lunchtime on Monday and Wednesday as this was the time when teachers had some free time. The average duration of the teacher interviews was 45 minutes. The one who was not on duty lunch time was interviewed by the researcher. Before welcoming the teacher with a warm greetings and creating a rapport with them, the researcher introduced herself once more, explained to the teachers about the research, why interviewing the teachers was very important for the study and why she was using the digital voice recorder. The researcher confirmed that the teachers had signed the consent form and explained that could withdraw at any time without any penalty. The researcher and the teacher sat opposite and facing each other during the interview and the researcher used the interview guide to ask open-ended questions (Appendix C).

English was the language used to interview teachers. The researcher played back the tape-recorder for the teachers to listen and confirm they agreed with what was recorded. After that, the researcher thanked the teachers and asked if they would mind the researcher calling them to ask them more questions if the researcher needed more answers or clarifications. The researcher alerted the
head teacher of Mujama ECE IDP Centre in good time about the interview schedule to avoid wasting time, as well as to inform the parents and children to prepare for the interviews. There was particular focus on the days when the children were being interviewed. The researcher used two research assistants in order to make data collection faster and allow parallel collection of data by different methods for example, video recording during the interviews or observation which would not have been possible had the researcher worked alone.

Observations

The researcher tried to be unobtrusive and sat quietly in a corner to allow the children to get used to their presence by pretending that they were minding their own business while they focused on the behaviour of the participants by capturing what was happening using the video-recording, taking photos and making notes. When the researcher and the assistants described the behavior of participants, they tried to be as specific as possible. Observations took place in the classroom and on the playground. The observations were carried out in the week following the interviews. Each observation session lasted for about 60 minutes both inside the classroom and outside. The researchers made sure apart from using the recording devices, all their five senses where being used during the observations.
All the three researchers carried out the observations and they positioned themselves in strategic places in order to capture relevant information for the study. This was done with the help of video and still cameras to collect auxiliary data, notebooks and pens to write down important observations relevant to the study. Voice recorders were used to record whatever information the participants shared. The children’s culture was observed through their language of interaction when not in class, their play routines such as songs and games and the locally derived materials used in the centre. Use of local materials by the teachers and assimilation of local culture into the curriculum as recommended by ECE guidelines was taken as an indication of respect.

When the interviews and observation were over, the videos and the recorded voices were replayed to the respondents so that they could verify the information captured. Digital photos were also displayed to them for the same purpose. Afterwards, the researcher gave some tokens to the adult respondents, which included two bags of maize, two bags of beans and a bag of rice. The children were given some bananas and a packet of milk each.

3.7 Data Analysis

This section gives a description of data analysis procedures. It highlights the different approaches, which the researcher used in analyzing the data collected. The data analysis was informed by the literature review which was used to form the initial themes used for analysis. Themes identified from the literature
review were physical facilities, learning materials and resources, water, sanitation, hygiene and health issues, quality of teaching, teacher qualifications, challenges faced by teachers, child rights, resilience, social emotional support and acceptance by peer and the community. Additional themes arose from the data obtained and in re-reading and reflecting on the data. A good example is nutrition was not highlighted in much of the literature since most research on quality is carried out in resource rich countries. However from the interviews nutrition emerged as a central theme from the participants perspective. Some central themes in the literature review such as child rights and resilience also failed to emerge equally strongly from the data collected.

The data captured was first transcribed. Data from interviews was then reviewed and interesting text, linked to the objectives were highlighted using different colored highlighter pens. In analyzing the data the researcher was guided by key questions: - why the data was selected, what it was saying to the researcher and how it would fit into the research study (Robert-Holmes, 2005). Data from the various sources was then placed into the thematic categories. Some pieces of data fell into more than one category and this was acceptable. Data collected by way of observations and photographs was used to complement the information gathered through the interviews. The process of categorizing data into themes is illustrated in the diagram below.
The researcher noted and selected ‘rich’ quotations. Pseudonyms were used to represent the real names of the participants for confidentiality and anonymity of the participants. The researcher explored the option of using software for data analysis. Software explored included International Business Machine’s Statistical Package for the Social Sciences (IBM SPSS), SuperHyperQual and Atlas.ti. Some researchers remain skeptical that computer analysis software architecture has an underlying positivist approach and this does not sit well with qualitative researchers who seek to ‘see things from the perspective of the human actors’ (Rodik & Primorac, 2015 p. 2; Robert & Wilson, 2002 as cited in Rodik & Primorac, 2015). They noted the possible loss in ‘shades of meaning and interpretation’ and computer mediation ‘between the researcher and the qualitative data’ as prime concerns (Rodik & Primorac, 2015 p. 2). Kelle, (1995, p.2) warned that ‘the understanding of the meaning of text, can certainly not be performed with the help of an information processing machine,
since it cannot be formalised easily’. The researcher had similar concerns due to the qualitative worldview adopted for the study.

Nonetheless there is some benefit to be derived from the use of a computer to perform mechanical tasks involved in the analysis of textual data (Kelle, 1995, p.2). The researcher did use a computer to group pieces of interesting information into theme files. The researcher performed a cost benefit analysis and concluded that the use of computer aided analysis would not significantly add to data analysis process. Manual coding of the data was deemed not only more suitable, but also convenient since it allowed the researcher to interact intimately with the data. It was easy to consolidate and manually organize audio information, noted text data and visual data in synthesizing the themes. Text and other information which was found to be interesting and relevant to particular study objectives was highlighted and later linked to the various objectives with which they were associated.

The data was repeatedly coded so as to optimise the coding. Topics that were related or close to one another were merged in order to reduce the number of categories. The researcher decided on what data and thematic categories to use and which ones to leave out of the study findings based on the research objectives. The use of diverse data streams (observations, interviews and photographs) provided triangulation which enhances validity. In the analysis the researcher watched out for contradictions such as when a participant says one thing but is observed to do something different. The researcher combined
the information grouped in themes with that obtained from the literature review to inform the analysis and subsequent discussions (Holliday, 2002).

3.7.3 Logistical and Ethical Issues

The rights of the children (United Nations, 1989) and other participants were respected at all times. Consent of the parents and the children's assent was obtained after the process was explained to them and prior to the commencement of the research (Roberts-Holmes, 2005). The researcher obtained consent to videotape and photograph the participants from their parent/guardian (Appendix F) as well as the children's assent (Appendix G). The children indicated their assent by placing a check mark (✓) on the form. Video recordings were replayed to the participants for them to confirm their agreement with the views expressed therein. The children, parents and other participants' right to discontinue or withdraw from the study at any point was always respected (Morrow, 2009). Audio recordings made from the interviews were kept in a safe, locked location accessible only to the researcher and her supervisors. Risk of harm to children was mitigated through the use of pseudonyms, ensuring strict confidentiality and by careful peer review of the methods and close supervision by experienced researchers.

Prior to any fieldwork, the proposed research was first approved by Kenyatta University Graduate School and a permit granted by the National Council of Science and Technology (Appendix J). The researcher reported to both the District Commissioner and District Education Officer and briefed them on the
research study to be carried out. The researcher then proceeded to the field to carry out the research. Participants were informed that they could withdraw from the study at any time without adverse consequences and that the research would not necessarily lead to any quick or tangible results. Logistical issues anticipated included obtaining permission from the Ministry of Education for the research, transportation to the IDP camp, which was not very accessible due to poor road networks and weather, establishing contact with gatekeepers.
CHAPTER FOUR

PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter revisits the study objectives and research questions and describes the findings by categorizing them according to the study objectives and research questions. The study sought to assess namely:

(i) physical facilities and learning materials
(ii) parental involvement
(iii) quality of teaching and learning
(iv) qualifications of the Early Childhood Educators
(v) challenges they faced
(vi) social or emotional support available to displaced children
(vii) whether displaced children were accepted by the community

After presenting the findings, the section discusses the findings taking into account the literature reviewed earlier during the study. The discussion below is organized according to the seven study objectives listed above. The findings, which were presented in a narrative format, are validated by thick and rich descriptions supported by the voices of the participants. This also serves to give voice to the displaced children, their parents and teachers and to project their perspectives of quality ECE.
4.2 General and Demographic Information

Demographic information for the child participants is tabulated below:-

Table 4.1 Demographic profile of child participants

<table>
<thead>
<tr>
<th>Children’s Number and Gender</th>
<th>Range of Children’s Ages</th>
<th>Range of siblings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 9</td>
<td>3-8</td>
<td></td>
</tr>
<tr>
<td>Female 8</td>
<td>3-8</td>
<td></td>
</tr>
</tbody>
</table>

The child participants were almost equally represented by gender with 9 boys and 8 girls taking part. The children were all aged between three and eight years. It is notable that most of the children had siblings (only 3 children reported no siblings) since research has established that sibling support is a significant protective factor and contributor to child resilience (Daniel, Wassell & Gilligan, 1999 as cited in Walter 2007).

Demographic information for the parents is tabulated below:-

Table 4.2 Demographic profile of participating parents

<table>
<thead>
<tr>
<th>Number of Gender</th>
<th>Range of Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 6</td>
<td>33-38</td>
</tr>
<tr>
<td>Female 6</td>
<td>23-38</td>
</tr>
</tbody>
</table>
The researcher interviewed 6 fathers and 6 mothers of the participating children. Men were slightly older (age bracket thirty-three to thirty-eight) compared to the women who were aged between twenty-three and thirty-eight.

Demographic information for the teachers is given below:-

Table 4.3 Demographic Profile of Participating Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>23 and 37</td>
<td>DICECE Certificate</td>
</tr>
</tbody>
</table>

The two teachers who participated in the study were twenty-three and thirty-seven years old and had both completed certificate level training in ECE required to teach in an ECE centre.

4.2.1 General Information and Logistical Challenges during Fieldwork

The challenges faced during the research include the roads not being accessible especially when it rained around the IDP camp. The weather did not favor the researcher and her assistants and this delayed the data collection. One of the digital tape-recorders dropped in the water and this delayed the collecting of data for that day. Mujama ECE centre did not have electricity to charge the recording devices and this halted collection of the data once the batteries ran out of energy.
Some children were absent during the interview because they were sick but the researcher was able to collect the data from them later. Due to these absences, the researcher was unable to complete the collection of data within the anticipated time and had to request for an extension. Whilst conducting the interviews, one of the tents in the camp caught fire. Interviews were halted because of the incident as everyone rushed to help put out the fire. Fortunately, no one was hurt in the incident but some property was lost in the fire. Interviews resumed the next day. The incident underscored the lack of safety measures in the camp.

4.3 Physical Facilities and the Learning Environment

Objective one sought to establish the physical facilities and learning materials. Analysis of objective one was subdivided into classroom structure, furniture and child population, availability of learning and teaching facilities, playground, outdoor playing materials and equipment, hygiene and sanitation facilities within the ECE Center and the health and safety aspects. Findings indicated that there were inadequate physical facilities and poor learning environment.

The 'Framework for Action to Meet the Basic Learning Needs' arising from the meeting in Jomtien in March, 1990 recognized the importance of the learning environment and recommended its enhancement as an important pillar of EFA's implementation strategy. The study focused on the physical facilities
that frame the ECE center learning environment as well as the availability of resources and learning materials required for the provision of quality Early Childhood Education to the children living in the IDP camps.

In the researcher’s opinion, the physical facilities at the ECE center in Mujama IDP camp failed to meet the requirements of article 3(3) of the Convention on the Rights of a Child, which calls on State Parties to ‘ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision’ (United Nations, 1989, p.2). Facilities at Mujama ECE do not conform to Kenya’s operational guidelines and minimum standards for ECE, failed to meet health and safety standards (particularly for the toilets which constitute a very real danger to the children) and in the inadequate numbers of teaching staff and also in the lack supervision. Mahalingam, Narayan, & van der Velde (2002) posit that conditions within IDP camps can jeopardise the full range of rights guaranteed to children under CRC.

The literature review had indicated that there might be lack of facilities and overcrowding of educational facilities (Mahalingam, Narayan & van der Velde, 2002). So critical is the role of the learning environment that Loris Malaguzzi, the founder of Reggio Emilia approach termed it the third teacher, after the parent and the early educator (Gandini, 1998, p. 177). He identified
outdoor, experiential play and learning through nature as significant contributors to a child’s learning and development.

Referring to Brofenbrenner’s Ecological theoretical framework the child’s development is shaped and framed by the psychological, sociocultural and economic resources available to it (Belsky, 1984; Empson & Nabuzoka, 2004 as cited in Walter, 2007). Bronfenbrenner and Morris (2006) in article 5 of their second proposition stated that proximal processes that lead to learning and development also involved ‘reciprocal interactions with objects and symbols in the immediate environment’. They proposed that such an environment should ideally be one that ‘invites attention, exploration, manipulation, elaboration and imagination’ and that ‘to the extent that the necessary conditions and experiences were not provided, such potentials will remain unactualized’ (Bronfenbrenner & Ceci, 1994, p. 798). Clearly the environment in Mujama ECE did not ‘invite exploration, manipulation, elaboration or imagination’ and children potential remain unactualised. In terms of the Ecological model, there were clear missed opportunities to affect and influence the children’s disposition and resources (ability, experience knowledge and skill) (Bronfenbrenner, 2005). This is a direct result of the reduced scope for regular, repeated and ‘complex reciprocal interactions’ between the child and its environment known as proximal processes (Bronfenbrenner & Ceci, 1994).
In a similar vein, sociocultural theory emphasizes the interaction of the individual with the environment hence if the social setting is not rich and diverse it limits the scope for interaction, learning and development (John-Steiner and Mahn, 1996). The following sections delve into the each category

4.3.1 Classroom Structure, Furniture and Child Population

Physical facilities are widely recognized as playing an important part in the provision of quality ECE and are used worldwide in regulating early learning institutions. The researcher therefore set out to assess the physical facilities and learning environment firstly through observations and secondly through interviews with the children, parents and teachers in line with the worldview that they were best placed to provide such information and in recognition of the children’s rights as competent social actors. Monitoring tool for Quality and Standards Assurance for ECD centres from Early Childhood Development Service Standard Guidelines for Kenya (MOE, 2006a) guided the researcher’s observations (Appendix E, Observations schedule 3). It calls for a classroom size of 8 x 6 metres to accommodate a maximum of 25 children in a compound with a minimum acreage of 0.5 acre for a low density rural area (or 0.25 acre for high density). The classroom should be well ventilated and well lit with appropriate roofing, windows and flooring to protect children from the elements and with child sized tables and chairs.
The researcher observed that ECE center was a temporarily classroom built of iron sheets, which did not offer insulation against the weather. When it was cold (early in the morning), the classroom was cold and when the weather was hot (in the afternoon) the classroom was extremely hot. It did not have a window for ventilation, was stuffy and had poor air circulation since the only opening that could allow for this was the door, which needed to be kept shut to minimize disturbance from outside and from the wind. The ECE center location was windy most of the time and there was dust blown around outside, so it was normal and advisable that the door be closed to avoid dust being blown into the classroom.

The classroom was smaller at approx. 7x4 meters compared to the stipulated 8x6 metres and had 45 children present instead of the recommended 25. It lacked sufficient desks for the children and the desks were not child sized as required by regulation. The children had to squeeze themselves into the eight desks available. Some of the children could be overheard accusing others of pushing them. The picture below shows clearly the limited number of desks:-
The classroom building did not meet the basic requirements for early learner classrooms. The floor was not cemented and was a possible breeding ground for jiggers. There was insufficient space in the classroom for easy movement for the children and for indoor activities to be carried out. There was an opening for entering in the classroom but there was no door installed for the classroom to be locked after the children have gone home. This was dangerous because it could become a breeding place for animals or the homeless could make it a place to spend the night. The furniture inside the classroom was not suitable for early learners. In all, the classroom was not appropriate for the ECE children and fell way below the standards prescribed by Early Childhood Stand Service Guidelines (2006).
The poor ventilation and aeration, the limited capacity of the classroom all worked against the children being attentive in class and their effective performance. Some of them were observed dosing off during lessons. To make it worse, the classroom comprised of three categories of children with different learning levels sitting together – baby class, pre-school and older children were all mixed together in one classroom and taught together since that was the only classroom.

This is contrary to the Early Childhood Development Service Standard Guidelines for Kenya, (MOE, 2006a) which clearly states that children shall be grouped according to age, interest and ability. It was difficult for the teacher to co-ordinate the teaching process appropriately, since a mixed class did not allow them to identify a specific child’s needs or any areas of weakness or to deliver age appropriate teaching or curriculum to the three different age groups.

The researcher interviewed the parents, teachers and children about the facilities in the classroom. Mercy, a 4-year-old child when interviewed about their classroom she clearly stated her dissatisfaction with the dust and noise in her classroom:-

Mercy: (After being quiet for some time)... I do not like it.

.... It normally has a lot of dust and noise.

Researcher: What noise?

Mercy: Mabati (iron sheets).
Conversations with 6-year-old Virginia clearly brought out the overcrowding and lack of seating facilities in the classroom with many students sharing a desk.

*Researcher: How many do you sit on the desk?*

*Virginia: Many.*

Cecilia, a 6 year old similarly indicated the congestion:-

*Researcher: Do you sit alone?*

*Cecilia: We are many so we squeeze ourselves for all of us to sit on the desk*

Most children came up with similar answers during the interviews, the only difference being in their seating position in the classroom. Clearly, the children were not comfortable with the overcrowded sitting arrangements. For children who are between two years and six years it is quite difficult and uncomfortable for them to climb onto the desk and sit with their legs hanging in the air as was observed by the researcher. They needed seats or chairs that are shorter and low tables for them to sit comfortably and this would enhance their concentration in the class because they would be comfortable.

Both the teachers and the parents expressed similar sentiments. Teacher Alice had very scathing comments on the condition of the classroom:-

*Teacher Alice: The classroom is in a very pathetic condition, iron sheets are loose they can fall on us and the children any time while we*
are in the classroom, the floor is not cemented so there is a lot of dust in the classroom which makes the children to have flu and coughs all the time. If it rains, this classroom gets flooded. There is no ventilation and not enough room for the children. You can just see just how the classroom is squeezed. Children are not able to move around easily and we do not have (any) indoor activities.

When parents were interviewed about the comfort of their children in classroom, they affirmed what the children and teachers said and the researcher observed on how the children were seated in the classroom. When a 30-year-old mother of four and parent named Margaret was interviewed, this is what she had to say on the seating arrangements:

_Margaret: The children sit on the desk without enough space so they tend to squeeze each other just to have a place to sit on because there are not enough desks for them and when they are sitting on the desk, they are not comfortable, they have to keep on holding the desk so that they do not fall._

Asked about her preferred seating arrangements she stated

_Margaret: Desks are not comfortable because they are too big for their age, these desks are meant for children who are big. When they sit, their legs are hanging which makes them uncomfortable. ...Their legs and body are hanging and this is dangerous as they can fall down and hurt themselves and to make matters worse they are_
uncomfortable, and cannot concentrate on what the teacher is teaching them.

Naomi, a 22 year old mother of two stated:-

Naomi: This classroom as you can see, the floor it is not cemented, so there is a lot of dust, which is not good for our children. When it rains the classroom is flooded, the iron sheets are very loose and they can fall on children anytime especially when there is a strong wind, there is no windows, there is no proper door, so the government should help us to build a permanent classroom for our children.

The lack of indoor play space and activity centres represents a restriction on the scope of children’s interactions with their environment as envisaged by Bronfenbrenner’s transactional framework and Vygotsky’s Sociocultural theory. Bronfenbrenner & Ceci, (1994, p. 798) warns ‘to the extent that the necessary conditions and experiences were not provided, such potentials will remain unactualized’. It is very clear that the potential of IDP children in this ECE centre was curtailed by lack of physical and learning facilities.

4.3.2 Availability of Learning and Teaching Materials

Observation schedule 3 in Appendix E (MOE, 2006a) from the ECD service standards was used to assess the availability of teaching and learning facilities. The researcher confirmed that there was a shortage of teaching and learning
materials. There were no textbooks or storybooks for the children, to help to improve their vocabulary and language. There were no toys, building blocks, or written charts, brushes or paint for creative art, colored pencils or crayons for coloring or pencils for writing or scribbling to help develop their fine motor and cognitive skills and eye coordination. As a result, the children's creativity was stifled.

There were very few illustrative materials such as wall charts in the classroom. Some of the charts the researcher saw were made from gunny bags and had diagrams drawn by one of the parents. Others were made of torn manila paper with faded drawings and diagrams. The teachers lacked even the most basic supplies such as chalk. From the interviews, teachers, parents and the children were all keenly aware of the things that were missing. The children, no matter how young were acutely aware of what was missing from their center and were very clear about what would have made a difference to learning at Mujama IDP ECE centre.

The researcher interviewed children, parents and teachers about the teaching and learning materials. Wangare, a parent and 26-year-old mother of one was very clear on what was needed:-

Wangare: It could be better if we had all the facilities which are needed for our children ... Things like books, charts, toys, story books, swings, slides, balls, concrete classrooms, toilets, water for our children to drink and wash their hands after eating, better chairs and tables, good
food for their health, most of our children have ring worms because of these conditions. Even if we try to cure it, it does not disappear.

From the interviews it became clear that some of the children did not have writing materials because their parents could not buy them possibly due to financial constraints. Below is what 3-year-old Precious said when asked what she wrote with:-

*Child Precious: “Kalamu” (pencils) and “Kitabu” (exercise book)*

Asked if she carried her pencil and exercise book, Precious was shy to admit she did not have any possibly because her parent(s) never purchased them:-

*Child precious: Smiles and does not say anything... No (in a shy manner)... I don’t have any*

Researcher asked another child, 5-year-old Njoroge what he normally used for writing in the class:-

*Njoroge: I do not have a pencil or an exercise book*

Dickens, a 5-year-old, when asked about what he felt should be added to the ECE Centre so as to improve their learning experience responded:

*Dickens: We should be provided with books, which have pictures of animals, houses, people, cars, aircraft, balls and trains.*
It is instructive that even though there were no storybooks with pictures in the Centre, a number of children knew and were aware of the existence of such textbooks with pictures and desired to have these books for their use. That lack of storybooks and other learning materials in the centre was a barrier to an enhanced learning process (Nores and Barnett, 2010) was painfully evident at Mujama ECE Centre. The children could not undertake learning activities that required them to use storybooks, toys, blocks, balls, painting or coloring the pictures or joining dotted lines to complete drawings. Therefore, the children could not acquire understanding of some things, which required the use of such resources. The interviews also vindicated the decision to involve children in the research as they were clearly aware of what could improve their learning even if they might have had difficulty conceptualizing quality of ECE.

4-year-old Gloria, when asked what they lacked in ECE center replied:-

“When coming to school, we should have pairs of shoes, bags for our books, pens which write in different colors and school uniforms like the ones which they show in our teacher’s printed books”.

Researcher also interviewed the teacher Jane, 23 years old and teacher Alice, 37 years old on the lack of learning and teaching materials and how they coped with the issue:-

Teacher Jane: We use the little we have...You will find that at times there is no chalk to write with or pencils to give children neither
crayons nor paint. As you know these materials are essential to the ECE Centre.

Teacher Alice proceeded to show the researcher the materials they had:

Teacher Alice: You can see the tiny chalks we have in this tin. Neither teachers nor children can hold them properly to write with. The parents are the ones who try to provide the chalks but they take time to buy them as you can see from their situation.

Finally, the researcher asked a 27-year-old parent, Kamau whether there were enough teaching and learning materials at Mujama ECE Centre:

Kamau: They do not have any. I cannot even remember when I last brought a packet of chalk for the teacher. Ah... (As he laughs) even to buy a pencil for my child is a problem to me. Because here in the camp, we have big problems, we cannot even feed our children or pay the salary of the teachers, and so buying a pencil, exercise book and books to read is another big problem.

Asked about his role as a parent in ensuring the children got quality education Kamau replied:

Kamau: We are waiting on the government, if they can provide our children with learning materials, it would be really be good for our children and the teachers. Because they do not have enough teaching and learning materials, they cannot perform as well as the other
nurseries. If you look at the teachers, they are trying hard to teach them but they lack the teaching and learning materials.

From the literature review, Coleen & Mooney (2008) identified lack of teaching and learning materials as one of the key challenges experienced in the provision of education within the IDPs camps. With reference to the Ecological theoretical framework, the opportunities for proximal interactions for the children were diminished by the lack of learning materials and this affected their ability to achieve their full potential.

According to Vygotsky’s theory, the lack of learning materials is a huge setback. Vygotsky (1987, p.216) states clearly that a child ‘cannot gain conscious awareness of what he does not have’. The children’s development was clearly being hampered by lack of learning materials. The children’s experiences within the ECE centre fall within Bronfenbrenner’s Microsystem but also connect with the Mesosystem which model the interrelationships between two or more settings in the developing child (Bronfenbrenner, 1979). The concept of reciprocal influences between the settings is evident since the financial constraints from the home setting (microsystem) clearly affects the children’s environment at the centre through the lack of exercise books, pencils and other learning materials.
4.3.3 Playground, Outdoor Playing Materials and Equipment

Play has a central role in the physical, cognitive and social development of a child. Through physical activity, the child develops gross and fine motor skills. Playing with stimulating toys and materials develops the child's cognitive capabilities and through co-operative and role-play, the child develops its social skills. ECD service standard guidelines (MOE, 2006a) which was used for observations requires that learning in ECD centers be activity based and that learning to be based on play. The recommended methodology is child centered holistic learning through participation, stimulation and manipulation with an emphasis on play. The guidelines require outdoor play space to be fenced off and have a lockable gate and to be large enough for the number of children.

When the researcher observed children's play playground, she could only see the two tyres lying outside in the field, which were worn out with rusty wires sticking out of them, which was not safe for the children to play with because the rusted wires could pierce them and possibly cause serious health problems such as tetanus infections. The two tyres were not enough for the 45 children.

Whereas the two tyres helped develop their gross motor skills and eye-hand coordination, there were no small toys to help develop their small motor skills and creativity as per ECD standard guidelines. The researcher noticed the playground had some holes which could be dangerous for the children while playing. They could for example, cause them to twist their ankles while
running. The playground was not levelled and had weeds growing on it, which made it bushy.

All early learning programs incorporate playtime in their curriculum for the above reasons. What the children, parents and teachers stated when interviewed tallied with the researcher’s observations. The researcher sought to know from two 6-year-old children Kariuki and Paul about the play facilities available at the Centre:

Kariuki: *We play with Maina and Mwangi racing with tyres but we do not have a ball to play football, we wait for each other to have a turn because we only have two tyres.*

When asked by the researcher what they played with, 6-year-old Paul responded:-

*"We have one big car tire and a smaller one which we run with in the compound."*

He confirmed that the facilities were inadequate and that it was a challenge to get access to the play equipment:

*I am always not able to play with them since my friends and other children normally have them before I can get access to them and I am not able to take the tyres from them*. 
James added:-

"We should be brought balls to play with as well as toy cars and other playing things found in big shops".

The researcher also interviewed parents and teachers about the play facilities, starting with parent Juliet, a 28-year-old mother of three:-

Juliet: The field in the Mujama ECE is small, not well kept and has no playing facilities like swings, balls or slides for our children to enjoy playing with like other ECE centres.

Asked if the playground was conducive and stimulating for children to play in teacher Jane’s reply was unequivocal:-

Teacher Jane: The playground is not conducive or stimulating. It is not well-kept and there are not enough materials for the children to play with. We only have two tyres that are worn out and these are the only playing materials, which 45 children use. If we could have swings, slides, balls, ropes I am sure our children would enjoying playing.

The researcher asked one of the parents why they did not provide for their children’s playing materials and Alice, a 28 year old parent and mother of one said:-

"Is it important to buy playing materials or to provide food and warm clothing for our children? I would like to buy balls, ropes for children to play with but I look at important things. We are not in luxury, we are in pain".
This was clear evidence that however much the parents would have liked to provide for their children’s holistic development, their financial situation did not allow them to.

It is through the teacher’s planned activities with rich materials, that children to develop holistically. Article 13 of CRC reaffirms that a child should have access to play (Save the Children, 2012). Because through play the child is able to develop cognitively, socially, emotionally, physically and even increase their vocabulary through cooperative and role-play. This was not the case for the children in Mujama IDP Camp ECE centre. The centre lacked appropriate facilities for the children to play with. The centre compound was small and congested in relation to the high child population and there was no indoor play area. The children had very limited playing facilities and materials, which are vital for their holistic development. The ECE centre did not have any toys, ropes or swings for outdoor activities.

Colbert (2002) found spacious play spaces facilitated focused solitary play and appropriate age group sizes and materials enhanced social problem solving skills. Vygotsky emphasized the non-instructional interactions within the zone of proximal development within play activities. He stated that

Play creates a zone of proximal development of the child. In play, a child always behaves beyond his average age, above his daily behavior (Vygotsky, 1978, p. 102).
The lack of play space and materials for both indoor and outdoor play denied the children the chance to operate within this zone of proximal development and to develop in accordance with sociocultural theory.

4.3.4 Hygiene and Sanitation Facilities within the ECE Center Compound

Observations of the health and sanitation facilities were carried out against standards laid out in ECD service standard guidelines (MOE, 2006a). These require the institution to provide safe drinking water for food preparation, drinking, washing of hands and for play activities. There was no source of water near the ECE centre apart from a water dam, more than a kilometer away. The researcher did not see any running water, just two plastic containers of approximately 10 litres capacity, without any water in them. Parents took the initiative to bring water every day to the ECE center. The water they brought was used for both the washing of pit latrines and for watering the dusty classroom.

The whole camp relied on the water from the water dam, which was not treated and therefore was not fit for the children’s (or anyone’s) consumption. The researcher noticed that the children played with objects they picked from the ground. After playing, they did not clean their hands before they ate. This was a health issue, as there were high chances that they could get diseases such as typhoid or cholera, which could, in turn would hinder their learning. The children’s clothes were not clean, and most of children had ringworms either
on their bodies, faces or on their heads. Some children had wetted themselves while in the class.

ECD service standards require a toilet–child ratio of 1:25 and for such toilets to be designed for young children. It requires separate toilets for boys, girls and teachers. The available toilets were at best only suitable for adult use and not designed for the children of such a young age. They were actually endangered their lives using them and faced a very real risk of falling inside the pit latrine. There was no water for them to clean their hands with after using the latrines or before eating or even after playing in the compound outside. Diseases and other health complications could arise due to this. Both the teachers and the children shared the same pit latrines. Observations indicated that all families in the IDP camp used the pit latrines at the ECE center since there were no other toilets within the camp. This was a health issue since it increased the chances of infections for the children through the high number of people using the facilities.

The researcher interviewed 6-year-old Wanja, 8 year old Chege, parent Wangeci and a teacher about the sanitation facilities:-

Wanja: We normally get our drinking water from home

... We do not have any water at the nursery
When Chege was interviewed by the researcher about the toilet facilities at the ECE Centre, he expressed deep apprehension about using the toilets:

Researcher: (Prompting, paraphrasing) Tell me how is your toilet?
Chege: Our toilet has big hole and I am afraid because I may fall inside and disappear.

Teacher Alice, was interviewed by the researcher concerning the sanitation facilities and confirmed the lack of running water and the logistical challenges of attending to the 45 children whilst queuing to use the toilets:

Teacher Alice: We do not have running water facilities at the ECE Centre. Parents normally bring water for the children and the teachers to use at the ECE Centre; although we do not have enough containers so, we end up not having enough water for drinking or washing hands.

Asked about the availability of toilets she replied:

Teacher Alice: We have toilets, but not meant for the children. There are toilets, which are designed for early learners. They are normally small and even if it is a pit latrine, the hole should be small and not big. It is quite difficult to handle forty five children when they want to go for the long call or short call.
She further described the logistical challenges of taking 45 children to the toilets and consequential loss of time:-

*Teacher Alice:* 45 children to use only one pit latrine and one urinal, it is not easy because it takes a lot of time to assist them while they are going for their calls and so at the end of the day we do very little with them.

The younger children posed a huge challenge:-

*Teacher Alice:* We accompany them to toilet to assist them. We allow them to use a tin and then throw everything into the pit latrine.

When it was the turn of the parents to talk about provision of water and sanitation, 25-year-old Wangeci, a mother of two confirmed their dependence upon the rains for water:-

*Wangeci:* In this Mujama Camp ECE Centre (shaking her head), we do not have any boreholes or water from a tap. We are the ones who walk the long distances to fetch water from the dam/swamp. We are normally lucky if it rains, but still in the Mujama Camp ECE Centre they don't normally have any water because they don't have a tank (for storage) where rain water can be collected.
However, the task of bringing water seemed to be a burden for most of the parents since only a handful were seen to make the effort. Although the parents were aware the water from the dam was not clean they used it anyway since they had no alternative source of water:-

*Wangeci: The water from the swamp is normally very dirty, we used it the way we get it for cooking, drinking and for bathing only when it is necessary.*

Asked about the children’s beddings and particularly about the cases of bed wetting:-

*Wangeci: We take their beddings outside in the sun because even the soap to wash the beddings is a big problem. We just change their clothes and wash them with or without soap in the swamp as we go to fetch water for cooking and drinking.*

Parent Wangeci also expressed concerns about the safety of the children when using the toilets at the centre:-

*Wangeci: ‘Kusema ukweli’ (To speak the truth) we only have one pit latrine and one urinal which is used by everyone in the camp and ECE Centre which is not enough for the children. It is also not safe for the children to share the same toilet with adults especially our toilet in the centre where everyone just visits the toilet. And to make it worse, the*
toilets have big holes. When the children to use them, they can even fall inside.

What was said by the children, parents and the teacher above corroborates the researcher’s observations and the literature review wherein both IDMC (2010) and Harvey & Adenya (2009) reported inadequate water and sanitation facilities within camps for the displaced.

Peter, a 35-year-old father of six, when asked about the difficulties the ECE center was facing which could hinder good performance from the young children responded:-

_We need water here in the school, let alone our homes. It is dangerous and unhygienic for these children to be away from home, we do not know what they touch with the hands before eating yet they there is no water to clean their hands with. Take for instance the latrines we have here, when our children visit the latrine they can’t wash their hands because there is no water. There is possibility of our children contracting diseases, which is expensive for us as parents to treat in case of a disease breakout._

The situation of sanitation and hygiene in the ECE center in terms of toilets was agonizing. The two pit latrines, which were shared by both the teachers and the children as well as parents and passersby.
George, a father of 5 in his 33\textsuperscript{rd} year, said during an interview:-

"Our children are at risk of getting diseases – strangers walk into the compound and even us parents, and use the pit latrines in the school. The worst thing about this is that most of the times we leave them dirty for our children to use, yet for children, it is easy for them to touch dirt in the latrine particularly on the floor or on the walls ".

Clean water for drinking and washing and appropriate sanitation and hygiene facilities are necessary in order to minimize the health risks to the children.

The findings above are in close agreement with the literature review. Article 24 of CRC affirms the child’s right to clean drinking water. Hertzman and Wiens (1996) found that as a rule IDP camps had no access to water and Miyahara and Meyers (2008) noted that drinking water in IDP camps was rarely sourced for protected or treated sources.

4.3.5 Health and Safety

There was no system of primary care or growth monitoring at the centre and the security of the children was seriously compromised by the lack of a fence or any controls on the visitors to the centre. Health and sanitation was a big issue in the Centre as they lacked facilities promote good health, there was no water and toilets for the very young children, three tins were used by all of the toddlers. The tins were emptied but not washed for the next child to use,
which was not healthy at all, yet health is one of the areas which is critical for early learners.

There was no running or stored water at the centre and this posed a threat to the health of children. Children need water to drink for their health and to wash their hands after visiting the toilets and before and after eating. There were significant risks of getting and spreading water and airborne infections. The researcher observed a number of children with respiratory infections such as flu/common cold and coughs. These are contagious airborne infections so every child was therefore at risk of contracting the diseases (Hertzman and Wiens, 1996). Quite a number of the children, who were not able to concentrate in class during lessons due to health issues arising from such airborne infections. Some of them were sleeping while some were not able to report to ECE center as evidenced by the class register, which unfortunately, the teachers at times did not mark. This was a wanting situation for the IDP camp dwellers since their children were exposed to conditions which caused them to catch preventable infections.

Besides this, the classroom that was not cemented posed a risk of jigger-infestation. It had to be watered everyday by the children. The iron sheets posed a danger to the children due to dangerously exposed sharp edges and could cut the children with the further potential to cause diseases such as tetanus due to the sharp edges that were rusty and dirty. Without immunization, the learning process of ECE in the camp was likely to be
definitely be affected. This is because children are vulnerable to many infections and diseases at a young age. One result of all this would be children missing their lessons.

Early Childhood Development Service Standard Guidelines for Kenya (MOE, 2006a) call for a fence and a lockable gate around every ECE center. The uncontrolled visits to the centre interfered with the children’s learning. Their concentration affected with every time someone popped into class when lessons were going on. They were also disturbed when they saw certain gestures through the door. There was inadequate security in the early childhood education centre since there was no fence round it. This endangered lives of children in the early childhood education centre. Many people passed through the ECE center compound since it was a shortcut to other places.

Gracey, a 38-year-old parent narrated her concerns regarding the security situation in the ECE center during interview:-

"The school is not safe or secure at all at all. Our children are not of good age to really tell who can come to pick them from school and for what reasons. This is one of the biggest problems we have around and it is made worse by the fenceless school we have and by us, the parents, visiting the school most of the time even during lessons".
Immunization services were rarely accessed by IDP camp dwellers, who had to walk many kilometers to the nearest healthcare facilities for health services. Janet, a mother of 6, when interviewed on immunization services responded:

"We do not have immunization here. The persons responsible came twice and they have never come again. I do not know how they want our children to be protected from diseases".

Daniel, a 31-year-old father of 4, echoed the same sentiments:

"We have to strain looking for immunization services since we do not have any healthcare facilities around. It is unfortunate that some of our children had to skip immunizations because we do not have proper advice on immunizations, besides not having hospitals around. It's a distance to get to the Hospital".

Another area of concern that was observable was the fact that most of the children lacked warm clothing especially for the cold conditions in the morning. This was not good for the children, since their development would be interrupted in case of infections such as pneumonia or asthma. The classroom in which they were taught was made of iron sheets which is known to let in cold in cold weather and vice versa and this is an indication of an uncomfortable environment that could hinder effective and quality ECE.
The children were given food which they ate using their hands yet there was no source of clean water to clean their hands with prior to eating. This was a health issue since they played around in the compound and visited the pit latrines yet they had nowhere to wash their hands, with such young children, they were likely to get worms and infectious diseases could break out and spread, interfering with their development.

During the interview, one of parents was asked by the researcher whether the children are dewormed. Henry, 38 years old and a father of 4 said:-

"That is a vocabulary I am asking which is new (to us) in the camp. The government has ignored our children we have not seen any deworming tablets being brought to us the way it was done where we were before"

It is evident that these children were not being dewormed posing health hazard to themselves and other children. A conducive learning environment or school for a child is one which provides a safe and healthy atmosphere (UNICEF, 2009b). The ECE center environment was unsafe while at the same time it did not adhere the ECD service standards. There was no drainage system for the ECE center compound. From the researchers observations, the centre was likely to be flooded in case of heavy rains posing a risk of waterborne diseases for the children.
The findings on the health aspects corroborate the literature review. Article 24 of CRC affirms the child’s right to enjoyment of the highest standard of health and treatment facilities. An integral part of this is a system of primary health care, a growth monitoring program, nutritious food and clean drinking water (addressed under hygiene and sanitation under section 4.2.2). UNESCO (2011b) points out the need to focus on health, nutrition, physical and emotional security in addition to learning, in order to provide for children’s holistic development. Mahalingam, Narayan & van der Velde (2002) reported increased risk of malnutrition for children in camps for the displaced. The state of health of the children is closely tied to the lack of primary care in terms of immunization and preventive measures enumerated above as well as the lack of health facilities to provide expeditious treatment in case of infections. Cases of kidnapping and trafficking of children are on the rise in Kenya according to media reports and include a high profile court case involving a child of a former vice president. Therefore the lack of security around the ECE center is quite concerning.

4.4 Parental and Stakeholder Participation

Objective two of the research study was to establish the involvement of the parents living in the IDP camps in their children’s Early Childhood Education. Findings indicate that the parents were involve and committed to the success of Mujama ECE centre. From the researcher’s observations, signs of commitment
by the community of people living around Mujama IDP ECE centre were very evident at the ECE center. The main groups of people contributing to the wellbeing of the ECE center were parents and teachers. Parents were fully involved in whatever way they could. One such area was in taking responsibility of their children’s welfare and safety. This was evident in the way they made sure that their children had the best they could afford to provide. A common thread that influenced and defined parental participation was poverty and lack of a steady income. Stakeholder participation was severely hampered by the economic situation of the parents and the IDP community. It was evident that settling ECE center fees for the parents was extremely painful and difficult exercise due to their poor living standards and lack of a reliable source of income.

The ECE center was the only semi-permanent building. The rest of the camp was made up of temporary structures made of cardboard, used sacks and grass. The parents took responsibility for putting up classrooms, furniture as well as other structures in the ECE center such as the pit latrines. Even though they were not able to meet every need or the standards, which were required for the centre, the parents tried their best and ensured that they did their best for their children’s education. However, where parents have no steady income, this arrangement did not work well as the researcher found out.
Parent Kago, a 26-year-old a father two was interviewed on how they were involved with the centre, he was pained to explain that even the provision of basic necessities to his family was a challenge leave alone the funding of the ECE center:-

*Kago: We try to pay teachers’ salaries, to bring water, build and repair the classroom if it is in a bad condition, clean the class and clean the toilets. We are the ones who contributed money to build the toilets and made the desks for the classrooms. We buy them what to write with and we also buy chalk for the teachers*

When teachers Alice and Jane were asked how the parents were involved in the early childhood education, they confirmed the critical role played by parents:-

*Parents of these children, who live Mujama camp as displaced persons, are the ones who work extremely hard to see that the teachers’ salaries are paid for their children to be taught in the ECE Centre. They try where they can by bringing water for the use in the ECE Centre to clean the toilets and classroom. The parents are the ones who built this classroom, made the desks, buy us chalk and make sure that their children have food to eat. At least most of our parents have attended school. They know the importance of early childhood education and the quality of education their children should have. However, being victims and displaced persons and having no paid jobs they cannot give what quality education needs.*
The parents also took charge of settling teachers’ salaries. They ensured this through a consensus that every child would be paying KSh800 per term. The ECE center did not get any support from the government or donors. Therefore, it fell upon the parents to pay the teachers. Henry, a father of 5 aged 37 years, decried the heavy burden placed on parents during the interview:

“The government has never considered our school, not even to employ trained teachers for our children. We have the responsibility to build the school on our own then employ teachers. This is a burden to us and weighs down our children’s performance since we have a lot of things to attend to yet we do not have money. Most of the time our children have to stay away from school due to unsettled school fees”.

Martha, a 27 year old a mother of 4 detailed the huge personal sacrifices that they had to make as parents:

“We do not have any stable source of income yet it falls upon us to fund everything to do with our children’s education. We have to pay teachers’ salaries, contribute to building projects and every other thing that requires money. At the same time the pain we through go to get that little money is not easy, some of us are even raped in the process of looking for the little money we need to feed our children and to provide them with what they need for their education”.
The other aspect is the frequent visits by the parents to the centre which was
earlier examined as a disruption to learning however, the other side of the coin
is that it did demonstrate the parents duty of care towards the children and it
was documented by the researcher that the children were happy to see them
and that they sometimes brought the children food.

Kenya National Early Childhood Development Framework (MOE, 2006b)
envisages a partnership between the Ministry, the community and families
whereby the community provides the physical facilities, play and learning
materials, as well as sustainable feeding programs. This arrangement works in
the cases where the communities are reasonably well off as they can finance
ECD programs.

There exists a substantial body of research that has established the adverse
effects of poverty and malnutrition in hindering children from taking full
advantage of educational opportunities and reaching their full potential
(Hossain et al. 2009; Grantham-McGregor et al., 2007; Paxson and Schady,
2007; Macours, Schady & Vakis, 2012; UNESCO, 2010). This is also, in line
with the poverty and deprivation observed by Mahalingam, Nayaran & van der
Velde (2002) in IDP camps. Teacher Alice summed up their situation as
follows:-

*Teacher Alice: They are IDPs and they do not have any steady income. They just struggle to buy these learning and teaching materials. I wish the government could provide the teaching and learning materials*
Interaction between the children and their parents falls within Bronfenbrenner's microsystem which represents a combination of 'pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting' (Bronfenbrenner, 1979, p.22). In the case of these pre-school children, the interactions and activities were clearly sub-optimal due to the effects of poverty, which not only limited the parents ability to offer nurture to the children but also caused many parents to be away from their children whilst seeking employment. Poverty also limited their ability to provide for their children (Bronfenbrenner's mesosystem). Walter (2007) posits that opportunities for parenting are reduced when economic constraints interact with family tensions and poor parenting skills.

4.5 Quality of Teaching and Learning at Mujama ECE Center

Objective three sought to establish the quality of teaching and learning offered at Mujama ECE Center. In order to assess the quality of teaching and learning offered to children living in the IDP camps the analysis was broken down into several categories namely pedagogy, classroom organization and arrangements, children’s participation in the classroom, availability of teaching aids and teacher child ratio. Observation schedule 3 in Appendix E (MOE, 2006a) from the ECD service standards was used to guide the observation on teaching and learning offered at the ECE centre Findings indicate that poor quality of teaching and learning due to lack of basic teaching materials, poor
classroom organization due congestion poor classroom arrangement and inappropriate furniture and teacher child ratio.

4.5.1 Pedagogy

Through observation the researcher confirmed that the teachers used the curriculum recommended by the Ministry of Education, teaching process was still challenging since the teachers had to teach all the pupils together despite their class and age differences. Even though they followed the guidelines from the Ministry of Education, the children were not able to grasp what was being taught because there were things that could only be learnt through interaction with learning materials and exercises in the textbooks. These books have pictures for the children to look at and color and writing materials to write on, but were not available in the ECE center. During the interviews, teacher Alice confirmed that they were using a child-centered approach recommended by the Early Childhood Development Service Standard Guidelines for Kenya (MOE, 2006a) and that their teaching was based on the ECD/NACECE curriculum.

The greatest challenge to the learning process at the centre was the fact that several age groups were combined in a single class. Teacher Alice pointed this out during the interview:

Teacher Alice: Planning activities for these children is very difficult due to the difference in their age. Because some should be in toddler
room, pre-school room and kindergarten, we are only two teachers to manage the 45 children; this becomes a big challenge to us

The participatory approach of teaching applied by the teachers was effective in that most of the children remained active and alert whilst being taught.

As Vygotsky states 'a child cannot gain conscious awareness of what he does not have' (Vygotsky, 1987, p. 216). Scrimsher & Tudge (2003) noted that whole group instruction was inadequate and recommended learning in clusters of small groups where children were encouraged to bring their experiences.

4.5.2 Mujama ECE Centre Class Organization and Arrangements

The researcher observed that the classroom was not organized according to the activities of the DV for the children and lacked areas such as bookshop, garden, art, music and a movement area. Parents kept coming to the centre at any time without informing the teachers beforehand, causing disruption to learning since the children lost their focus on what they were being taught or were doing.

Teachers too, were interrupted, since they had to attend to parents and suspend lessons or the ongoing activities. One of the teachers who doubled up as the Administrator was normally in class so the parents went straight to the classroom. When asked for the children's records, the teacher produced a list
of children’s names. There was no proper attendance register. There could be children missing from the class and the teacher would not know it. There was also no record kept of the immunizations of the children. The teachers tried to teach as best they could, but lacked proper teaching aids. They also lacked coordination in the ECE center since the centre had no fixed timetable to follow except for the breaks and meal times. The teachers mostly chose what to teach and the subject to teach without following any timetable. This was an indication of lack of organization as well as a lack of direction.

Even though the Centre had a classroom with desks and some learning and teaching materials there was no sign of conscious class organization in terms of sitting arrangements of the children. A child would sit anywhere he or she chose to sit and on. This led to the children struggling to sit in a particular area. The researcher observed that when the children were entering the classroom to get ready for the lessons there was a particular spot the children preferred to sit. Due to the large size of the desks, there was insufficient space for ease of movement within the classroom. It was not easy for one to tell which child was in class. Teaching one age group of children while they were all together was not appropriate for early childhood education since they were at different levels. Perhaps segmenting the class by age would have minimized the disruption and made it possible to teach them separately.
From interviewing the teacher Alice the researcher found they were aware of the disorganization but felt powerless to do anything about it:

*Teacher Alice: You can just see just how the classroom is squeezed.*

*Children are not able to move around easily and we do not have (any) indoor activities.*

The organization of a classroom, ECE center and all its facilities is important for early childhood education (Miyahara and Meyers, 2008). This is because good organisation contributes towards success of both the teaching and learning processes (Miyahara and Meyers, 2008; Slutsky and Pistorova, 2010). Mujama IDP ECE Centre lacked organization in the way the ECE programs were conducted.

4.5.3 Class Participation

The children's participation in class was good. However, quite a number of them were not attentive and were doing something else that did not rhyme with what was being taught. Some were lying on their desks sleeping. This could possibly have been due to illness, hunger or not having enough sleep during night or due to challenging conditions.

Quite a number of them appeared to be uncomfortable with the desks. The desks were not designed with children of their age in mind. They were too big and children could not sit on them comfortably as many of them were too
small to sit on the high desks. Some of them were standing on the ground where they were more comfortable. They were also crowded into every desk with each desk having a least five children. This interfered with their concentration in class since they were constantly pushing each other. At the same time, this distracted them from writing down and they would push each other and end up scribbling things which they did not really intend to write.

When it came to responding to what they were being taught, the Researcher observed that the children were very intelligent and were able to answer questions posed to them on what they had been taught. Most of them could remember what they were taught and would go to the blackboard and read out what they were taught by their teacher. This is in line with Vygotsky’s theory where the ‘teacher explains, informs, inquires, corrects and forces the child to explain himself’ (Vygotsky, 1987, p. 215-216). However, they were not able to identify some of the things they have never seen. They were only able to distinguish things, which they associated with in their daily lives. As Vygotsky states the child ‘cannot gain conscious awareness of what he does not have’ (Vygotsky, 1987, p. 216).

Some struggled to concentrate possibly due to hunger since most of they had nothing to eat before coming to school. For a child, it is not possible to keep active on an empty stomach and they could be seen yawning and showing signs of sleepiness. This was also reason enough to suspect that they lacked sufficient food or sleep. Considering the state of their temporary houses, they
were bound to have disturbed sleep since they shared cramped accommodation with their parents. The temporary structures they called home were also not able to keep them warm at night. Some had large holes in the walls and no proper roof.

Plate 2: Photo of children during a lesson – notice the child sleeping

Literature review found that classroom management is important for improving the quality of ECE (Oliver & Reschly, 2007; Oluwole, 2014; Calderon & Teresa, 2013; Calderon, 2013; Waweru & Orodho, 2014). The researcher who is an experienced early educator felt this was something within the power of the teachers to change and discussed it with them. The researcher’s view was that the lack of organization of the classroom contributed to poor quality of ECE at this centre.
4.5.4 Availability of Teaching Aids

The researcher’s observations against the ECD standard guidelines determined that the school lacked teaching aids and had very limited learning materials. Although the standards do not elaborate on the teaching material required the monitoring tool envisages presence of ‘learning manipulative materials’, ‘learning corners/centres’ and ‘play materials’ (MOE, 2006a). Even though the teachers used the guidelines from the Ministry of Education, they were not able to teach according to the guidelines since they lacked the required teaching resources. The school did not have the recommended textbooks for the children, only small pieces of chalks, no blackboard rulers, manila paper, markers, blackboard dusters or other basic materials. This made it difficult for the teachers to teach. The teachers had to use the same reference textbook for all the three levels in the class since they did not have access to any of other books recommended by Ministry of Education for ECE. This was unfortunate since early learners need interaction with diverse learning materials for them to grasp what was being taught and to encourage discovery.

Furthermore, the teachers found it difficult to decide on an activity plan for the children because they lacked the materials to use for the activities and the content to teach the various classes. The teachers therefore tried to improvise with locally available materials in their teaching especially when it came to mathematics. They would use stones and objects picked from the school compound to assist the children with counting.
Information on availability of teaching materials was also obtained from interviewing parents and teachers. Parent Njiru, a 33-year-old father of one, parent Wangari and teachers Jane and Alice were asked about their perception of the quality of teaching and learning offered to the children. They were very clear that the education currently received by the children at Mujama IDP ECE center did not meet the standards of quality education. Njiru stated:-

*Njiru:* There is no quality education for these children, these teachers are qualified but they do not have materials to use to teach these children and children do not have materials to learn with such as chalk, books, pencils, coloured pencils to colour with and toys like other nursery schools have.

Regarding the availability of play materials and equipment, he had this to say:-

*Njiru:* They do not have any apart from the two tyres. No balls for children to play with, the field is small, and when there is a lot of rain the field becomes flooded and bushy.

A second parent Wangari, detailed their struggles to provide the basics for their children which meant they could not spare anything for teaching aids:-

*Wangari:* That is another big problem facing parents living in IDP camps because whatever you get from casual job goes to the food, so we are not able to buy books, pencils and chalk because we have to feed our children.
The same was true for other subjects that needed teaching aids and/or
demonstration. Teacher Alice detailed their efforts at adaption using local
materials:-

*Teacher Alice:* *I try to improvise by using any local materials I can get.*

*For example, I pick newspapers, bottle tops, banana fibre, clay, plants
and stones.*

Teacher Jane also told of her efforts to improvise during the interview:-

*Teacher Jane: We usually tell parents to bring materials like tins, balls
and local materials from the environment to use for teaching children.*

Bronfenbrenner & Morris, (2006 p. 797) proposition one states that
'development takes place through processes of progressively more complex
reciprocal interaction' between an active child and 'the persons, objects and
symbols in its immediate external environment'. These children lacked objects
and symbols to interact with. The children lacked teaching aids to help them
identify some of the things they were being taught about. The child 'cannot
gain conscious awareness of what he does not have' (Vygotsky, 1987, p. 216).
The teachers would try to draw things for them to illustrate what they meant.
The challenge was the lack of basic materials such as chalk to drawing with on
the blackboard.
The literature review documented the mobilization of communities to make artefacts for use of children in ECE centres in Mali, Senegal and Gambia (Soudee, 2009). Mahalingam, Narayan, & van der Velde (2002) described a program in Columbia where displaced persons were organized into production units to produce toys and other program materials for displaced children. This is an idea that has potential to transform the children’s learning through toys and artefacts made by the displaced community. Not only will this help the children’s learning but it will also pass on cultural information to the children.

4.5.5 Teacher - Child Ratio

Teaching of children in ECE requires a lot of personal attention from the researcher’s own experience. High child: teacher ratios do not allow the teacher to offer the children personal attention. ECD service guidelines (MOE, 2006a) specifies grouping of children by age and teacher-child ratios of 1:10 for 2-3yr olds, 1:15 for 3-4yr olds, 1:25 for 4-5yr olds and 1:30 for 5-6yr olds. For children below 2 years there needs to be a teacher for every 4 children.

From the researcher’s observations teacher: child ratios were obviously not met as there were just 2 teachers for all the children of all ages between three and eight years. There were a number of children amongst the 45 were clearly younger than 2 years. The quality of ECE delivered to the children was compromised because they were not grouped by age but taught as a one big class. The teachers had a difficult time since they were the ones to attend to administrative duties in addition to their teaching roles.
Coordinating the class was not easy for the two teachers at Mujama IDP ECE Centre since the teachers taught the entire population of children of 45 children at a go as a combined class. The two teachers were not enough considering the fact that there were three different categories of children - toddlers, preschool and older children. The situation at the centre made each teacher responsible for at least 20 children of differing ages. Service Standard Guidelines (2006) envisages teaching assistants to assist in the classroom which was not the case in the ECE centre. From the interviews, the teachers were well aware of the problem as teacher Jane stated during her interview:-

Teacher Jane: There should be an acceptable child to teacher ratio, a playground where children can play, learn and develop communication between the teachers and parents.

UNESCO (2011) found high teacher to student ratios and higher proportions of untrained teachers characterized ECE centers in IDP camps. Chang (2006) found that teacher-child ratios, appropriate group sizes and age appropriate curriculum were critical components of quality ECE. Roseveare (2011) linked high teacher to child ratios to a lower quality of ECE. Given the size of the class in Mujama ECE, teacher to children ratio was poor.

The centre only had two teachers to attend to all levels and different ages of children. For quality ECE to be achieved, there is need for teachers to concentrate on their children (Yaqub, 2002). Bronfenbrenner’s Ecological transactional framework emphasizes the positive influence of multiple
attachements which is lacking in Mujama IDP ECE centre due to the insufficient number of teachers (Bronfenbrenner, 1979; Sameroff, 1987 as cited in Walter, 2007). Vygotsky’s sociocultural theory states that the child receives (teaching/learning) in what is accessible to him in collaboration with, or under the guidance of a teacher (Vygotsky, 1987, p. 211) and the zone of proximal development – which determines the domain of transitions that are accessible to the child – is a defining feature of the relationship between teaching/learning and development (Vygotsky, 1987, p. 211)

Clearly, having only two teachers for forty five children limited the opportunities for interaction between the teachers and the children and it is doubtful that they were able to achieve operations within the zone of proximal development for the children to develop higher mental functions. Scrimsher & Tudge (2003) stress the reciprocal nature of teaching/learning and this requires close interaction which cannot be achieved with high teacher-child ratios.

4.6 Teacher Qualifications and Training

Objective four sought to establish the teacher qualifications and training. This is the one area where the researcher was pleasantly surprised. Findings indicates that teacher had required qualifications for teaching in ECE centre. Both teachers had the required certificate level training in early childhood
education thereby qualifying them for their respective positions. One of the two teachers was in the process of furthering her education to diploma level. They were aware of the principles of holistic development and child centered approach as well as the ECD/NACECE curriculum, which they used.

*Teacher Jane:* I have certificate from training at DICECE and I have taught with for several years in ECE centres.

Teacher Alice met the requirements and was actually pursuing further education

*Teacher Alice:* I have done standard eight, form four, and completed a certificate course in ECE and now I am undertaking a Diploma in ECE.

However, she confirmed not having been trained to deal with trauma:

*Researcher:* Have you ever received any training on how to handle children who have undergone trauma?

*Teacher Alice:* We have not received any. I am not counselor neither is the other teacher. In the IDP Camp we need someone who can help with counselling the families.

However, one of the teachers had to take on the responsibilities of the head teacher which involved collecting the fees paid by the parents and using the same to pay herself and her fellow teacher. She had no training in finance or in managing a center but seemed carry out the task effectively. Layzer & Goodson (2006) linked desirable teacher behavior to improved interaction with content and the children, positive guidance and improved emotional tone with
teacher training in ECE. This was in agreement with the researcher's observations that documented positive interaction between the teachers and the children. The centre was in full compliance with the ECD Service standards that requires teachers and caregivers to have as a minimum of a certificate in ECE obtained from a government authorized or recognized institution.

4.7 Obstacles Faced by Early Childhood Educators and Families of Children in the Provision of Quality ECE in the IDP Camps

Objective five sought to establish the challenges, which Early Childhood Educators and families of children faced in provision of quality ECE for children living in the IDP camps. Findings indicate a number of challenges to the provision of quality ECE including inadequate teaching materials, lack of feeding programs, child rights and teacher remuneration. These were derived from interviews with the teachers and parents.

With reference to Bronfenbrenner’s Ecological model, the exosystem refers to settings that do not involve directly the developing child, but which nonetheless affect the developing child’s social setting (Bronfenbrenner, 1979). Clearly, poverty within the IDP camp is a pervading influence and a contributory factor to nearly all of the factors that limited the children’s social interactions.
(i) Lack of Teaching and Learning Materials, Teaching Environment, Health and Safety

The lack of teaching and learning materials, the teaching environment, health and safety were all comprehensively discussed in sections 4.3.1 - 4.3.5. These deficiencies were a challenge to the teachers as detailed by teacher Jane:

Teacher Jane: The only way to overcome these challenges facing the provision of the right quality of early childhood education is by making sure that learning and teaching materials are available and put in place. The qualifications of teachers handling these young children according to their ages, health and safety should be maintained, have conducive and stimulating classrooms, suitable furniture for different age groups and the right curriculum and approaches should be applied in the classroom. There should be an acceptable child to teacher ratio, a playground where children can play, learn and develop good communication between the teachers and parents. The Early Childhood Centre should be well fenced with only one gate to ensure the security of the children.

Teacher Alice was equally lucid about the things they lacked that would have enabled them provide quality early education:

Teacher Alice: It could be better if we had all the facilities which are needed for our children. Things like books, charts, toys, story books, swings, slides, balls, concrete class rooms, toilets, water for our children to drink and wash their hands after eating, better chairs and tables, good food for their health, most of our children have ring
worms because of these conditions. Even if we try to cure it, it does not disappear.

It is clear that the teachers faced many obstacles in their efforts to deliver quality ECE to the children due to lack of teaching and learning materials. They were severely hampered by lack of basic materials such as chalk to write with, textbooks and play materials for the children such as plasticine, building blocks etc. Whereas a child cannot create anything outside of 'what the child can learn through assistance within a particular sociocultural context' (Scrimsher & Tudge 2003, p. 296), it must be equally true that limitations in the variety and possibilities of the environment would limit a child’s developmental potential.

(ii) Teacher Remuneration

Teacher remuneration has been identified in many studies on ECE as a critical factor in teacher motivation. The researcher sought information from the ECE teachers through interviews. The lack of regular and full salary payment for the teachers was personal challenge and a demotivating factor as stated by the teachers:-

Teacher Jane: Parents are the ones who are responsible of paying us our salaries but since November they have not paid me
Teacher Alice was also dissatisfied with her salary:-

*Teacher Alice: It is supposed to be 4000 but normally I get 2000. My salary is very little because I have children to take care of.*

To cap it all, there was no assistance received from any donor and the help they got earlier from the government had long since stopped:-

*Parent Wangare: There was a time when the government used to bring us maize, beans and oil to us but for the past six months, we have been struggling to get what to eat as a family.*

Literature review established that teacher remuneration influenced turnover, motivation and hence quality of ECE (MoEST, 2005; National Research Council, 1990; Otieno, 2004; Wawire, 2011; Farquahar, 1999; Sylva, 1999 as cited in Anning, Cullen & Fleer, 2009). The teachers at the centre were very demotivated by the irregular and low pay and basically stayed on the job because they had no alternative.

(iii) **Lack of Feeding Programmes**

The researcher observed that there was no feeding program at Mujama IDP ECE centre as in other ECE centres. The children relied on food from home, which usually packed for them by their parents. Some food was there for children to eat, but it lacked the correct nutritional requirements for the early learners, needed for the normal healthy growth and development of the
children. Also they did not have any snacks during break time as the parents only packed or brought them food for lunch. ECD service guidelines (MOE, 2006) require centers to provide a nutritious snack at break time and if the centre offers full day care, then a balanced diet lunch must be provided to the children. The centre did not provide either a snack or a meal for the children.

Most of their drinks like tea did not have milk nor did they have any milk to drink, while milk is essential for children’s development and growth. Snacks are very important for early learners because it gives them energy in between meals. So long as it is nutritious, a snack keeps them from getting hungry and makes them not take large portions for their lunch. The food they ate did not constitute a balanced diet either, and was mostly, boiled maize, cabbages or beans. This would at times be mixed together while some also carried boiled potatoes. The diet never changed much for the children since their parents were not able to source any other foodstuffs apart from these.

The researcher observed that most of the children carried boiled cabbages and potatoes which were the cheapest food that parents could afford. Still, some parents who could not afford anything completely and their children had to go to school without a meal all day. The researcher did not see any beans or milk in the children’s food even though both are needed for growing children. Cases of malnutrition were noted amongst some of the children mainly due to lack of a balanced diet since they were given the same carbohydrate rich food every day with very little protein, a crucial requirement for growing children.
Parent Wangare identified inadequate feeding of the children as an impediment to the provision of quality of early childhood education to their children:-

*Parent Wangare: First, I would say that the children cannot concentrate in class without having something in the stomach at times they go to school eating very little and with nothing to carry for their break or lunch. We try to give them what is available, boiled maize or sometimes maize mixed with beans, tea without milk and boiled potatoes. (She pauses) Actually, our children don’t get enough nutrients. Although the teachers are trying hard to teach them food is a big problem for these children because nobody helps us in the IDP camp and there is no shamba (farm) for us, if there could be a shamba (farm), life could be better because we could dig and get food for our children. You know what, at times we try to look for casual jobs which depends on your luck, at times you get something, or you might not get anything. (She pauses) Actually, they don’t eat well although the teachers are trying hard to teach them.*

The same parent had very clear ideas on what constituted good food for their children:-

*Parent Wangare: The good food I am taking about is that, if it is Githeri it must have beans, carrots, cabbage, and maize and let it be taken with tea with milk or milk or clean water. I am telling you, we are really suffering. We tried to create a food program for children, which*
did not materialize because of lack of money and yet it was only 80 shilling a month that was required.

The teachers, Alice and Jane, when interviewed also reaffirmed that lack of appropriate nutrition was the biggest problem:-

Teacher Alice: When you look at these children, they have a lot of potential but they can't reach their full potential because they lack what can make them move forward. I believe if they could have enough nutritious and healthy food, clean water and playing materials, they would just reach their full potential but now unless something is done by the government...

Teacher Jane: Food is a problem for this children and also learning materials...

Some of the children lacked food to eat. Cate, a mother of 3 blamed the situation on their displacement:-

Cate: The government should consider our children within feeding programs as offered in other schools. What we have is not enough for our children and we do not have any sources of income either. We are unable to feed and educate children, and take care of our children's personal needs...yet we were well where we left because we had everything and our children went to better schools, it is up to the government to give our children food since it is because of "them" that we are in this situation.
The food that the children carried to Mujama IDP ECE centre was what was left over from breakfast. The food was cold by the time they got to school.

Plate 3: Photo of an undernourished child

Plate 4: Photos of children during their lunch break

The situation at Mujama ECE was similar to that documented in the literature review. Yakub (2002) documented the worsening situation of malnutrition in IDP camps worldwide. UNICEF, (2009b) found the problem of lack of food was aggravated by poor dietary choices. Garcia, Pence & Evans, 2008 documented poverty, health, nutrition and early learning as the greatest challenges facing children in Sub-Saharan Africa. MoEST (2005) noted the
positive effects of Growth, Monitoring and Promotion (GMP) activities on ECE enrollment and USAID in its orphans and vulnerable children’s program also recognizes nutrition as a key factor that influences the quality of ECE (AIDSTAR-One, 2011). Social constructivists believe that very society creates a template of how lives are lived in the particular society (Bruner, 1992 as cited in Walter 2007). With reference to Brofenbrenner’s macrosystem there is a strong influence of the cultural belief system on the types of food given to the children, which draws from the community’s nutritional patterns. Unfortunately, some of these foods may not offer the nutrition need by young children.

(iv) Children’s Rights

From observations around the IDP camp the researcher established that the children were not provided with a safe and secure learning environment in the centre. This is because they lived in sub-standard makeshift ‘housing’ made from gunny sacks, cardboard and grass home and their parents were not able to cater for their basic needs due to poverty.

That the teachers had some basic understanding of CRC as was evident when they were asked about it in the interviews:

Teacher Jane: The freedom given to the child, children have the right to play, right to rest, express themselves, to education health and good
food. I allow each and every child to participate while learning and I give them time to go outside and play.

And also:-

Teacher Alice: We give our children freedom to speak, play, and pray before eating.

Response to children’s needs tailored to their developmental stage was also not in place. This was because the environment they were in did not allow for the customized care linked to age, interests and needs of the children. As UNICEF (2009b) notes, this has potential to bring many challenges in their lives as they grow as well, as in their learning process. During the interviews, many of the parents clearly stated that they were not aware of the Convention on the Rights of the Child (CRC). This is a failure on the part of the State, which is responsible for the implementation and dissemination of information on the convention under Article 4 and Article 42.

Relevant articles of the convention including Article 3 on best interests of the child, Article 24 of health and social services, article 27 on the standards of living, Article 31 on leisure and recreation amongst others were not fulfilled for the children in the Mujama ECE centre. Their rights envisaged under the Kenyan Constitution to free and compulsory basic education {Art. 53(1)(b)}, basic nutrition, shelter, health care {53(1)(c)}, and protection {53(1)(d)}, as were also not fulfilled.
In fact, most of the children had not settled school fees, which is Kshs 800 per term and the parents could not afford to pay Kshs80 to finance a proposed feeding program. Mahalingam, Narayan, & van der Velde (2002) documented inability to pay fees as a major contributor to children being denied education. This interfered with their learning process since it was from this money that the teachers were paid, apart from also being used to cater for any other needs at the Mujama IDP ECE centre.

4.8 Opportunities Available for Social and Emotional Support in Mujama IDP Camp ECE Center

Objective six sought to establish social and emotional support available for ECE children in IDP camp. Findings indicated that the children had difficult living conditions and it was a struggle for their parents to feed and care for them. They were exposed to extreme poverty and deprivation. In addition, some had lost their parents and were being cared for by their elderly grandparents. A number of them lived away from their parents who walked very far to look for employment to be able to provide for the family and were rarely at home. The researcher sought to find out indications that the children were negatively impacted by displacement. The analysis was split into opportunities available for social and emotional support and their interactions with their teachers and parents.
The researcher observed and noted that there was a lack of counselling facilities to help the children deal with past trauma. The lack of counselling facilities was confirmed by the teachers during the interviews:

_Researcher: Have you ever received any training on how to handle children who have undergone trauma?_

_Teacher Alice: We have not received any. I am not a counselor neither is the other teacher. In the IDP Camp we need someone who can help with counselling the families._

Emotional support was mainly left to the teachers who were forced to make it up as they went along using religion to help the children cope with adversity. Teachers Jane and Alice confirmed during their interviews that they were not trained to handle children who had undergone trauma. In spite of the lack of trauma training the teachers made efforts to rehabilitate and encourage the children using gospel songs and bible readings. Teacher Alice detailed how they used religious songs, bible readings and sports to provide emotional support to the children. Their efforts were augmented by occasional church visits:

_We just used to pray, sing a lot gospels songs, read the bible and play together with them._

_Researcher: Apart from the teachers, is there any one, any organization or the government which gives social emotional support to these children?_

_Teacher Alice: At times people from the church, they come and bring for the children and the parents clothes, shoes, bread and milk and they also teach the_
children how to pray and teach them about the good morals they are supposed to have in the society.

The literature review noted the key role played by the parents and community in nurturing resilience (McCallin, 2009; Bronfenbrenner, 1986 and Sandstrom & Huerta, 2013). The fact that many of the children were able to lead normal lives, is a testament to the strength and care exerted by their parents over them. This is a very positive trait that should investigated and encouraged in other centres where children are displaced to help them cope with adversity. Article 19 of CRC calls for the establishment of social programmes for support, and for reporting, investigation and follow-up of cases of maltreatment (United Nations, 1989). Article 10 of the Children’s Act (2001) requires the state to provide ‘rehabilitative care, recovery and re-integration’ for any child that is a victim of armed conflict.

Children’s socialisation is crucial to their development of a healthy personality (Swick, 2004 as cited in Swick and Williams 2006). The study also looked into opportunities available for social and emotional support and interactions between the children and their parents and teachers in early childhood center in Mujama IDP camp. Even though a number of children were able to freely and easily interact with one another as well as with their teachers and parents, there was a concern that some of them did not engage in mutual relationships with the rest. It is also not normal for a sizeable proportion of children in an ECE centre to segregate themselves from the rest or from what can bring them
together with others. This is one of the indicators of poor emotional development amongst children living in IDP camps. The same reactions were also observed when in the children were the classroom.

There might be issues leading to their withdrawing from the rest even when they were outside and free to play. Considering the kind of life they lead in the camps, it might be due to their experiences in the past or at home, which could contribute to the way they interacted with their environment especially when with their peers. The ones who engaged in rough games with others such as pushing one another might also be exhibiting social behavioural problems as a result of the difficult environment they were exposed to at home. Such reactions do not however, promote quality education amongst young learners. They were not be able concentrate in classroom and caused disturbances to others. This translated into less than ideal ECE experience and their behaviour might become a fixation in their lives leading to a threatening behavior later on in the society.

The literature review documented how unmitigated disruptions in multiple domains could be detrimental to a child’s mental health, cognitive development, academic performance and social competence (Evans, Brooks-Gunn & Klebanov 2011; Shonkoff and Garner 2011 as cited in Sandstrom & Huerta 2013). The children attending Mujama ECE were exposed to disruptions in the multiple domains namely residential, family income, parental
employment and housing. Parents have a stabilizing effect on the children whenever there are adverse circumstances or occurrences.

4.8.2 Teacher/Pupil and Parent/Child Interactions

The researcher observed the teachers' interaction with the children was good and the children felt at ease associating with their teachers. They would go to the teachers any time they had any issues to address. This good interaction was demonstrated both inside and outside of the classroom. The teachers seemed to be their last resort since their parents were not with them at centre. The teachers also showed care and concern about the children by helping them during activities, helping the youngest ones with their food or accompanying them to the pit latrines as required.

The researcher observed an occasion where the teachers organized a sports function, which the children and parents participated in. However, there were a few children who withdrew from their teachers. Siraj-Blatchford et al (2002) found that good teacher-child interactions were key to quality early care and education. The researcher noted good teacher-child interactions at Mujama IDP camp ECE centre.

Interaction between parents and the children was good too even though the researcher did not see them spend much time together. The few parents who visited the centre showed good relationships with their children. This was
demonstrated in the way respective children cheered up upon seeing their parents. It was also an indication of care and concern of the parents towards their children that they would always come to centre to find out how they were doing. Some were also concerned about whether their children ate, played, participated in the class and whether they went to toilet and how many times for long and short call. They brought them food at centre for their children and that promoted the social bonding between the parents and children.

4.9 Acceptance by Peers and the Community

Objective seven sought to establish whether there was acceptance of the children by peers and the community. Findings indicated that the relationship between the displaced children and the original inhabitants of the area was cordial. The community seemed to have accepted and even helped the displaced persons when they first arrived. Displaced children were friends and played together with their neighbours and even shared meals according to the child participants.

The researcher interviewed two children 7-year-old Njogu and 6-year-old Willy about their friendships and playmates:-

*Njogu: I play with Kamau and Maina who live in the same house. Their compound is on the way to the shop and the mother of Kamau and Maina gives me good food to eat, clothes, books and pencils.*
It was evident the neighbours were generous towards the displaced and gifted them many items. Willy also seemed to have a normal play life:-

Willy: *I race with Mic and Lizie using tires in our nursery field but when we are tired we go to our homes in Mujama camp.*

Naomi, a 30-year-old mother of two also confirmed the good relations between their children their neighbours:-

Naomi: *Most of our children play together when we go to church, in the neighborhood and among themselves when they are at the centre.*

During the interviews, the children spoke about normal, healthy mutual interactions amongst themselves. Quite a number of them would play together in groups during break time when they were released from their classroom. There was a sense of socializing with one another whereby some of them embraced sharing whatever they had with one another. This was evident especially in the way they played with the two car tyres.

However, from the researcher’s observations, some of the children were very quiet in class and did not participate in activities in class or outside the classroom, but kept to themselves. They also appeared to enjoy playing together outside except for a few of them who kept away as they looked at the other children playing and appeared to be afraid of playing with others, especially when it came to playing with the same things and chose to stay close.
to their teachers rather than play with the rest. In general, they showed good relations with one another as well as good mutual peer interactions, with a only few having difficulties in doing so.

For the case of children who felt withdrawn and did not get along with the rest when they were out in the field playing, it could possibly be due to the child’s introverted personality. However, some of the children who kept to themselves showed sadness in their faces and appeared lonely. This indicates that they could have been reliving certain traumatic experiences possibly from the past, which may have made them fearful and did not allow to get fully involved even when playing with the rest of the children. This needs to be addressed as it could tamper with their performance and their social and/or emotion development.

These traumatic past experiences might cause some children to develop stigmatization within them. This was noticeable during interviews when some of them turned aggressive, went silent, hid information or deviated from the interview. Stigmatization, therefore, could be one of the challenges faced by early learners in the IDP camps. The study revealed an aspect of stigmatization could possibly exist in form of fear and rejection among other areas. From the literature review, McCallin (2009) indicated that due to the accumulation of risk factors linked to past traumatic experiences displaced children could lack self-respect and self-confidence.
In terms of the theoretical framework, acceptance of the IDPs falls within the Bronfenbrenner’s macrosystem. Macrosystem refers to consistencies in the lower order systems that exist or could exist as an underlying culture, subculture or belief system (Bronfenbrenner 1979, p. 26). The acceptance of the IDPs may have been influenced by the belief system prevailing in the region to view them favourably due to a perceived common political orientation.
5.1 Introduction

The study sought to answer the main research questions regarding quality of early childhood education in IDP camps. These were based on the research objectives as formulated for the research study and the literature review carried out on the same. The rationale for including children as participants of the study was addressed in section 3.4.2.

Stratified purposive sampling was used in order to arrive at the selected respondents who supplied information to be used in answering research questions. The information was obtained by way of semi-structured interviews and observations. The research study was a qualitative since it was in a natural setting and was carried out on a research issue about which little information was available. As the key primary data collection instrument, the researcher mutually interacted with the respondents who were the main source of data for the study. The main focus was on elements of quality ECE as derived from the perceptions of the children, parents and teachers living in the IDP camp.
The findings of the study concurred with many of the findings from the literature review in that the ECE centre lacked basic physical and health infrastructure, learning and play materials and equipment, clean water, appropriate nutrition and/or feeding programs, teaching aids and emotional support which were necessary for the achievement of quality ECE. It found that quality of ECE delivered in Mujama IDP camp was below prescribed standards. It is believed that this study will contribute to greater understanding of factors affecting the quality of ECE in Kenya’s IDP camps.

As per the researcher’s conceptual framework, the structural quality in terms of the infrastructure, resources and materials, teacher to child ratios, class size, and availability of supplementary services all fell well short of the standards as detailed in key documents guiding ECE, namely Kenya National Early Childhood Development Policy Framework, ECD Service Standard Guidelines, CRC and the Kenyan Constitution. These failures as well as other concerns such as lack of support by the government and donors contributed to current poor status of ECE in the centre. The study concludes that ECE in IDP camps in Kenya needs a lot of support particularly from the government and from donors so as to enable children living in IDP camps access quality ECE. Key to the achievement of quality ECE is the implementation of CRC and the Children’s Act (2001). This chapter summarises the study findings, draws conclusions based on the findings and sets out both policy recommendations and areas for further research.
5.2 Summary of the Findings of the Study

Early Childhood Education is an important part of a child’s education and development and has a lifelong impact on the child as it builds the foundation for learning throughout the child’s lifetime. This underlines the importance of provision of learning resources, which were lacking in the Centre in order to achieve quality Early Childhood Education. The research findings bring into focus the poor learning conditions for children living in IDP camps, which compromises the quality of ECE. It is difficult if not impossible to achieve quality ECE with the kind of environment these children are exposed to. Neither Kenya Early Education policy’s primary aim of attaining holistic development of a child, nor the subsidiary aims of school readiness, addressing disabilities and laying a foundation for lifelong learning can be achieved within such an environment.

Poor classroom structure and learning environment at the centre posed a challenge to delivery of quality ECE. For effective learning and teaching process to take place, there is need for good learning environment which was lacking in the Centre. More classrooms were needed and the associated learning materials and teaching aid such as books, charts, toys, story books, crayons, paint, building blocks and plasticine. One area that was not focused on is the children’s right to play. Play is very important for a child’s development, education as well as health. As was noted earlier, the centre
lacked an appropriate playground, playing materials and other relevant playing facilities for the children to play with. Therefore, ECE learning process at the centre was hampered since play contributes to cognitive, physical, social, and emotional development and wellbeing of children, in addition to enhancing focus and concentration during lessons. The playground needed to be improved through the installation of play equipment such as swings, slides, ropes and balls.

The lack of water in the centre was a violation of both the Ministry’s regulations and children’s rights. There was an urgent need to install a rain water harvesting system and a suitably large water tank to store water for use by the centre all year round. The lack of a primary and preventive health care system and lack of easy access to health facilities and immunization was also a violation of the Children’s rights and needed to be addressed.

In terms of the actual teaching at the centre the researcher was pleasantly surprised to find the teachers well qualified for their role but they needed a lot of guidance on running the school, and in adapting locally available materials to substitute for unavailable resources. Not having any visits from the Ministry’s quality assurance personnel denied them a valuable resource for guidance and advice, on how to organize the centre and best arrangements in view of the limited resources for example, splitting the classes so some
children go to the playground when others are in class. The centre would have greatly benefitted from advice from experienced early educators and ECE centre administrators even if only given during periodic visits.

There was a desperate need to institute a feeding program at the centre to alleviate the malnutrition that was evident amongst the children. Clearly, the parents were unable to properly feed the children due to their financial situation. They could not even afford the Kshs 80 per month that was proposed for a feeding program for the children. Any help in this regard would have had to come from external sources. Similarly, there was a need to have an external source to finance the timely payment of teacher's salaries, as the parents could not afford it.

Children's rights are not upheld in the IDP camp. Part of the reason for this was a lack of awareness of what the Convention on Rights of a Child was all about. None of the parents interviewed could say what it was. There was an urgent need to disseminate the information on child rights to the parents and teachers as well as the children.
The issue of poor sanitation is a matter of great concern, as it is evident that the two latrines (actually one latrine and a urinal) in the Centre not only served the teachers and pupils, but also a majority of IDP camp residents who frequented the centre to use them under the pretext of visiting the children. Getting them properly cleaned proved to be difficult because of the burden involved in getting water. Alongside lack of proper toileting facilities, the lack of adequate clean water in the centre had adverse effects on the children and their health. Clearly, the number of toilets was inadequate and their location in the centre contributed to the many unscheduled visits by parents that were disruptive to the children’s learning.

The poor living conditions that the displaced persons and the children were living in are unacceptable and constituted a breach of their human rights and of the Guiding Principles on Internal Displacement. The state as the ultimate guarantor of rights according to the Kenyan Constitution has the responsibility to provide the displaced persons with decent living conditions. This impacted on the children through their not having enough sleep at home and hence sleeping in the classroom. Finally, the children were in great need of social and emotional support. The teachers did what they could, given their lack of training in helping victims of trauma. What was needed is help from personnel specially trained in this area.
5.3 Conclusions

The study is grounded in the Education for All declaration made in Jomtien, Thailand in March 1990 aimed at reducing illiteracy and providing basic education for all by the turn of the century. One of the pillars of the strategy to implement this was the declaration of Early Childhood as an integral part of basic education, a focus on equity, learning outcomes and on the enhancement of the learning environment. Justification for this research arose from the many concerns that need to be addressed in order to provide quality ECE in IDP camps as envisioned by CRC and the Kenyan Constitution (2010) and other documents such as Session papers and Vision 2030.

Whereas there are many studies in early education, studies on early education of marginalized and vulnerable children’s education in Kenya and the region are few in number. This study was mooted to gather valuable data on the quality of early education given to children in IDP camps as perceived by the end users. Nyandarua County was chosen as a location for the study due to its having been heavily impacted by political violence following 2007 presidential elections and having offered safe haven to many displaced persons from the Rift Valley hotspots. A review of literature pertaining to education of vulnerable children affected by conflict was conducted and revealed key focus areas for the researcher including lack of facilities, water, sanitation and learning materials and resources. The study used phenomenological strategy in
in depth interviews as well as observations to gather data from children, parents and teachers at Mujama IDP ECE centre. It sought participants perceptions of the quality of ECE offered to children living in IDP camps, through analyzing their views on the physical facilities, learning materials, parental participation, qualifications and training of the early educators, the challenges they faced, social and emotional support available for the children and whether they were accepted by their peers and the wider community.

It was evident that Mujama ECE centre was not well set up not only in terms of physical facilities and learning and play materials, but also in the way learning and teaching processes were conducted. There was a lack of teaching and learning materials, learning resources, financial limitations to the stakeholder involvement and a lack of safety and security. The study revealed many deficiencies hindering provision of quality ECE Centre in the Mujama IDP camp. Key amongst the failings were lack of physical facilities, a deficient learning environment, poor sanitation, lack of play facilities, lack of primary healthcare system, health facilities, poverty and deprivation amongst IDPs, lack of feeding programs and poor implementation of children’s rights.

Many of the lapses result from financial constraints faced by the Centre and the parents and hindered achievement of quality ECE, children’s rights, holistic early childhood learning and development. Walter (2007) posits with regards
to the Ecological model that a combination of multiple risk factors leads to a more adverse impact. Clearly in the case of the preschool children in Mujama IDP camp, there is a coming together of several risk factors namely poor infrastructure, lack of clean water, inappropriate and inadequate sanitation facilities and lack of basic safety measures creating a 'perfect storm' and consequentially a very severe adverse impact on the quality of ECE provided to them.

5.4 Recommendations

Recommendations from the study are dichotomised into two parts namely the policy recommendations and the areas for further research. The aim was to come up with realistic and implementable policy recommendations. The policy recommendations are arranged according to and arise from the study objectives.

5.4.1 Policy Recommendations

National Level Policy Changes

There are a number of changes that impact ECE that are ongoing as a result of the devolution of governance following the promulgation of the Kenya’s new Constitution. For example, some counties have already employed teachers while others have not employ ECE teachers directly. ECD policy needs to be
updated to clearly define the roles in the provision of ECE and the co-ordination between of the Central and County governments with regards to ECE. The policy needs to emphasize children’s rights and needs and reflect the need for partnership and co-ordination between the various stakeholders and providers given the reality arising from objective one that most ECE centres are not run by the government (Garcia, Pence and Evans, 2008; Ngasike, 2011).

The absence of clear cut policy and allocation of roles hinders resource allocation and prioritization as noted by Garcia, Pence and Evans (2008) who also pointed out that many children stand in need of ‘rapid and intense interventions’. Existing policy for inspection of ECE centres needs to be strengthened with respect to ECE centres in IDP camps and other vulnerable areas to have them be inspected periodically. The two teachers clearly stated that their centre had never been inspected. This denied them the opportunity to interact with experienced educators serving as inspectors that would have helped and guided them on the running of the centre.

General Comment No. 7 points out the vulnerability of young children to poverty which is linked to malnutrition, stress, deprivation, developmental delays, educational disadvantage and psychological distress (Sapolsky, 2005 as cited in Professor Meichenbaum, n.d; National Institute of Child Health and
Human Development Early Child Care Research Network [NICHD ECCRN] 2005; Duncan, Ziol-Guest, and Kalil 2010; First Focus, 2009 as cited in Sandstrom & Huerta, 2013). Safety net programs and financial assistance to IDP families in the form of cash transfers, subsidized housing, child care, and food as identified in Sandstrom & Huerta (2013) are urgently required to provide an environment where quality ECE can be achieved within IDP camps. Such assistance would ensure that the children also have an acceptable living environment at home. Cash transfers for the elderly are already implemented by the government and it should be possible to extend these to displaced persons as recommended by OECD (Bennett & Tayler, 2006).

There is a considerable body of research that links teacher remuneration to the quality of ECE which also points out the lack of policy on the handling of monies paid as fees to ECE centres (MoEST, 2005). A policy to guide teachers with regards to the collection of fees is needed. If the recommendation to have the Ministry of Education or the County government take care of the teacher remuneration is not implemented, then clear guidance on how the teachers are to remunerate themselves from the fees collected is needed. An action plan based on the above policy changes would be particularly effective in getting things implemented (Pence, 2004 as cited in Garcia, Pence and Evans 2008).
(i) Physical Facilities and Learning Environment

UNICEF acknowledges the importance of physical facilities and learning environment which was investigated under objective one and this is what informs its concept of child friendly schools that are designed to be safe, healthy and protective towards the children with adequate resources to ensure physical, emotional and social conditions for children’s holistic development. MoEST (2005) noted that the lack of equipment, furniture, learning and play materials was a hindrance children’s holistic learning, development and quality education. The current status of Mujama ECE Centre is characterized by lack of proper structures, materials and resources needed to facilitate quality ECE.

The Centre lacked writing materials, proper classrooms, enough teachers and teaching aids. Which are an essential and integral part of the learning process. Apart from this, the centre did not have adequate toilets for both the teachers and the children. It is not healthy for the children to share the same two toilets with the teachers and the wider community, as is the case with Mujama ECE Centre. The toilets were unsafe for the children. Mujama IDP Camp ECE Centre also lacked petty cash which could be used to purchase teaching materials such as books, pens and chalk which affected the way teachers engaged with the children since they are not able to demonstrate a number of things effectively.
OECD recommends strong government engagement, investment, regulation and supervision without which services tend to be underfunded, disorganised and have unequal access although it notes that government support does not necessarily guarantee quality (Bennett & Tayler, 2006). Other studies on quality of ECE in Kenya in Nairobi and Machakos (Wawire, 2006) and Nyeri (Otieno, 2004) counties found funding, facilities, management, remuneration of teachers, inadequate equipment, learning materials and supervision were key factors affecting the quality of ECE delivered. The situation in Mujama IDP camp denies children quality ECE which can be of life long benefit to them. Both children and teachers need to have access to learning resources so as to facilitate learning and teaching processes. The findings of this study revealed that the poor quality of ECE in the Mujama IDP Camp Centre was due in part to lack of learning and teaching resources.

Based on the above and taking into account the desperate economic situation of internally displaced persons, it is recommended that for ECE centres in IDP camps the Government should shoulder the burden of providing the physical facilities (buildings, water tank and rainwater harvesting, toilets etc.), provide the learning materials and play equipment as well as cater for the remuneration of the teachers. The measures should also include the fencing of the centre as it is important for the security of the children. This requires a change to the current ECD policy framework which places the responsibility for provision of facilities and teacher remuneration with the community by making an exception for IDP camps and possibly other impoverished communities.
Multilateral and non-governmental organisations such as UNICEF and Save the Children should be involved as far as possible to assist. This would go a long way in resolving the issues identified as relating to deficiencies in the physical facilities.

Rainwater harvesting can take the form of gutters around the roof of the classroom(s). To go hand in hand with this would be a suitably sized water storage tank required to retain the rainwater and provide water to the centre during the dry season. Simple methods of chlorination using cheap locally available disinfection methods such as 'Waterguard' being added to the water in the tank to disinfect the water needs to be implemented. A plastic bottle of 'Waterguard' or similar disinfectant costs twenty Kenya shillings and can disinfect 800 litres of water making it safe to drink and avoiding the risk of waterborne diseases. It is suggested that this be provided by the parents or community. As noted by Mahalingam, Narayan, & van der Velde (2002) conditions at IDP camps have potential to negate the entire range of children’s rights. Lack of appropriate physical facilities, learning environment coupled with lack of health care facilities could certainly diminish children’s enjoyment of their rights as envisaged in CRC.
Notable practices that could be applied to reduce the financial burden of supplying resources and learning material include implantation of UNICEF's concepts of Child Friendly Schools and Emergency kits that have been used with great success in emergency situations worldwide.

(ii) Health Facilities, Primary Care and Immunisation

Another area of great concern was health care facilities and the attendant issues of primary care and immunisation. The use of mobile clinics should be considered and such programs should include immunisation programs to ensure the children are protected from preventable diseases. The use of mobile clinics was found to be very effective in reaching displaced populations in Sri Lanka as detailed in the literature review. This could be adopted for the local case and has a good chance of positively impacting on the areas of concern noted above. There is an ongoing initiative dubbed 'Beyond zero' by the Kenyan First Lady Margaret Kenyatta to use mobile health clinics to improve maternal and child health outcomes. It is recommended that in cooperation with donors and emergency response organisations such as the Red Cross a joint initiative on mobile clinics to serve the internally displaced camps be conceived. In addition, to addressing the other health concerns, the mobile clinics could provide deworming tablets and micronutrients to the children and valuable advice to parents and teachers on nutrition, primary health care, immunisation and Growth and Monitoring programs (GMP).
This approach should be considered by KEPI in tandem with a review and/or strengthening of the care component as advocated by MoEST (2005) and Garcia, Pence and Evans (2008) who found the governments in Sub-Saharan Africa financed just over half of the expanded immunization programs. This will help in enhancing quality of ECE amongst the marginalized as well as improve the level of education in the country.

(iii) Parental Involvement

Parental involvement is important for every learning environment to be effective in delivering quality education arising from objective two. Kenya’s ECE policy framework recognizes the key role played by stakeholders and indeed places the greatest burden of provision of physical facilities, management and teacher remuneration on the stakeholders (MoEST, 2005). Even though there was evidence of involvement of parents in the affairs of the Mujama IDP Camp ECE Centre, the frequency with which the parents visited the centre interfered with the learning process since some of them visited even when lessons were ongoing and without any prior warning. This caused interference especially when they interrupted lessons since children got distracted easily and their attention was diverted. Strict measures need to be put in place to limit unscheduled visits by parents and a clear understanding
between the parents and the teachers regarding the identity of persons allowed to pick up the children to avoid any incidents of kidnapping.

However, parents’ involvement and commitment in the Centre was effective in terms of putting up structures and looking after the Centre. This included efforts to provide water to the centre. The government, donors and NGOs appeared not to be active within Mujama IDP Camp ECE Centre. As regards the involvement of the stakeholders in IDP camps it is suggested that the current policy that puts the full burden of provision of facilities be lightened as suggested above, and in addition, there should be guidelines on how they can assist in providing locally sourced teaching aids to lessen the overall cost to the Government and donors.

In order to achieve this, the stakeholders need guidance from qualified personnel. It is suggested that the Ministry of Education provides the expertise through its personnel to guide the parents. This could be achieved through regular inspection visits and TAC Tutors. A good example is there were no beds or mats in the classroom where the children could take a nap after lunch. Most of them opted to sleep on the grass, which could be dangerous in case dangerous animals or insects were crawling on the ground such as ants, snakes or spiders. During nap time, teachers did not monitor the children. This is a case where the parents can make mats from locally available materials for the
children. These could even be used to alleviate the congestion in the classroom by having the younger children sit on mats at the front of the classroom leaving the desks for the older children.

Whereas the community faces financial hardship, they should be encouraged to participate as much as possible in the activities around the ECE centre. The literature review documented good examples, worthy of emulation, in West Africa by Soudee (2009) where parents made toys from local materials for the children. It is recommended that the teachers use song dance and drama that are popular with children and which demonstrate respect for local cultures in their teaching. With regards to the fencing of the centre for example, the stakeholders may be able to contribute towards the fencing poles needed for the fencing and thus share costs with the Government and/or any donors.

The teachers failed to use local materials effectively, for example for most of the materials they were lacking, arising from objective three and objective five they could improvise and use alternative locally available materials. If they needed paint for the children they could simply use the local materials like leaves and flowers to make water paints, sticks and sisal to make brushes for the children because at that stage painting is important for their sensory and gross and fine motor skill development. Whilst they said they lacked plasticine,
they could have improvised by using mud, which the children could use for development of their gross and fine motor skills.

In addition, the teachers could try to talk with and involve parents to help in preparing the playground for their children or making materials for use by their children in the playground such as bean bags arising from objective two. Teachers could also make balls using local materials like polythene, paper, or old cloth, make ropes using the local materials like banana fibres, clay instead plastine and avoid blaming the government for not assisting them with materials when they could use the local materials arising from objective three and objective five. IDP camps were not visited by Quality Assurance Officers from the Ministry which could have helped ECE teachers in the IDP camps by equipping them with more knowledge especially with organization and on what to do if the readymade materials were not available.

(iv) Children’s Rights

There is need to ensure that children’s rights are fully adhered to. Every stakeholder from the immediate community to the government should devise ways through which to have the children in ECE are centres provided with all the rights identified in the Convention on the Rights of Children arising from objective five. As pointed out by Garcia, Pence and Evans (2008), the translation of policies and CRC into local languages helps ensure parents and
teachers are aware of and implement the rights of the child. Mahalingam, Narayan, & van der Velde (2002) noted that lack of awareness of CRC was the biggest impediment to its implementation. Quality ECE entails not only accessing a centre or being taught, but also ascertaining that all the relevant needs (nutrition, play and security etc.) are provided to the children both at home and at the centre. One worrying aspect is the protection of the children against abuse. The researcher was particularly concerned that some parents expressed fear of being raped during the interviews.

That Mujama IDP Camp ECE Centre lagged behind in enforcing children’s rights was observed and documented during the research. This was not as a result of a failure on the part of the parents or teachers, as the parents were mostly unaware of CRC. The government needed to commit resources to guarantee effective dissemination of information on and fulfillment of children’s rights. Following the failure to fulfil the requirements of CRC, the quality of educational standards for children in the centre were affected arising from objective five.

It is proposed that the Government through the children’s department provides personnel to educate parents and teachers on the Convention on the Rights of the Child and Children’s Act to enable them firstly be aware of these crucial documents, and secondly to fully implement them for the betterment of the
children’s welfare and early learning. An essential aspect of this would be the translation of CRC into the local language(s) arising from objective five.

(vi) Social and Emotional Support

Socialisation of learners especially children at the level of ECE is important for them to develop holistically and to attain good academic performance arising from objective six. UNICEF (2006) details the impact of displacement on children’s self-esteem and self-confidence and social competence as assessed through their communicative ability, sensitivity and empathy and details a checklist to assess conduct disorder, socialized aggression, attention problems, anxiety-withdrawal and motor tension excesses.

It is proposed that social and emotional support be provided to the children exhibiting behavioral problems possible as a result of past traumatic experiences. This could be implemented using social workers from the Children’s department supported by an experienced child psychologist/psychiatrist arising from objective six. As an alternative, the teachers could be trained to assist children with problems relating to past traumatic experiences and they be supported by an experienced child psychologist/psychiatrist from whom they would receive guidance and to whom they can refer intricate or difficult cases arising from objective six.
(vii) Supplementary Feeding Programs and Health Care

The government, through the Ministry of Education, needs to come up with effective feeding programs for the ECE centres in the country to minimize incidences of malnutrition and risk of harm to the concerned children arising from objective five. This was identified in the ministry’s own report (MoEST, 2005) which recommended the strengthening of health and nutritional surveillance programs. A supplementary feeding program including supply of micronutrients in tablet form if incorporated, would go a long way towards alleviating the undernourishment witnessed at Mujama ECE centre arising from objective five. A supplementary feeding program to provide the children with a packet of milk everyday as was in place in the 1990’s would also help alleviating malnutrition.

5.4.2 Recommendations for Further Research

From the outcome of the research which was carried out in Mujama ECE Centre located within an IDP camp, a number of areas for further research were revealed. The research found notable gaps as far as the education and wellbeing of children in the IDP camps was concerned. The researcher suggests further research and more studies in the following areas:
(i) It is recommended that further research be carried out using quantitative or mixed method approaches on quality of ECE. This would enable researchers to use larger samples. The results of such studies can provide the confidence needed to generalize the findings and recommendations.

(ii) It is recommended that further research be carried out in other areas both in IDP camps and possibly in other areas with vulnerable children outside IDP camps so as to provide a comparison with findings made at Mujama ECE centre. Every region needs to define its own concept of quality and may have different factors affecting the quality of ECE delivered. This will also help in augmenting the legitimacy of the results of this particular research, as is the practice with qualitative studies. This study was carried out from the perspective of the ECE centre. There is need for researchers to focus on understanding of other factors external to the centre that contribute to poor ECE in IDP camps such as those within the children’s home environment. Studies using quantitative methodology would enable researchers to better gauge the effect of each factor on the quality of ECE provided to children in IDP camps and further refine policy makers understanding of the framework for intervention measures.

(iii) Another area that needs further study is the status of children’s rights as regards ECE especially in IDP camps. This research study was not able to capture in detail all the areas where children’s rights were not fulfilled. The
teachers and parents admitted to not being fully aware of the Convention on the Rights of the Child and its implementation during the interviews.

Needless to say, many of the previous studies on quality have tended to elicit the views of early educators, parents and education officials. However, what is rare is studies like this one that elicit the perspectives of the children in line with the notion that children are capable of shaping policy on matters that affect them. This became clear from objective seven where children’s acceptance was investigated. More studies need to be carried out with children as opposed to those carried out about children.
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APPENDICES

APPENDIX A

Interview Protocol - Children

Demographic questions

I would like to start by asking you some background information about yourself and your family.

1. Date of Interview: _____ / _____ / 2013
2. What is your name?
3. How old are you?
4. What class are you in?
5. What is the name of your school?
6. How many are you in your class?

Interview guide questions

1. Where do you sit in the classroom?
2. Where do you play? Prompt: - what do you play with? Do you have enough toys and materials to play with?
3. Do you make models? Prompt:-if you do, what materials do you use?
4. Do you draw? If you do, what do you draw prompt:- What do you use to draw with?
5. Has your parent come to your school? Prompts: - How many times? What did your parent bring?
6. Do you get any food at school? Prompt:-if any, mention them
7. How many friends do you have?

Prompts: - In the neighborhood, school?
8. Who is your best friend? Does she/he play with you well?
9. Is there anyone who plays badly with you? Prompt:- pushing, pulling, not sharing the toys, snatching

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10. Where are you living now (camp/home)? How do you feel about your home? Do you always have what you need? What would you most like to have? Who helps you and your family?

Prompt: - or have you been assisted by the Government or by any organization

11. What would you like to change about your school?
APPENDIX B

Interview Protocol - Parent

The answers you give will be kept strictly confidential

Date of Interview: _____ / ____ / 2013

1. What is the name of the school your child goes to?
2. How many children do you have?
3. What language(s) do you speak?

Interview guide questions

1. What do you consider to be quality ECE? What factors do you think influence the quality of ECE?
2. What is your assessment of the following facilities in ECE Centre your child goes to?
   a.) Classrooms? b.) Play facilities? c.) Learning and resource materials? d.) Toilets?
3. How do you as a parent participate in or influence the running of the ECE centre?
4. How do you see the behavior of your child both at home and in school?
5. Does your child like going to school?
6. What help does the school offer to displaced or traumatized children? Are there any special programs for these children?
7. How familiar are you with the Convention on Rights of a Child and the Children’s Act? What do you think of the recommendation in these documents about children’s rights?
8. What food is provided to preschool children at school? What immunization campaigns have been conducted in your child’s school?
9. What assistance have you received from the government or donors?
10. How can quality of ECE be improved for the displaced children in the areas of a.) Infrastructure b.) Learning materials/resources c.) Structural constraints d.) Teacher training and competence e.) stakeholder involvement (f.) Use of local materials and knowledge (These terms to be explained to the interviewee before asking the questions).
APPENDIX C

Interview Protocol - Teachers

The answers you give will be kept strictly confidential.

Date of Interview: _____ / _____ / 2013

1. What school do you teach in? What class(es) do you teach?
2. How many teachers are you?
3. How many children do you have in your class(es)

Interview guide questions

1. What curriculum do you use to teach ECE in your school?
2. How do you improvise in your teaching? Have you adapted in your teaching to local conditions? Do you use any local materials, knowledge or culture in your teaching?
3. What is your assessment of the following facilities in your centre?
   a.) Classrooms?  b.) Play facilities?  c.) Learning and resource materials? d.) Toilets?
4. What is your view on how children can best learn and develop in the ECE program?
5. Have you noticed any social behavior patterns on your children?
   Prompt:- how do you go about it, if any and why do you think they are behaving like that?
6. How would you define quality in Early Childhood Education? What factors do you think influence the quality of ECE in your centre?
7. Have you been ever inspected by zonal inspectors or a TAC tutor?
8. How do parents and other stakeholders participate in/influence the running of the centre?
9. What is your educational background? Do you have formal teacher training? Do you have training in Early Childhood Education? Do you have training in helping children who have experienced trauma?
10. How familiar are you with the Convention on Rights of a Child and the Children’s Act? How do you use children’s rights in your teaching?

11. Who pays your salary? What is your view on your salary or remuneration? Do you feel it is a fair compensation?

12. What challenges do you face? How do you overcome these challenges?

13. What would you change about the way ECE is conducted in your centre?
Some of these questions might not apply to you, and I apologize for this. Please try to be as truthful as possible when answering these questions, and be assured that the answers you give will be kept strictly confidential.

Date of Interview: _____ / _____ / 2013

1. Which ECE centre do you head? Is your ECE centre registered with the Ministry of Education?
2. What class do you teach if any?
3. How many teachers do you have?
4. How many children do you have in your school and what is the average number per class?

Interview guide questions

1. What curriculum do you use to teach ECE in your school? How have you adapted teaching in your school to local conditions? Do you use any local materials, knowledge or culture in your teaching?
2. What is your assessment of the following facilities in your school?
   a.) Classrooms?   b.) Play facilities?   c.) Learning and resource materials?   d.) Toilets?
3. What factors do you think influences the quality of ECE in your school?
4. How do parents and other stakeholders participate in/influence the running of the school?
5. What is your educational background? Have you undergone teacher training? What training do you have in Early Childhood Education? What training have you had in helping children who have experienced trauma? Are there any special programs for these children? Have you been ever inspected by zonal inspectors or a TAC tutor?
6. How would you define quality in Early Childhood Education? What is your view on how children can best learn and develop in the ECE program?

7. How familiar are you with the Convention on Rights of a Child and the Children’s Act? How do you use or advance children’s rights in your school?

8. What food is provided to children at your school? What immunization campaigns have been held at your school?

9. Who pays your salary? Do you feel it is a fair compensation?

10. What would you change about the way ECE is conducted in your school?
APPENDIX E

Observation Schedule 1

OBSERVATION RECORD SHEET (adapted from Lancaster & Broadbent, 2003:15)

Name of observer................................Venue of observation.......................

Participant being observed...................Age of participant....................... 

Purpose of observation........................Date............................................

An in-depth observation will be carried out in a familiar, natural setting. In depth notes and audio-video will be used to capture the narrative and events. Diaries/journals will be kept to note the data that emerges in different contexts.

<table>
<thead>
<tr>
<th>Time</th>
<th>Who is present?</th>
<th>What is happening?</th>
<th>Who / what is the child looking at or doing?</th>
<th>Who is the child interacting with? What is being said and who is saying it? / Comments by observer</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Interview questions will be the main method of obtaining information. However, participant observation will be used as a data collection tool in addition. During the observation the researcher will look at the child’s interactions with his/her peers, teachers and the environment and will use blank sheets to make detailed notes if required.
Observation Schedule 2

OBSERVATION RECORD SHEET (adapted from Lancaster & Broadbent, 2003:15)

Name of observer
Venue of observation
Participant being observed
Purpose of observation
Date
Time

An in-depth observation will be carried out in and in depth notes and audio-video will be used to capture information.

<table>
<thead>
<tr>
<th>Physical environment</th>
<th>Observations</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Location</td>
<td></td>
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<td>Security</td>
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<td>Typography</td>
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<table>
<thead>
<tr>
<th>Infrastructure</th>
<th>Observations</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Sanitation</td>
<td></td>
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<td>Playground</td>
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<td>Classrooms</td>
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<td>Furniture</td>
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<tr>
<td>Pedagogy</td>
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<td>Learning materials</td>
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<th>Staffing</th>
<th>Observations</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
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<td>Qualifications</td>
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<th>Classroom management</th>
<th>Observations</th>
<th>Comments</th>
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<tr>
<td>Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher – pupil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
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<tr>
<td>Attendance</td>
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<table>
<thead>
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<th>Child rights framework</th>
<th>Observations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeding programme</td>
<td></td>
<td></td>
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</table>

| Respect for Childs’ culture | |
| Discrimination             | |
| Inclusivity                | |

<table>
<thead>
<tr>
<th>Social behavior pattern</th>
<th>Observations</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Pushing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawn</td>
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</tr>
</tbody>
</table>
Observation Schedule 3

Adapted from Early Childhood Development Service Standard Guidelines for Kenya (MOE, 2006)

**Tool for Quality and Standards Assurance in ECD Centre**

1. ECD Centre name ........................................ Registration No. ......................
2. District ........................................ Location ............................ Zone ......................
3. Enrolment: boys ......................... girls ...................... Total .............................
4. Age ranges: Under 3s ............... 4 yrs old ............... 5 yrs old ......................
5. Average No. of children per class .................................................................

Number of care givers .................................................................

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<thead>
<tr>
<th>7. Physical facilities/ Availability</th>
<th>YES</th>
<th>NO</th>
<th>Remarks</th>
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<tr>
<td>Learning structure (building) available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent building available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings in good condition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate ventilation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class rooms of standard size (8m x 6m)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms with lockable doors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms with lockable windows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor space adequate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cemented floor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Type of roof
(i) Iron sheeted
(ii) Thatched
(iii) Tiled

Remarks

<table>
<thead>
<tr>
<th>Type of walls</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Mud</td>
</tr>
<tr>
<td>(ii) Plastered</td>
</tr>
<tr>
<td>(iii) Timber</td>
</tr>
<tr>
<td>(iv) Iron Sheet</td>
</tr>
</tbody>
</table>

Remarks

<table>
<thead>
<tr>
<th>Type of floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Earthen</td>
</tr>
<tr>
<td>(ii) Cemented</td>
</tr>
</tbody>
</table>

Yes | No | Remarks

259
<table>
<thead>
<tr>
<th>Toilets available - Caregivers</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Toilets (i) Suitable toilet aperture (ii) Clean (iii) Enough for boys (iv) Enough for girls</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>Furniture (i) Available (ii) Adequate (iii) Children’s suitable size tables (iv) Children’s suitable size chairs (v) In good condition</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>Availability of Administrative Records (i) Admission register (ii) Attendance Register (iii) Log Book (iv) Fees Register (v) Visitors Book (vi) Ledger Books (vii) Attendance Register (viii) Inventory Books (ix) Cash Book (x) Receipt Books</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>Professional Records Available (i) Progress Records (ii) Daily Programme of Activities (iii) Termly Programme of Activities (iv) Health Records</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>ECD Curriculum Availability</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>KIE ECD syllabus/guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning corners/centres</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indication of theme teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Progress Ass. Records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other approved syllabus (specify..)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning manipulative materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical/PSychomotor materials/equipment</td>
<td>Available</td>
<td>Not Available</td>
<td>Remarks</td>
</tr>
<tr>
<td>Fixed equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed play equipment in good condition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft landing for slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Learning Methods</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>Teacher centered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children motivated through reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children guided on the expected behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cordial Relationships</td>
<td>Observed</td>
<td>Not observed</td>
<td>Remarks</td>
</tr>
<tr>
<td>12. Health and Nutrition</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
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<td>---------</td>
</tr>
<tr>
<td>• Are there GMP services offered at the centre?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• If yes, are health cards for all children available?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Does the nearest health centre work with teachers to provide these services?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• If GMP activities are carried out in the centre do parents in the neighbourhood bring children for immunization and other medical services?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Do the children appear healthy and energetic or are there children who appear malnourished?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does the centre have a feeding programme?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, is the food prepared at the centre?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If food is brought from home are there storage racks in the ECD centre?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If food is prepared at the centre, is there a kitchen? • Does the kitchen have lockable kitchen doors and windows?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is the kitchen well-ventilated?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Do the children take ten o’clock snack?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is the porridge enriched?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If enriched specify ingredients used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is lunch offered at the ECD centre?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In your opinion, is the lunch made of a balanced diet?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are there alternative arrangements for children who cannot eat the foods provided due to allergies or other reasons?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does the kitchen have non-leaking roof?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are drying racks available?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is the Cook clean and neat?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are Health certificates available for the cook?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do you deworm children at the centre?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Are the deworming tablets provided by staff of a nearby health centre?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do you deworm children twice a year (If not specify ..................................................)</td>
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<td></td>
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</tr>
<tr>
<td>• If a child is sick at the centre, do you call the parents?</td>
<td></td>
<td></td>
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<tr>
<td>• In cases of emergency do you have parental consent to take children to the hospital?</td>
<td></td>
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<tr>
<td>Program</td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td><strong>Utensils cleaned properly?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feeding process orderly (washing hands, all children no pushing, small babies helped to feed)?</strong></td>
<td></td>
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<tr>
<td><strong>Children allowed to enter the kitchen? • Is a first aid kit present?</strong></td>
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<tr>
<td><strong>A resting place for the children (full day ECD)</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Sleeping facilities?</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Ground</strong></td>
<td>Yes</td>
<td>No</td>
<td>Remarks</td>
</tr>
<tr>
<td></td>
<td>space adequate?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>playground well kept?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>playground fenced?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>grass/bushes cut?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>are sharp and dangerous object?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>are holes and pits on the playground?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>are playgroup equipment fixed?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>are equipment sizes appropriate for ECD children?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>are equipment regularly serviced and maintained?</td>
<td></td>
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<tr>
<td></td>
<td>is a soft landing place for slides?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>are swings at low level for ECD children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>are adequate play equipment for the number of children at the centre?</td>
<td></td>
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</table>
APPENDIX F

Parent/Guardian’s Consent

Research: The quality of Early Childhood Education provided for children living in camps for internally displaced persons

You are being asked to participate in a research study. The following information will help you understand what you and your child will be asked to do.

Investigators:
Name of Investigator: Benta Ogutu, B.Ed (ECE) MA (ECS), Doctoral student, currently pursuing a Ph.D. at Kenyatta University, Department of Early Childhood Studies, Kenyatta University, Nairobi, Kenya, is the investigator.

Purpose of the Study: To carry out a research on the quality of Early Childhood Education provided for children living in camps for internally displaced persons. Findings from the research will help policy makers in the Government, NGOs and parents to understand how displacement affects the quality Early Childhood Education and to improve the quality of Early Childhood Education for children living in IDP camps. We intend to recruit child participants aged 3-8 years for this study and to be eligible the child must be from a family that is displaced.
Description of the Study: The researcher will consult your child about their experiences of displacement and Early Childhood Education. She/he will be asked to answer questions and the researcher will digitally record and videotape the questions asked and the answers the child will give. Your child will be given the first chance to review and edit the material before it is used. The information your child will provide during the study will be kept strictly confidential. The child’s name will not be used in any report.

The interview and demographic questions will be conducted during three sessions of 60 minutes duration with a 10-minute break between sessions. The only experimental aspect of this study is the gathering of information for the purposes of analysis.

Risks or Discomforts: There is a minimal risk of harm to your child while participating in this study and there will not be any experimental procedures involved. The researcher will ensure that the questions asked are peer reviewed, ethical and will minimize discomfort to your child. The long-term impact on your child is considered minimal. Further risk of harm to the children is to be mitigated by use of pseudonyms, ensuring strict confidentiality, by careful peer review of the methods and close supervision of an experienced researcher. The parent or guardian is to be close by during the interview and easily accessible in case the child becomes distressed or needs reassurance. Research is to be carried out strictly in accordance with ethical guidelines for research with children.
**Benefits of the Study:** I cannot guarantee, however, that you will receive any benefits from participating in this study. The child’s participation in this study is completely voluntary.

**Confidentiality:** Only the researcher and possibly her supervisor are to have the access to the data.

**Costs and/or Compensation for Participation:** It is not anticipated that the participants will incur any costs during the study. The researcher will travel to the families’ home or any other mutually agreeable and accessible location such as the school (with the parent or guardian’s agreement) to interview the children.

**Voluntary Nature of Participation:** Participation in this study is voluntary. Your choice of whether or not to participate will not influence your future relations with Kenyatta University. If you decide to participate, you are free to withdraw your consent and to stop your participation at any time without penalty or loss of benefits to which you are allowed.

**Questions about the Study:** If you have any questions about the research you may ask them now. If you have questions later about the research, you may contact.
Benta Ogutu,
PhD student, Department of Early Childhood Studies, Kenyatta University,
Box 43844, Nairobi, Kenya
Email: ogutubenta@yahoo.com
Tel. 0727867556

If you have questions regarding your rights as a human subject and participant in this study, you may contact the Kenyatta University, Department of Early Childhood Studies for information.

Kenyatta University,
Department of Early Childhood Studies
P. O. Box 43844 Nairobi, Kenya

Agreement:
Your signature below indicates that you have read or have been explained to the information in this agreement and have had a chance to ask any questions you have about the study and agreed for your child/ward to participate in the study and for your child/ward to photographed and be voice and video recorded. You have been given a copy of this agreement and you are not giving up any of your legal rights.

Name of the child  Date of Birth

Signature

Date

266
Name of Parent or guardian (please print)

Consent for the interview and for the taping and video recording of the interview and for the child’s photo to be taken.

Signature ___________________________ Date ____________________

Name of Parent or Guardian (please print)
APPENDIX G

Child Assent Form

Research: - Quality of Early Childhood Education provided for children living in camps for internally displaced persons

Investigators: Name of Investigator: Benta Ogutu, B.Ed (ECE), MA (ECS) currently pursuing a PhD at Kenyatta University is the investigator

Introduction

My name is Benta Ogutu. I am a student at Kenyatta University and I am carrying out research.

What is research?

Research is about investigating a problem and collecting evidence so that you and others can know more about the topic. It helps people to understand the topic better.

What is the research about?

The research is about how your education is affected by displacement.

Why have you been asked to take part?

Am interested in knowing how displacement affects your education. You know how displacement affects your education. Your views are very important.

What will you be doing?

a.) I will ask you some questions and you can answer the questions if you are comfortable with them. I will record you answers to my questions, after that I will play them back for you to confirm and what you said.
Will anyone be told about what you say?

I will need to talk about the research at the University and to write about it. I will not use you real name. No one else including your parents and teachers will ever be told what you said.

Name of child (please put a check mark √ if you agree):

I agree to be interviewed and for the interview to be audio and video taped and for my photo to be taken.

________________________________________________________________________________________
Mark made by the child Date

________________________________________________________________________________________
Signature of Investigator Date
APPENDIX H

Letter To Head Teacher (School)

Letter seeking permission to contact participants through your school

Benta Ogutu, PhD student,
Kenyatta University, P. O. Box 43844, Nairobi, Kenya
Email: ogutubenta@yahoo.com Mob: 0727867556

2nd February, 2013

Dear Head teacher,

My name is Benta Ogutu and I am pursuing a PhD in Early Childhood Studies, at Kenyatta University, Nairobi, Kenya. As part of my course, I need to carry out research with children. Your school has been selected since it has the type of participants that I require. My topic concerns the quality of Early Childhood Education. My research questions will focus the perspectives of children, teachers and parents on quality Early Childhood Education for children living in camps for internally displaced persons. I would like to interview children and teachers who have been affected. The interviews sessions would take approximately sixty minutes each.

I will keep you informed of how the research without mentioning the names of the children and teachers interviewed. The study report will be a public document. The name of your school and any participants will be kept confidential. I would appreciate your help and will contact you by telephone and arrange a meeting with you to discuss the research further. You may contact with me at any time, my mobile number is 0727867556 or email ogutubenta@yahoo.com

Yours sincerely,
Benta Ogutu

APPENDIX I

Letter To Gatekeeper (Parent)

Letter to Parent/Guardian seeking informed consent for a child to participate in a study

Benta Ogutu, PhD student,
Kenyatta University, P. O. Box 43488, Nairobi, Kenya
Email: ogutubenta@yahoo.com  Cell: 0727867556
2nd February, 2013

Dear Parent/Guardian,

I am seeking to carry out a research on meeting the rights to quality Early Childhood Education for children living in camps for internally displaced persons.

The purpose of the study: - To carry out a research on the quality of ECE provided for displaced children. This research will help policy makers in the Ministry of Education, Donors, NGOs, caregivers and parents to provide quality Early Childhood Education for children living in camps for internally displaced persons. This will help to develop strategies on how quality ECE can be provided to displaced children.

What your child will be expected do in the study: - The researcher will consult your child about their experiences at home and in the early learning centre. She/he will be asked to answer questions and the researchers will digitally-record the questions asked and the answers the child will give. In addition, the child will be observed over 30 minutes. The child will be given a first chance to review and edit the material before it is used. The information your child will provide during the study will be kept strictly confidential. The digital-recordings will only be viewed by the researcher and her supervisor and will be erased at the end of the study. The child’s name will not be used in any report.
The time required for the interview will be two sessions of up to 60 minutes duration with a 10-minute break between sessions. There is minimal risk of harm to your child while participating in this study and there will not be any experimental procedures involved. The researcher will ensure that the questions asked are peer reviewed, ethical and will minimize discomfort to the child.

There will be some direct benefits for the child’s family, in that the researcher will give some rice, flour, or beans to child’s family. The child’s participation in this study is completely voluntary. Both you and the child have the right to withdraw form it at any time without penalty, and this will not affect any future relations with Kenyatta University. Please read this letter to your child/ward and discuss any questions you may have. Please inform me of any requirements or restrictions you would like me to fulfill. If you agree that your child/ward participates in the study, please sign and return the slip attached below. If you have any questions about the study, please do not hesitate to contact me.

Yours sincerely,

Benta Ogutu
Mobile: 0727867556
Email: ogutubenta@yahoo.com
APPENDIX J

Research Permit

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Ms./Miss/Institution
Benta Anyiko Oguti
of (Address) Kenyatta University
P.O Box 43544-00100, Nairobi,

has been permitted to conduct research in

Nyandarua North

Location

District

Central

Province

on the topic: Children's right to quality

Early Childhood Education: A case

of internally displaced children in
camps in Nyandarua North

District, Kenya.

for a period ending 30th September, 2013.

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Research Permit No: NCST/RCD/14/013/1227

Date of issue

8th July, 2013

Fee received

KSH. 2000

For Secretary

National Council for

Science & Technology

Applicant's

Signature

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Following your application dated 4th July, 2013 for authority to carry out research on “Children’s right to quality Early Childhood Education: A case of internally displaced children in camps in Nyandarua North District, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Nyandarua North District for a period ending 30th September, 2013.

You are advised to report to the District Commissioner and District Education Officer, Nyandarua North District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Dr. M. K. Rugutt, PhD, HSc.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Nyandarua North District.