

Early Childhood Music Education in Kenya: Between Broad National Policies and Local Realities

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Abstract

The historical development of early childhood music education (ECE) in Kenya reveals the challenging circumstances under which it has, and continues, to progress. Poverty remains the most formidable hindrance to the success of this area of education. Multiculturalism, the mosaic that defines Kenya's rich heritage, also demands ingenuity from policymakers in formulating sound guiding principles that are inclusive of the diverse cultures inherent in the country. The key to addressing the challenges of ECE lies in strengthening the tripartite relationship between policy makers who are the authors of the current broad policies, the curriculum designers, and the teachers who implement the curriculum. Deliberate networking of their ideas and activities provides a way forward in propelling music education in early childhood.

Keywords: Curriculum; Multicultural; Policies; Poverty

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