

Access and Equity in Early Childhood Education: Challenges and Opportunities.

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Abstract

The world conference on Education for all EFA of 1990 laid a lot of emphasis on the significance of early childhood years as the foundation of life for an individual. Access and equity in the provision of education at this level has remained a challenge in the context of poverty. This paper was based on the theoretical reflections on how early childhood has been implemented in Kenya and the challenges uncounted with regard to access and equity. The paper reviewed some studies that had been done in the area of childhood education in Kenya. This review sought to highlight how early childhood has been interpreted and implemented by the ministry of education in Kenya. International protocols and conventions as well as national policies and legislations such as the United Nations Convention on Human Rights (1948), Jomtein Declaration of Education for all (1990), Dakar Declaration of Education for All (2000), Millennium Development Goals, Children's Act (2001), the New Constitution of Kenya and the Sustainable Development Goals all state that every child is entitled to basic rights among which education is key.

Keywords: Access, equity, early childhood education, challenges and opportunities

Full text: <https://birj.ueab.ac.ke/wp-content/uploads/2018/01/Beatrice-Busolo.pdf>