

**THE IMPACT OF COMMUNITY SUPPORT GRANTS ON ECD CENTRES: A  
CASE OF KAMARINY DIVISION, KEIYO DISTRICT KENYA**

**BY**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
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INSTRUCTION AND EDUCATIONAL MEDIA**

**MOI UNIVERSITY**

**APRIL 2012**

## DECLARATION

### DECLARATION BY THE CANDIDATE

This research thesis is my original work and has not been submitted for examination in any university. No part of this work may be reproduced without prior consent or permission from the author and Moi University.

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## **DEDICATION**

I wish to sincerely dedicate this work to my daughter Ashley, the Early Childhood children, whom without the Community Support Programme Grants, they would'nt be in the system. To all parents, who fully bestowed their trust in Early Childhood teachers to mould and nurture their children in a holistic manner.

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## ABSTRACT

The main purpose of the study was to investigate the impact of Community Support Grants on ECD Centres in Kamariny Division, Keiyo District Kenya. In order to realize the intention of this study, five specific research objectives were addressed: to find out the types of grants received by the ECD centres in Kamariny Division, to identify the main ECD projects for which CSG grants are given in Kamariny Division, to determine the frequency with which the CSG grants are received by ECD Centres, to explore the availability of CSG grants of the identified ECD projects and to assess the influence on enrolment in those ECD Centres that received the CSG. The study adopted descriptive survey whereby stratified random, purposive and simple random samplings were used to sample the respondents. Stratified random was used to sample the 5 ECD centres; Simple random sampling was used to select all respondents from the schools while purposive sampling was used for the DICECE staff. The research tools for the study included questionnaire, interview schedule, observation check lists and focus group discussions. Descriptive statistics, frequency tables, bar graphs and percentages were used to present the data. The study established four main sources of grants namely: Loipi ECDE centres community support, World Bank, Islamic Integrated Education Programme and personal donation. Majority of the participants identified community support as the main source of grants. Physical facilities were the main ECD projects for which CSG grants are given. The responses further indicated that majority of the ECD centres received the CSG grants annually. The study further identified ECD projects was dependent on the availability of CSG grants. The study established that the mean difference in the boy's and girl's enrolment in the years 2007 and 2009 was highly significant. Most participants identified five key challenges; poor accountability was rated the main challenge followed by inadequate funds; incompetent centre management committees; laxity in performing tasks and frequent transfers of trained personnel in that order. The study concluded that due to the availability of CSG grants; Kamariny Division has made great strides in resolving critical concerns in the ECD schools. At the same time, this has seen an improvement in enrolment of children in the schools. The findings of this study will add more value to academic data. The Ministry of Education and the Department of Early Childhood Development Education, in particular, will benefit from the findings of this study in order to come up with policy recommendation to safeguards the rights and welfare of children from early childhood to adolescence. Finally, the research revealed areas which need further research for example, the challenges faced by DICECE officers in implementing the CSG program.

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**LIST OF ABBREVIATIONS**

<b>ASALS</b>	Arid and Semi Arid Lands
<b>C.SG</b>	Community support Grants
<b>CBO</b>	Community Based Organization
<b>CBGMP</b>	Community Based Growth Monitoring and Promotion Activities
<b>DEO</b>	District Education Officer
<b>DICECE</b>	District Centre for Early Childhood Education
<b>ECD</b>	Early Childhood Development
<b>ECCE</b>	Early Childhood Care Education
<b>ECDE</b>	Early Childhood Development Education
<b>EFA</b>	Education for All
<b>FBO</b>	Faith Based Organization
<b>FBE</b>	Free Primary Education
<b>GMP</b>	Growth Monitoring Promotion
<b>GER</b>	Gross Enrolment Rate
<b>GOK</b>	Government of Kenya
<b>MOE</b>	Ministry of Education
<b>MDG</b>	Millennium Development Goal
<b>NGOs</b>	Non – Governmental Organizations

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.0 Introduction

This chapter outlines the background to the study, statement of the problem, objectives of the study, research questions, justification of the study, significance of the study, scope of the study, limitations of the study, study assumptions, conceptual framework, and definitions of operational terms and summary of the chapter.

#### 1.1 Background of the Study

The world conference on education for all (EFA) that took place in March (1990) in Jomtiem, Thailand articulated the significance of early years as the foundation of the life of an individual (.Republic of Kenya, 2000:218).

Their deliberation have been supported by recent research on brain development, Mustard (2006), emphasizes that the first six (6) years of life are extremely important because the environmental experiences during this period are significant in influencing one's life. The gross enrolment rate for the age group 3-5 was 44.4% in 2001 (UNESCO, 2005).

The main reason for this phenomenon is that in most local communities, the early childhood development was not considered important. The implementation of Free Primary Education in 2003,strengthen this view, as non funding of ECD centres meant that even the government was not concerned with early childhood education. Poor parents started to withdraw their children from ECD Centers and/or keep them at home until they reach the age of primary school entry. This is so because parents are expected

to pay some money to schools to cater for the children education. In Kenya, ECD teachers' salaries are in most cases covered by parent's contributions unlike their counterparts in primary schools who are paid by the government. Thus, the level of teachers' remuneration depends on the total number of children enrolled as well as parents' ability to pay fees. The situation however, changing the government of the republic of Kenya has lately recognized the importance of Early Childhood Development as one of the most important levers for accelerating the attainment of Education for All (EFA) and Millennium Development Goals (MDGs) ,United Nations (2009). The EFA goal number one obligated states' government to expand and enhance comprehensive ECD programme which is essential to the achievement of the basic education goals. Similarly, the world fit for children conference in 2002 called for every child to have a good start to life through promoting quality nurturing, care and safe environment. There has been tremendous effort by the government of Kenya (GOK) and collaborating partners to improve the welfare of the Kenyan child. However, these efforts have been fragmented and with little impact. In realization that an effective ECD programme enhanced a country's social- economic growth and political stability, the government through the sessional paper No. 1 of 2005; On policy framework on education, training and research recommended the development of a comprehensive ECD policy framework and service standard guideline. According to ECD investment programme, the community grants programme is taken to the disadvantaged areas to provide quality education for children aged 4 to 5 years.

The Kenya Education Sector Support Programme (KESSEP) is the largest investment programme ever undertaken by the Government in the Education sector. It reflects Government's commitment to the attainment of EFA and MDG (Millennium Development Goals). The Ministry of Education has placed ECDE as one of the 23 investment programmes. ECDE programme is implemented through partnerships between communities, parents, civil society, private sector and the government. In this collaboration, parents, local communities, local government, faith-based organizations and individuals manage the public ECDE centres while the Government provides some grants especially in the poor districts to enable the centres develop the necessary facilities.

As per the Ministry of Education, the objective of community support grants is to improve the quality of ECD services, increase access and participation through improved parenting skills and better capacity to organize, manage and finance ECD services. According to the Ministry of Education ECD programme is supposed to lead to the following; development of cognitive psychological aspect of a child, improved child health and nutrition, improved enrolment and retention, improved teaching facilities, improved performance and achievement and better individual and social adjustment. The United Nations Declaration of Human Rights (1948), the Jomtiem Declaration of Education For All (1990), the Dakar Declaration on Education For All-EFA (2000), Millennium Development Goals and the Kenya Children Act (2001), all state that every child is entitled to basic rights, among which education is key. In Kenya, the Ministry of Education (MOE) has adopted a Sector Wide Approach to Programme Planning (SWAP).

SWAP is a process of engaging all stakeholders in education in order to attain national ownership, alignment of objectives, harmonization of procedures, approaches and a coherent financing arrangement. In addition, SWAP process involves broad stakeholder consultations in designing a coherent and rationalized sector programme at micro, meso and macro levels and the establishment of a strong coordination mechanism among Development Partners and between the Government and the Development Partners. The Government and Development Partners have developed the Kenya Education Sector Support Programme (KESSP) comprising of twenty three Investment Programs focusing on the education sector as a whole. KESSP is based on the rationale of the overall policy goal of achieving Education for All (EFA) and the Government's commitment to the attainment of the Millennium Development Goals (MDG's). The broad objective is, to give every Kenyan quality education and training no matter his/her background or socio-economic status, by providing an all inclusive quality education that is accessible and relevant.

Considering the importance of ECDE, this GER (Gross Enrolment Rate) is low as there are many 4-5 year-old children who are still out of school. The 1999 Population Census indicated that a total of 574,249 children would not enroll in pre-primary schools and that a large proportion of children entering primary schools do not pass through pre-primary. The low enrolment in pre-primary school level is due to various factors, including the fact that Government plays a rather limited role, lack of Economic ability and awareness among communities and parents regarding the importance of pre-primary education.



There appears to be unsatisfactory support for schools with low enrolment since the funds allocated are pegged on the number of children in a class. These results on funds not being utilized for the intended purpose as per the policy, furthermore enrolment change in the course of the year can affect the budget too. Similarly, during disbursement, there is delay in the release of tranches due to the slow utility of earlier tranches and conflict with the community arising from area to be prioritized such as salary versus physical facilities and teaching learning materials.

The appointment of head teachers who are not trained nor have the prerequisite to manage the CSG project in the schools may lack skills to oversee or spearhead the project. In addition, those head teachers lack commitment. This is clear where the ECD children use semi – permanent or old buildings left by the schools when they relocate to better and permanent class rooms. These are the current conditions that formed the background to the study of impact of Community Support Grants on ECD Centres in Kamariny Division, Keiyo District Kenya.

## **1.2 Statement of the Problem**

Access to good early childhood development and education (ECDE) is widely recognized as an important way of equalizing opportunity for children from all backgrounds when they enter schools. At present, ECDE provisions meet the needs of less than one third of four and five years old according to Sessional paper No.1 of 2005. Poverty prevents the establishment of new centres in some areas and limits enrolment and retention in existing ones. Few teachers in ECD centres are trained and remuneration is low. Whichever paradigm the trend assumes, Kenya incurs losses necessitated by poverty unless ECD is

made free and compulsory. Children from poor homes will continue to be disadvantaged. This is why the government is trying to support these centres through community support grants where, funds for construction of physical facilities, augmentation of teachers salaries and purchase of teaching learning materials is allocated.

Despite these, many ECD centres look dilapidated, lack enough teaching learning resources and facilities, the enrolment, rate is still low, drop out figures are high, and while the general teaching/learning environments for many ECD centres are still not conducive. It is on this basis that the Kenya Government introduced CSG to support ECD centres in some part of the country. This study aims at investigating the impact of this Community Support Grants (CSG) on ECD centres.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the utilization of community support grants and the influence of such grants in the overall development of early childhood education programme in Kamariny of Division Keiyo District.

### **1.4 Objectives of the Study**

Objectives of this study were divided into general and specific as provided below:

#### **1.4.1 General Objective**

The main objective of this study was to investigate the impacts of Community Support Grants on development of ECD Centres in Kamariny Division, Keiyo District Kenya.

#### **1.4.2 Specific Objectives**

The specific objectives were:

1. To find out the types of grants received by the ECD centres in Kamariny Division, Keiyo District.
2. To identify the main ECD projects for which CSG are given in Kamariny Division, Keiyo District.
3. To determine the frequency with which the CSG are received by ECD Centres.
4. To explore the availability of CSG of the identified ECD projects.
5. To assess the influence on pupil enrolment in those ECDE centres that receives the CSG.

### **1.5 Research Questions**

The research questions derived from the objectives of the study were divided into main research question and specific research questions as presented below:

#### **1.5.1 The Main Research Question**

What is the impact of Community Support Grants on ECD Centres in Kamariny Division, Keiyo District Kenya?

#### **1.5.2 Specific Research Questions**

- i. What types of grants are received by the ECD centres in Kamariny Division, Keiyo District?
- ii. Which areas are the main ECD projects for which CSG grants are given in Kamariny Division, Keiyo District?
- iii. What is the frequency with which the CSG are received by ECD Centres?

- iv. Are CSG available for all the identified ECD projects?
- v. To what extent does the provision of CSG influence pupil's enrolment?

### **1.6 Justification of the Study**

The philosophical justification for this study rested on the need for the study to serve as a basic foundation for future developmental goals of Kenya government on policy framework for education training and research to attain Universal Primary Education (UPE) and Education for All (EFA) by 2015.

The development of education in Kenya has always been on the increase, since ECD programmes have also lately registered some promising increase. This is clearly evident in the ever increasing number of children enrolling in ECD centres each independent year. The realization by the government of the important role played by education in nation building is sufficient justification for the need to support early childhood development in the country. A nation's future prosperity lies in the education of its population. Hence the need to provide firm educational foundation that will ensure the attainment of quality education by all citizens.

Unfortunately certain sections of the Kenyan Community do not succeed to send their children to ECD education programmes. This is because of their financial inability to pay for their children's education. This results in low enrolment with other children dropping out of ECD education programmes.

The Universal declaration on human right in 1948 by United Nations Organization embraces education as a basic human right. Kenya subscribes and is a signatory to this declaration as well as the international protocol that establishes Education For All (EFA) that was agreed in Jomtiem in Thailand, 1990 and the World Education Forum (WEF) in Dakar, Senegal, 2000. Kenya Education Sectors Strategic Plan and implementation (2005 – 2010) shows her commitment to attain sustainable development by the provision of quality basic education for all. Kenya realizes that in order to cope with the wave of transformation and development that is sweeping across the world she must sacrifice and invest more in education development of her people. The government thus had to set aside funds in the form of community support grants to the selected schools in ASAL, urban slum and those in the pocket of poverty to benefit from the funds. It is timely to reach every child despite the fact that some communities are still behind or have not been sensitized on the proper use of funds.

This research is timely as it will stimulate debate on impact of community support grants on the development ECD centres and through that galvanize public and government support for them. The findings will provide insightful reference that political leaders, policy makers, researchers and scholars can rely on in regard to the challenges faced by ECDE stakeholders. Therefore, the current study sought to investigate the impact of community support grants on ECD centres in Kamariny Division Keiyo District.

### **1.7 Significance of the Study**

Owing to the critical developmental milestones in the early years of the child's development, Kenya would reap substantial benefits from increased investment in

programs for infants and children. Some of the benefits of such investment through community support grants would be: The ministry of education will use the knowledge gained to develop a comprehensive ECDE policy paying attention to gender, vulnerability and disadvantaged children; The DICECE officers will use the information in monitoring and evaluating of ECDE programs; Materials obtained through CSG will be available and accessible to learners and the findings will promote informed dialogue among the various stakeholders that will see the improvement of ECD services.

This study is significant since it is hoped that findings and recommendations of the study might assist the policy makers and Ministry of Education in planning and making appropriate decisions. Although several researches in the education sector have been undertaken by many scholars, in order to address the overall goals of national economic recovery strategy as well as international development commitment, it is necessary to carry out research on impact of community support grants on ECD centres.

There are not many studies carried out in this area, and therefore, this study will add value to academic data. The Ministry of Education and the Department of Early Childhood Development Education, in particular, will benefit from the findings of this study in order to come up with policy recommendations to safeguard the rights and welfare of children from early childhood to adolescence. Finally the research would reveal areas which need further research.

## **1.8 Scope and Limitation of the Study**

### **1.8.1 Scope of the study**

The study focused on the impact of Community Support Grants on ECD Centres in Kamariny Division, Keiyo District Kenya. The age bracket of children in this stage is between 5-7 years. The aspect covered in this study includes the projects funded by community support grants in the ECD centres, impact of community support grants on ECD projects, management of the community support grants allocations, pupil's enrolment in ECD centres with respect to community support grants and physical facilities and learning resources in the ECD centres. This information was collected from the various stakeholders involve in community support grants in ECD Centres located within Kamariny Division, Keiyo District Kenya.

### **1.8.2 Limitations of the Study**

The main limitation of this study is its bias toward the MOEST and insufficient coverage of activities undertaken by other ministries and sectors. The period of this study was too short to cover comprehensively the existing range of early childhood services, especially those related to young children under three. Furthermore, the issue of sectoral coordination could not be explored in great detail.

Another limitation is the fact that special authorization to gain access to government data or conduct interviews with any of the respondents was required by researcher and this took a lot of time. To overcome these challenges, the researcher made use of available data and time to complete the study successfully and achieve the research objectives.

### **1.9 Assumptions of the Study**

The following assumptions guided the study process and the formulation of the recommendations. First, the ultimate purpose of early childhood care and education is the child's holistic development. The child's preparation for formal schooling is viewed as an integral part of holistic development, not as an isolated objective. Second, government policy on early childhood should be affirmatively pro-poor, addressing the issue of inequity as a priority. Third, early childhood care and education lays the foundation for lifelong learning; and the transition from home to early childhood services, and thence to school, must be smooth. Finally, the chosen schools were true representatives of other schools in Keiyo district in terms of facilities and services provided. All respondents had the knowledge on community support grants or have undergone training on community support grants.

### **1.10 Conceptual Framework**

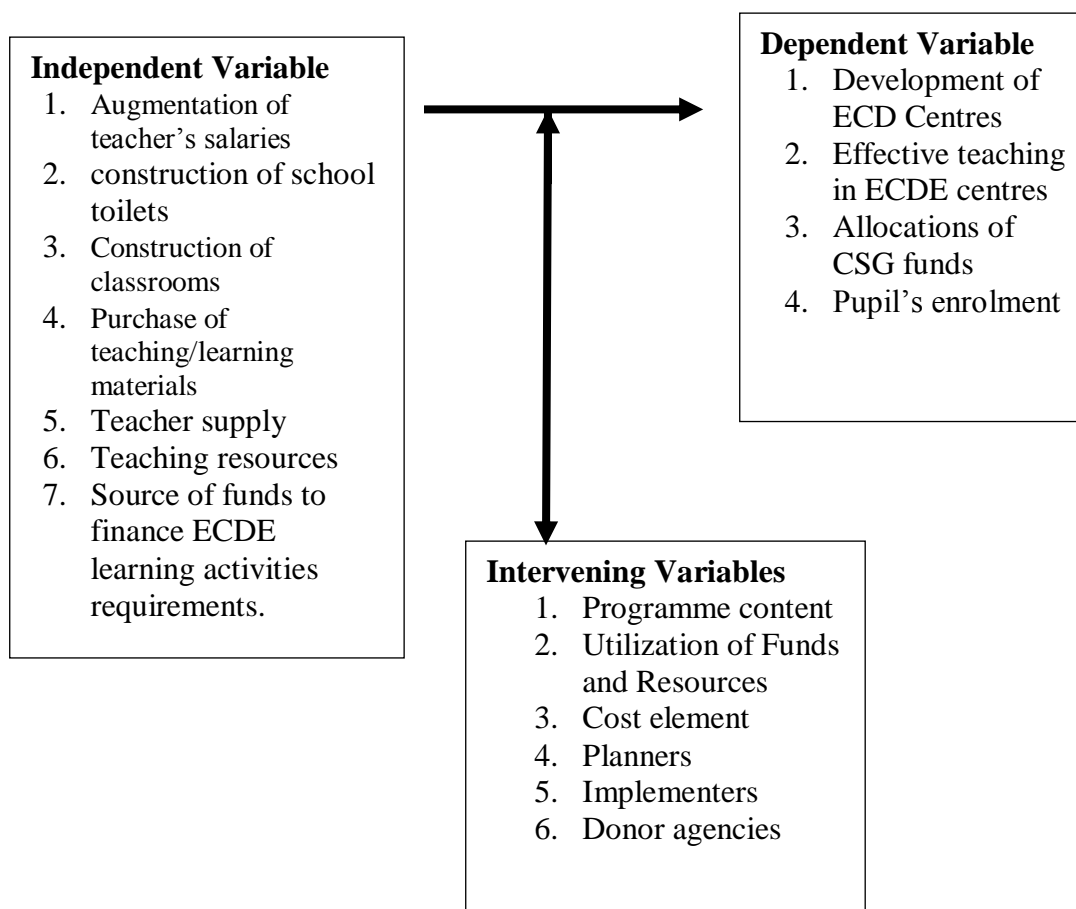
The study was based on the conceptual relationship between the independent variable and the dependent variable. This relationship is based on the assumption that the impacts of Community Support Grants largely determine the proper development and effective performance of ECDE centres. The impacts of Community Support Grants are looked at in terms of independent variables, it was itemized as the augmentation of teacher's salaries, construction of school toilets, construction of classrooms, purchase of teaching/learning materials, teacher supply, teaching resources and the source of funds to finance ECDE learning activities requirements. While effective performance of ECDE centres are looked at in terms of as dependent variable, it was itemized as development of



ECD Centres, effective teaching in ECDE centres, allocations of CSG funds and pupil's enrolment.

However, other factors affect this relationship. These factors constitute the intervening variables such as programme content, utilization of funds and resources, cost element, planners, implementers and donor agencies which have to be managed to enable Community Support Grants to lead to proper development and effective performance of ECDE centres. The diagrammatic relationship between the independent and dependent variables is summarized in the figure 1.1

**Figure 1.1 Impacts of Community Support Grants**



**Source: Author's construct, (2010)**

Community Support Grants are essential, it make teaching more effective and meaningful. Teacher supply will determine the teacher-child ratio. From the above diagram, if Community Support Grants is properly managed and discharged, it will lead to the proper development and effective performance of ECDE.

### **1.11 Operational Definition of Terms**

The following concepts are defined to convey the sense in which they have been used in this study:

**Age** - Children's ages are expressed as follows: Children up to their first birthday are referred to as 0+-year-olds; after their first birthday and before their second birthday they are 1+-year-olds. Thus, 3+- year-olds have had their third birthday, and so on.

**Early childhood development centres** - Early Childhood Development (ECD) Centre is a generic term for various early childhood services provided under the framework of ECD, including those mentioned above.

**Early childhood development** - Early Childhood Development (ECD) is the term used in Kenya to refer to the area of discipline that concerns the care, development and learning of young children of ages 3+-7+ years. ECD is under the responsibility of the Ministry of Education, Science and Technology, and consists of the following major services: Nursery School, Pre-Unit Class, Kindergarten, Day Nursery, Playgroup, Madrassa and Home- Based Care Centre.

**Early childhood services** - In this study, the term early childhood services refers to all types of formal, non-formal and informal early childhood care and/or education services catering for children from 3+ to +7 years old and/or their parents.

**A community** - It may be defined as a group of people living together in a particular area with a common interest. They are part of the stakeholders and contribute in supporting the ECDE Centre and provision of children.

**Community support Grant** - This is a financial; support given by the Kenya Government to support education programmes. In ECD the funds are meant to help ECD

centres build classrooms and toilets, purchase teaching / learning materials and pay part of the teachers' salary.

**Enrolment** - The number of school going children of age between 3 – 6 years.

**Grants** - Refers to both financial and non financial support given to communities to improve some socio-economic activity. In this study, it is used to refer to financial support given to improve conditions and operations of ECDE centres.

**Pre-schools** - This is most conventional term which refers to programmes of young children between 0 and 6 years.

**Pre-Unit class** - Pre-Unit Class refers to the senior level of ECD catering for 5+- year-olds in Kenya. With the aim to provide a head start for primary schooling, it offers highly formal learning with emphasis on reading, writing and arithmetic's. Pre-Unit Classes are found attached to primary schools located in certain urban areas. They are also found in ECD Centres alongside classes receiving children aged 3+ and 4+. The term is used interchangeably with "Preschool Unit Class" and "Pre-Unit".

**Non Governmental Organization** - These refers to organizations that are not part of the Government. They provide physical and financial support to the ECDE Centres.

### **1.12 Summary**

The chapter has presented the introduction to the study to give good reason for investigating the impacts of Community Support Grants on development and effective performance of ECDE centres. The chapter has also presented the statement of the problem, research objectives and research questions that the study seeks to explore, justification and significance of the study, scope and limitations of the study, conceptual framework, and operational definition of terms are covered in this chapter.

### **1.3 Organization of the Rest of the Study**

The subsequent chapter of the study began by reviewing the literature review focuses on the ECDE education system in Kenya. Selected cases studies were highlighted the gaps in the ECDE policy and how the ECDE stakeholders are working together to ensure each child gets a good educational background. The interviews with ECDE stakeholders provides views and data that enabled the researcher to arrived at logical conclusions on the impacts of Community Support Grants on development of ECD Centres and future prospects and policy recommendation to address ECDE education. Chapter three describes the methodology used for the study. These chapters outlines the research setting, research design, the sample size, the research instruments, the procedure followed for obtaining the information, method of data analysis, interpretation and the ethical issues. Chapter four presents the analysis of the data collected and describes findings and gives details of the case study in form of frequencies and percentages while Chapter five discusses the findings of the study offers the conclusion and policy implications.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covered literature review on the impacts of Community Support Grants on development of ECD Centres. Several numbers of publications (articles, seminar papers, and government policy papers, conference proceedings, training manuals, legislative documents, research reports, business journals, textbooks, newspapers, thesis and periodicals were reviewed. To shed light on what the topic entails, the researcher conducted a critique of previous authors and identified the research gaps. Thereafter a summary was done to show how unique the study is. This chapter was subdivided into sub-sections detailing various aspects of the problem.

#### **2.1 General literature on ECDE (A Historical Perspective of ECDE in Kenya)**

Pre-schools were established in Kenya in 1942 to cater for Asians and European children. Between 1952-1957 pre-schools of under five emerged in rural areas to cater for African children left during Mau Mau struggle. Since independence in 1963, pre-education for Kenyan children started emerging. The first pre-school was established by church and welfare organizations through “harambee”, a Kenyan term that means ‘let us pull together’ these brought the communities together to come up with their own pre-schools (Kipkorir, 1993). In the post-independence era, the Government has made numerous attempts to extend ECDE to all children. However, due to the cost element, this has not yet been achieved. Thus it is necessary for other stakeholders, such as parents and local communities, to contribute to the growth of ECD. Therefore this study examines how

local communities and the Government can cooperate through the provision of community support grants to ECD centres.

The first efforts to fund childhood education in Kenya started in 1970 with funding of the pre-school education project by the Bernard Van Leer foundation and the Government of Kenya (Torkington and Landers, 1995). In the same year a manual for pre-school education was published. In 1971, the social welfare department of the Ministry of Social Services had published Sessional Paper 1; this paper gave priority to services of children including nursery schools and restated the physical and mental development during formative years. In the same year the Kenyan Government and the Bernard Van Leer foundation agreed to develop the programme in early childhood education which was later called the pre-school education project. The objectives included; development of a curriculum for pre-schoolteachers and children and to conduct a research in early childhood education. These are some of the major concerns in ECD provision in Kenya, as there are diverse curricula being used in different parts of the country, and there needs to be more research to capture the various facets of ECD provision. This research aims to accomplish these goals.

Kipkorir (1993) stated that Kenya recognized the importance of ECD in terms of national development, especially in terms of developing the rural areas, and therefore set about constructing pre-schools. These schools were initially organized and run under the 'Harambee' spirit, in which individual citizens improve their welfare through collective effort. The earliest pre-schools which were set up in this manner were operated autonomously by local communities and used local mothers as teachers.

As curriculum development was non-existent, this meant that children from different pre-schools received different levels of instruction, but at least it enabled ECD in Kenya to get off to a good start in comparison with other African countries. There was plenty of enthusiasm for ECD in the early years of independence, but the major stumbling block in ECD growth was lack of funding. This was addressed to some extent by support from the international donor community, beginning with the Bernard van Leer Foundation (Torkington and Landers, 1995). In 1971 the Kenyan Ministry of Education and the Bernard van Leer Foundation launched the Preschool Education Project at the Kenya Institute of Education, which was to become, arguably, the best known ECD project in Africa for many years. It focused on three objectives, namely setting up a formal, institutional structure for the management of ECD, through the preparation of a cadre of officers who could assume the role of promoting and supervising nursery schools; documenting the educational and social gains of children experiencing the new ECD programs; and establishing a number of 'demonstration' ECD programs suitable for training purposes (Kipkorir, 1993:342).

The projects were implemented in five pilot Districts namely; Nairobi (1972), Kiambu, Muranga (1975), Keiyo Marakwet (1979) and Kilifi (1982). The project was evaluated in the 1982 Mackay Report which focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, and the economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee' schools and also led to establishment of the National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Education (KIE). At this point in time, matters of funding had not yet been comprehensively addressed. In subsequent years the



idea of community support grants was raised to help communities to set up, manage and develop ECD centres. Therefore the current study aims to investigate how these grants are disbursed, and to find out the type of grants which are most effective in supporting ECD centres.

In 1982, a national seminar was held in Malindi which was organized by the Ministry Of Education and the Bernard Van Leer Foundation which sought to review the progress made during the pre-school education and make recommendations for the rapid development of E.C.D.E in Kenya (Torkington and Landers, 1995). These led to the establishment of NACECE (National Centre for Early Childhood Education) and DICECE (District Centres for Early Childhood Education) in 1984 at the Kenya Institute of Education (K.I.E.). In 1996 the Government of Kenya and World Bank launched an ECD project which was to improve teacher's performance, provide community support grants, capacity building and mobilization, health and nutrition and monitoring and evaluation of the benefits of the project (Fernald et al., 2009). The ECD programme areas intended to accelerate learning at the early childhood development level through; increased access to ECD services and improved quality. Some of the objectives of the ECD programme in Kenya include:

- (i) To provide education geared towards development of the child's mental and physical capabilities.
- (ii) To improve the status of the child's health, care and nutritional needs, and link him/her with health services such as immunization, health check-ups and growth monitoring and promotion.

- (iii) To enrich the child's experiences to enable him/her cope better with primary school life.

Despite the gains that were being experienced in ECDE programmes, the Free Primary Education policy that was launched by the NARC Government in 2003, locked out the ECDE programme, as parents took their children directly to Standard 1, which was free, instead of enrolling them in ECDE, which still required payment of fees. As the Government of Kenya/World Bank ECD project referred to above did not disclose how it would overcome shortfalls in funding, especially in the aftermath of Free Primary Education (FPE) and Government-subsidized secondary education, this study will establish the relationship between the availability of CSG grants and ECD pupil enrolment.

The importance of ECDE cannot be over emphasized, as research shows that high quality early education leads to lasting benefits which persist throughout adolescence and adulthood (Schweinhart et al., 1993). High quality, active learning ECD programmes can provide significant life-time benefits for children, especially for children living in disadvantaged circumstances. Studies have shown how ECD can positively affect educational performance, adult economic status, criminal behaviour and family stability (O'Flaherty, 1995). Therefore the current study attaches the greatest importance to identifying the main ECD concerns for which CSG grants are given, in order to avert the negative outcomes associated with lack of ECDE.

The benefits of ECD are enumerated by EFA (2007). It is stated that effective ECD programs enhance children's physical well-being, cognitive and language skills, and social and emotional development, thus increasing their propensity for learning. As young children become accustomed to the classroom/school environment in ECD programs, they learn how to interact with their teachers and socialize with other children. Succeeding in these basic activities leads to a smoother transition into primary school, and eventually to success in other spheres of life (EFA, 2007). Thus it is crucial for the availability of CSG grants to be assessed, as it may have a bearing on whether the concerns within ECD provision can be resolved or not.

Although the Bernard Van Leer Foundation has played a pioneering role in the development of ECDE in Kenya, it must by no means be assumed that it is the only international organization with an interest in the growth of ECDE in Kenya. UNICEF assistance to early childhood care and development dates back to 1954 when it started supporting the mother and child health services. In 1985, UNICEF agreed to support six DICECE, namely Kakamega, Baringo, Kisumu, Muranga, Meru and Kwale (Hyde and Kabiru, 2003). The Aga Khan Foundation started supporting the ECCE programme in 1986 when it offered to give financial assistance to four DICECE, which included Kericho, Nyeri, Kilifi and Garissa. UNICEF and AKF (The Aga Khan Foundation) have been providing financial support for training of teachers, purchasing equipment and materials, curriculum development, parental and community education, research, and purchasing vehicles for DICECE. Despite this donor support, DICECE officers still encounter obstacles in their implementation of CSG programmes. Therefore this research

aims at identifying these challenges and to come up with recommendations for their solution.

## **2.2 ECD Policy in Kenya**

The ECD policy framework is based on principles that are universally accepted as forming the cornerstone of quality early childhood development services and programs. The Ministry of Education launched ‘the National Early Childhood Development Policy Framework and ECDE Service Standards Guidelines for Kenya’ on 23<sup>rd</sup> January 2007 (The Ministry of Education, 2007). It laid down a clear roadmap for the way ECDE would be carried out in Kenya.

The ECDE policy clearly outlines the roles and responsibilities of all stakeholders including parents, communities, civil society and development partners. Parents are charged with the responsibility of providing care, security, protection, health and nutrition. It targets all children, including the vulnerable and marginalized, from conception to eight years of age.

The policy therefore ensures that the holistic needs of young children are met to maximize the realization of their full potential and safeguard their rights. Finally, it advocates for non-discrimination of children and families on the basis of gender, race, colour, religion, economic status, disability and health status. In order for the policy’s objectives to be achieved, especially in relation to the role of communities in ECD provision, there will have to be adequate and frequent support from the Government in

the form of grants. For this reason, the current research aims to determine the periodicity with which the CSG grants are received by ECD schools.

This may also require an investigation into the integrity of community members entrusted with CSG funds, as this is a factor that may affect how and when the funds are received. However, as this is beyond the scope of the current study, it is offered as a suggestion for further research.

### **2.2.1 Challenges and Strategies in ECD**

Although it is possible for education stakeholders to come up with comprehensive policies, the implementation of these policies requires urgent attention. This is because research has shown that as many as 200 million children worldwide fail to reach their cognitive and socio- emotional potential because of malnutrition, micronutrient deficiency, and lack of stimulation during early childhood (Grantham-McGregor et al. 2007). Although it is often considered that issues of children's health and nutrition are the responsibility of primary caregivers (i.e. parents), problems with income and food security mean that parents may not always be in a position to fulfil these obligations to their children. This is often the case in sub-Saharan Africa (Cochran, 1993). As a result, ECD centres usually step in to provide health and nutrition for young children, which encourage enrolment levels. However, this strongly depends on funding, which is why the current research sets out to establish the connection between the availability of CSG grants and ECD pupil enrolment.

The problems of implementing ECD policy in Africa have been exacerbated by the rapid population growth in the region. In many cases services that may have been publicly

supported (for the privileged minority under colonial rule) could no longer be supported by the independent state with its expanded obligations. An example is ECD services in Zambia and Namibia being moved into a private or non-governmental provision status (Akinware, 2004). In many African countries faith-based organizations have played a key role in addressing ECD needs where the government can only partially do so. Therefore it is important to establish the link between CSG grants (which are provided by the Government) and the resolution of ECD concerns such as enrolling greater numbers of pupils.

Vargas-Baron (2004) identifies the following as the main areas of concern in ECD, namely institutional challenges, environmental challenges, health, nutrition and sanitation challenges, education challenges, and conflict challenges. ECD provision in Kenya faces all of the above challenges at certain periods. Nevertheless, the author (Vargas-Baron 2004) cites several positive factors about both ECD teachers, in that they are highly dedicated to their children, hard-working, skilled in specific professional areas, and very collaborative.

A theme that runs through the work of Vargas-Baron (2004a) is the importance of many stakeholders working intersectorally and multi-organizationally within a country, and of working towards achieving enhanced synergy and cost-effectiveness by involving several countries in the process at the same time. This calls for international consultation and multi-sectoral research, which this study puts forward as a suggestion for further research.

As the Government and other stakeholders strive to accomplish the goals of increasing access to services, enhancing quality of services and ensuring services are equitably distributed, challenges will arise that need to be addressed through the development of specific strategies. In most cases it will not be possible to address all of the challenges at once. There was a need to prioritize the activities so that those that are most critical are addressed first (MOEST 2003: 9). The most basic needs are included in the first priority. On-going projects are completed first before new ones are initiated.

When addressing the prioritized challenges, the Government and stakeholders will have to determine the time schedule showing the delivery of various services to different target groups. Thus, it will be necessary to address the issues of how to phase in the prioritized services to ensure efficient use of the resources available. As circumstances improve, issues of phasing out will also need to be addressed.

The government and stakeholders must understand and build on the context of the communities as well as strengthen the complex systems of programs involved in service delivery for children and families. In so doing, they will make service delivery more responsive, relevant and effective, thus optimizing the use of resources. As already stated, the needs of children are diverse and therefore no single partner is able to offer quality services in isolation. Thus, there is a need for partnering. In this regard it is necessary to develop mechanisms for ensuring effective partnerships.

No policy framework would be complete without a monitoring system. The Government and its partners must develop and strengthen quality assurance standards and guidelines as well as monitoring and evaluation structures that would feed into the planning

structures. Indicators for measuring effects, impact and development need to be set up, as well as reporting mechanisms and systems for dissemination.

In conclusion, within this policy framework challenges to the goals and their corresponding strategies have been identified in reference to each of these issues: prioritizing, phasing, optimizing and partnering.

### **2.3 Resources and Facilities in ECD**

The ECD teacher's ability to implement program innovations is a function of the availability of tools for the job such as textbooks, dictionaries, chalkboards, workbooks and posters in the teaching. Teachers need suitable resources and facilities for them to effectively teach. What this means is that ECD school teachers in Kenya are not altering their instructional practices in spite of the coming of the new instructional technologies. Traditionally, teachers have depended on textbooks and the chalkboards as media for disseminating knowledge in the classroom. With the current practice by ECD teachers in the ECD centres in Kenya, their pupils are greatly deprived access to modern instructional media. Most of the pre-schools have been put up by the parents and local communities through *harambee*. They also provide labour and materials. It has been very difficult to construct the buildings because no proper records of accounts are kept. There are also other contributions that may be difficult to account, for example, time spent in planning the project, and labour and advisory services provided. To be able to sustain such teachers, ECD centres need to a good suitable resources and facilities. In order to meet the objective of the ECDE, the following suitable resources and facilities namely;



classroom and toilets facilities, play items, instructional materials and teacher's competencies are needed.

### **2.3.1 Classroom and Toilets Facilities**

Bishop (1985) holds that teacher's ability to implement curriculum innovations is a function of the availability of tools for the job. Teachers need suitable teaching/learning materials for them to effectively teach.

Unfortunately, many ECD centres lack basic facilities and materials for teaching and learning, also poor learning conditions have been identified as one major factor that contribute to low enrolment and retention. An ECD centre with poor classrooms rarely attracts children. The few who may register soon drop out of school. ECD centres without classrooms hold their lessons under trees where rain and winds at times bring lessons to a halt.

Some ECD centres lack desks or good sitting spaces. Some children are compelled to sit on stones or remain standing during lessons. This leads to demotivation among children with some opting to eventually drop out of school. Poor or total lack of good sanitary facilities e.g. toilets is another major setback in many ECD centres. Good toilets are crucial in ECD centers and chances of disease contamination can be high in centres with poor toilet facilities (Bishop, 1985).

Grants to ECD centres should be used to improve facilities and purchase attendant materials that will improve the teaching/learning conditions.

NACECE is also within the KIE establishment and the Director of the Institute is consulted at the various stages of the programme implementation and development. In the production of various curriculum materials, the panel system is used to vet the materials before they are taken to the ECD institutions. The panel members are drawn from various institutions particularly those whose activities are related to the health, care, nutrition and education of children. In order to maintain the level of provision of teaching and learning materials, the current research aims at identifying how the availability of CSG grants affects resource provision.

### **2.3.2 Play Items**

Children are inquisitive, energetic and learn by doing and by using their own senses. They learn impulsively through play as it is the most efficient and accepted method through which they learn and experience the things around them. Play is one of the most distinctive features of early childhood. Through play, children both enjoy and challenge their current capacities, whether they are playing alone or with others. The value of creative play and exploratory learning is widely recognized in early childhood education. Yet realizing the right to rest, leisure and play is often hindered by a shortage of opportunities for young children to meet, play and interact in child-centre, secure, supportive, stimulating and stress-free environments. The provisions of article 31 of United Nation Convention on the Rights of the Child (2006) guarantees “the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”.

According to Dau (1999), play is about being free to choose one's own path, belonging, needs to attain and putting feelings into action. The author further said that play is not at all times positive but what children can achieve from play is highly conditional and depends on who they are playing with, how they are playing with each other, what they are playing and what happens during the day. In the opinion of Dau (1999), teacher's ability to implement language skills and developed dramatic play innovations is a function of the availability of tools for the job. Teachers need suitable teaching/learning materials for them to effectively teach. Teacher must enthusiastically participate with children at play because through play, children discover new facts and enlarge their ideas as they learn and develop. Play provides children with prospects to discover maneuver and trial. Through play, child is positioned at the vital point of learning where they learn by doing and by using their own sense. However to ensure play earn by children are creative and useful, appropriate planning, surroundings and provision of applicable amenities must be complete.

According to Tina, (1997), that material provision makes the bones of surroundings. It provides children first- hand experiences and therefore needs to be wide ranging, both indoor and outdoor with natural and manufactured objects. Play is very useful to advance children's cognitive abilities when teachers take on children as they play, to appraise how they are interacting with their surroundings.

### **2.3.3 Instructional Materials**

Bishop (1985) holds that teacher's ability to implement curriculum innovations is a function of the availability of tools for the job. Teachers need suitable teaching/learning materials for them to effectively teach. According to Koech, (1999), the quality, adequacy and availability of resources as physical, equipment, teaching and learning materials have a significant relationship on quality as they determine how effectively the curriculum is implemented. KIE, (1999) emphasized the need for wide range of materials and equipment essential for the play learning and development of children. The materials and equipment essential for the play learning must be suitable, relevant, interesting and durable. Educational amenities and instructional resources are indispensable components that make teaching more efficient and significant, increase the learners' inspiration, attentiveness duration and abridge concepts to be taught. Inadequate instructional materials could unconstructively affect the learning development. This could be disadvantageous, particularly for children in ECDE who are hypothetical to get occupied in activities like categorization of objects, coloring, and object identification and among others in order to build up writing, reading and identification skills (MOE, 1984). According to Sifuna, (1974), learning materials are main determinant factor that led to the success, or failure of ECDE. However, without the variety of learning materials educational facilities and instructional resources, the teaching methods of teachers in different ECDEs will be affected. Hence further study is needed to harmonize these critical areas of ECDE in order to ensure the holistic development of the children.

### **2.3.4 ECD Teachers**

Teachers need to be competent in order to perform their duties effectively and efficiently. Bishop (1985) points that teachers' competence, flexibility and ability to innovate largely depend on their level of education and training. A teacher must have necessary skills to execute his/her duties effectively.

Teachers of ECD need training for them to perform well in their teaching work. Trained teachers will however require better remuneration. To be able to sustain such teachers, ECD centres need to have a good source of finances. CSG if used well can be a good source of such funds. Qualified teachers can be recruited and retained once ECD centres have a constant source of funds. It is on this basis that the Kenya Government introduced CSG to support ECD centres in some part of the country. Therefore, this study aims at investigating the impact of this Community Support Grants (CSG) on the overall development of early childhood education programme in Kamariny Division Keiyo District ECD centres.

### **2.4 Attitudes of Parents and their Influences in running ECD Centres**

Children's cognitive development in the first five years is dependent on the quality of their early environments and their relationships with caregivers. Children with responsive caregivers, and those who are in more stimulating environments, are more cognitively advanced at the start of school than children in less stimulating homes; and parents who interact frequently with their children promote their cognitive, social and emotional development (Shonkoff & Phillips,2000). Although the way in which parents raise their children is largely a private affair, good parenting practices from the home can be

incorporated into a community ECD framework. However, this depends on the type of grant which the local ECD receives, which is why the current research seeks to find out the types of grant received by ECD centres.

The health and well being of each child is highly dependent upon the health and well being of his/her primary caregiver and the level of household income. Poverty and domestic violence are most often cited as major obstacles to child wellbeing within the home (Neill, 2007). These also have an impact on children's performance in ECD. Issues of poverty can be alleviated by the provision of school feeding programmes. However such feeding programmes require funding, hence the necessity of community support grants (CSG).

Some parents and communities have found the provision of CSG positive. This is because they have been relieved of the burden of paying teachers salaries, purchasing of teaching/learning materials and physical facilities for children in ECD centres. However, not all parents have the time or resources to be fully involved in school activities. This is because they are not committed in school affairs and especially with the provision of the grants where parents/community must provide support in order for it to move faster. It is wise to note that individual parent involvement in the learning process leads to greater achievement (Fullan 1991). Those who would have wished that the grants would support the initiative fully do not seem to understand the nature of CSG. They do not attend meetings nor contribute in any way as far as construction or finance is concerned. This might bring the program to a halt. This has made the researcher to assess the attitudes of the parents in the utilization of CSG funds. It is possible that some parents may not have

proper information about what CSG grants entail. Therefore there should be more dissemination of information on CSG in order to improve participation and involvement by parents.

## **2.5 Management and supervision of ECDE centres**

As much as possible pre schools should not be run and managed in isolation from primary schools. Pre-schools were once integrated with primary school through “one school committee” the Government had allocated funds to selected ECD centres. It would be managed in three levels; MOE head office, DEOs office and community. The community is required to establish an ECD management committee who will be fully responsible and accountable for the use of the CSGs. If an ECD centre already has a management committee in place then it is required to strengthen it.

### **2.5.1 The ECD School Committee**

A committee consists of members elected by parents and charged with the responsibility of running the school. Every pre-school, whether public or private should have a management committee.

The recommended ECD management committee comprises of two prominent community leaders or retired persons, one or more prominent businessman or woman, one experienced builder from the community and one ECD teacher. Also we have two parents representative (if the centre has a sponsor) one NGO or CBO representative if there is an active NGO or CBO in the community and one faith-based organization (FBO) representative (if there is an active FBO in the community).

The life span of a school committee is normally one year but some members manage to be re-elected year to year depending on their performance. The ECD management committee must prepare an ECD centre improvement plan which explains how the centre will use the CSG funds to increase enrolment and improve the quality of education for children aged 4 -5 years. The plan must be formally presented and approved at a special meeting of parents and community members before a centre can receive a CSG from the MOE. Generally, the ECD committee should manage, monitor and report to the DEO how well the funds are being utilized in the ECD centres. The CSG fund is coordinated from the Head office where we have the ECD investment programme team leader. His responsibilities include supervision.

### **2.5.2 MOE Education Head Office**

In the MOE head office, we have an ECD investment programme team leader whose responsibility is to coordinate and supervise nationally the utilization of CSG funds; he also provides support and advice to Districts and the national programme through planning, monitoring and evaluation.

The District Education Officer supports and advises all ECD centres in the District, especially those allocated with CSG funds, training of ECD management committees programme, monitoring and reporting to DEBS and the MOE head office. The office also supervises how the funds are utilized in the ECD centres.

The ECCE Programme in Kenya consists of three sections at the national level which include the pre-school sections at the Ministry of Education Headquarters and the



Inspectorate, and NACECE based at KIE (Kipkorir, 1993). This programme has been decentralized with the establishment of DICECE at the district level. In 1993, there were DICECE in all the districts and four municipalities, namely, Nairobi, Kisumu, Mombasa and Nakuru. The DICECE are classified into fully-fledged and associate DICECES. At the time that the DICECE were established, the idea of community support grants had not yet been implemented, therefore there is need to clarify the role that DICECES play in community support grants, for the benefit of other stakeholders who may not be aware.

However, the role of DICECE in ECD training is well known, the fully-fledged DICECE are those which have residential training components in the District level. They train pre-school teachers from their district as well as those from neighboring districts. Currently they are spread all over the Republic (Kipkorir, 1993). Associate DICECE are those that do not have a training component. They carry out all the DICECE activities except the training of teachers. The trainers from these DICECE join the DICECE that train teachers from their districts during residential sessions. All the DICECE trainers are accountable to the District Education Officers (DEO) for their day-to-day operations. Through the DEO they coordinate and give professional guidance and support to all concerned with matters of ECCE in their districts. The trainers give advisory services to the teachers, parents, communities and other sponsors of preschools. These training activities require continuity in funding, hence the importance of community support grants.

### **2.5.3 The Role of Head Teacher**

The head teacher of a primary school which has a pre-school attached to it assumes the overall responsibility of the welfare and development of pre-school. He is the secretary

of the ECD management committee. He manages monitors and reports the use of CSG to the DEO (Hyde and Kabiru, 2003). This role requires a great deal of coordination between the head teacher, parents, ECD teachers and the community at large. Therefore this research identifies challenges faced by DICECE officers, as they affect the provision of community support grants.

## **2.6 Partnership in the ECCE Programme**

Since independence in 1963, the ECCE programme in Kenya has experienced massive expansions in the enrolment of children, number of teachers and pre-school centres. In an effort to meet the needs of ECCE the Government encourages partnership in the programme as a form of cost sharing. The main partners include:

### **2.6.1 Parents and Local Communities**

The parents and local communities are the most important partners in the ECCE programme in Kenya. They have started and managed over 75 percent of the pre-schools in the country. As mentioned earlier, these schools are started on a harambee basis. Through harambee they provide land, raise funds for the construction and maintenance of the physical facilities, provide furniture, materials, labour and also pay the teachers' salaries.

In some of the pre-schools the parents and local communities have initiated community-based feeding programmes and community based growth monitoring and promotion (CBGMP) activities. For feeding programmes, the parents contribute the ingredients, cooking and eating utensils. They also either hire a cook or take turns to prepare the food for the children.

In the CBGMP the parents participate in weighing the children and plotting the measurements in the chart. Some of them also act as resource persons in parental educational programmes that are part of the GMP activities.

Community ECD centres are only as strong as the communities that support them. Sustaining the benefits of any ECD intervention depends upon contributions from caregivers, local authorities, and community leaders. Through Parent-Teacher Associations (PTA) and volunteer programs, communities play an important role in ensuring the effective management of ECD centers. Community members are involved in activities such as rotational cooking, painting and upkeep of centres. If all community ECD centres operated in this way, it would be impossible to coordinate their activities, such as curriculum development. Therefore CSG grants play a role in coordinating and uniting community operated ECD centres.

The parents are key to the development of ECCE programmes at the local level. Their contributions involve provision of land, and construction and maintenance of buildings. Most of the pre-schools have been put up by the parents and local communities through *harambee*. They also provide labour and materials. The biggest contribution by parents to ECD is the payment of fees. In all pre-schools, parents pay fees. These vary greatly, depending on the sponsors. The local authority, religious and parent-sponsored pre-schools charge the lowest fees, while the private schools charge the highest. In order to reduce the burden on parents, community support grants can be used to subsidize the payment of fees, which are usually used to pay for activities such as support to the

feeding programmes, where parents make contributions which include money, ingredients, labour, water, utensils and fuel, and payment of teachers' salaries.

The overall assessment of parental involvement in ECD support is that parents feel that it is worthwhile. According to Cox, et al. (2006), family members report that children enrolled in ECD programs have better social skills, cry less often, and are more responsible in the home. Therefore the social and academic benefits of ECD have convinced parents of the need to support pre-schools in cash and in kind, which is why they should be supported through community support grants.

### **2.6.2 Local Authorities**

At the District level, the local authorities are also very important partners because they heavily subsidize the cost of running the pre-school education programme. Their main support consists of providing materials and equipment and payment of teacher's salaries. In some cases they assist the local communities in providing physical facilities and furniture. Their contributions also include payment of salaries to teachers and supervisors, development of pre-school facilities, sponsoring teachers for training, and provision of stationary and other materials to pre-schools. In addition to the salaries of teachers, the majorities of the teachers employed by the local authorities are permanent and pensionable and therefore have better job security. There is, however, a great variation in the salaries and allowances paid by the different local authorities. The schools sponsored by the local authorities have better physical facilities and furniture and a greater variety of learning and play materials for use by children than those sponsored by the communities. Since children from both communities ECD centres and local

authority ECD centres will eventually have to go to primary schools which follow the same curriculum, community support grants should be used to minimize the disparity between different types of ECD centres.

### **2.6.3 Role of Voluntary Organizations, Religious bodies and NGO**

Many religious organizations have established pre-schools in the church/temple/mosque compounds. Firms, cooperatives, state corporations and plantations have also established pre-schools for the children of their employees. Although sponsors and the managers of the institutions are responsible for the overall administration of the centres, the parents are also involved in decision making. Voluntary organizations have been very supportive to the programme by starting new centres or supporting those that are started and run by the local communities. The main support of these organizations includes provision of physical facilities, materials, furniture, feeding programmes and payment of teacher's salaries.

The NGOs, such as religious and private entrepreneurs, also play an important role in ECD programmes. Their main contributions include: provision of facilities, payment of teachers' salaries and providing feeding programmes. Teachers employed by these partners are paid higher salaries than teachers employed by community ECD centres. An example of the impact that voluntary organizations can have on ECD provision is given by Spring et al (2004), who cite the role played by the Katharine Howard Foundation (KHF), in the Republic of Ireland. The Foundation annually allocates grants mainly for projects related to children, young people, the elderly and disadvantaged. In relation to young children, since 1996, the KHF has set aside a particular portion of funds for Community Playgroups and Parent and Toddler Groups. This occurred due to a

continuous rise in the number of these particular groups looking for funding. The KHF decided to assist these groups, as it acknowledges that the early years are a vital stage of life, while at the same time being very conscious of the supports needed to make the most of the opportunity that these early years provide. Therefore, they fund these invaluable community ECd centres. This shows that the contributions of parents, local communities and voluntary organizations, if used wisely in conjunction with community support grants, can revolutionize the provision of ECD in the country.

#### **2.6.4 The Ministry of Education**

The Ministry of Education (MOE) is responsible for the overall administration, policy and professional guidance, grants for training, staffing at all levels, curriculum development and conducting research and evaluation in matters pertaining to education. Since 1980, when the ECCE was transferred to MOE, there has always been a budget allocation to pre-school education. In addition, the subsequent development plan (1983-89) had a budget allocation to pre- school education. This shows the commitment of the Government, which is an important step towards sustainability. In proportion to the total education budget, the cost of supporting the pre- school programme is extremely low for government because of the partnership arrangement. However, with the introduction of community support grants, and the increasing enrolment in ECD, the Government's costs are undoubtedly going to increase.

In addition to the above contributions, the GOK also pays the salaries and allowances of the NACECE staff. The MOE also spends a substantial amount of money on the administration and management of NACECE both at the national and district levels. These costs involve electricity, water, telephone and postage bills, reprographic and

secretarial services, stationary and equipment, provision of office space and maintenance of the buildings. These are costs which cannot be pushed on to the community ECD centres, therefore the Ministry will have to budget for them just as they do for CSG.

## **2.7 Supportive Programmes on ECDE**

### **2.7.1 Community Capacity Building and Mobilization:**

The activities under this component include: Build capacity of TOTs, School Management committee members and parents through training and provision of community support grants. Since ECD education in Kenya is not free as yet, unlike education at primary level, the need will be felt to mobilize and sensitize parents and other community members on the importance of the ECD programmes. Parents and members of the community particularly opinion leaders will be trained on identifying and using local resources to start, support and sustain educational and other care and development programmes such as payment of ECD teachers salaries, establishing and supporting feeding programmes and establishment of kitchen gardens at the centres and their homes (KIE 1992). Several communities own ECD centres which have been established through their initiative leading to enhanced enrollments of young children into the ECD centres countrywide.

School management committee members have also been trained on the best methods of procuring and managing financial, human and other resources (KESI 1992). Other areas of training to both parents and community members are related to monitoring and promotion of their children's growth and development. At most, parents received training on how to weigh children, measure height and plotting the same on paper and how to

interpret the obtained data. This has gone a long way to help alleviate the problems of nutrition and health (MOEST 1999), hence enabling children to access, retain and complete the ECD and primary cycles of education.

### **2.7.2 Rapid School Readiness Initiative**

This Ministry of Education in collaboration with UNICEF has implemented a Rapid School Readiness initiative programme. It targets children of ages five years and above who are ready to join Standard 1 and have not gone through ECDE centres. Here, they are prepared for entry at the beginning of the year. It encompasses a three month intensive training package to both ECD trainers and teachers in order to provide them with knowledge, skills and attitudes. The initiative is organized for parents and communities in order to mobilize and sensitize them on the importance of providing education to their children. This is especially carried out among the pastoral/nomadic communities in North Eastern region and slum dwellers especially in Nairobi. Through the programme, ECD going children are identified; parents and communities are sensitized on the importance of ECD education and encouraged to take their children to identified centres. The trained teachers are provided with learning/teaching materials and food for the children especially porridge for the mid-morning snack. They are also paid salaries for the period of three months. They offer a one month intensive teaching to the children to enable such children to access class one. As a result of such intensified training packages, the participation rates have increased, more than doubling the expected numbers. This programme is co-supported by the government of Kenya and UNICEF.



## **2.8 Types of Support Grants**

### **2.8.1 Islamic Integrated Education Programme (I.I.E.P)**

Muslim children normally attend Koranic schools known as *Madrassa* or *duksi*. Here, they are purely taught religion, some basic arithmetic and Arabic language. The National Centre for Early Childhood Education (NACECE) realized that such children especially among the predominantly Islamic religion will be missing out in the area of ECD experiences that are very critical for the holistic growth and development of an individual (NACECE (1987)). Following a series of discussions with Muslim leaders, it will be agreed that the Integrated Islamic Education Programme be developed and the *Madrassa* and *duksi* teachers be trained on how to integrate religious learning with the secular ECD activities. The move has been accepted and children from Muslim dominated regions are reaping immense benefits from the Islamic Integrated Education Programme which is now a national programme. Enrolment has increased and the quality of learning has been boosted. Thus the *Madrassa* may only require CSG funding for the purpose of the non-religious ECD activities, as the religious aspect is adequately supported by parents.

### **2.8.2 Loipi ECD Centres**

Due to the low participation in the ECD centres among the Samburu community of Kenya, NACECE with the support of the Bernard Van Leer Foundation initiated a community based ECD programme (Torkington and Landers, 1995). Community members were invited to discuss about traditional child rearing practices among their people. Following these discussions, the participants came up with the local Samburu name 'Loipi' which means "taking care of children under the shade of indigenous trees". Through the programme, communities are supported in establishing several Loipi centres

for ECD going children. Parents are also trained on child health, nutrition, personal and environmental hygiene. Volunteer parents are trained on early stimulation activities, preparation of balanced diets, importance of cleanliness and immunization. Follow up of this initiative has showed that in regions where Loipi are functional, the participation rates have soared and this has gradually improved the Samburu ECD participation unlike in other regions where this initiative is lacking. The advantage of this approach is that it has been developed from the grassroots-up. Local communities know what their ECD needs are, so they meet their own needs, and require CSG to carry out those activities which they cannot sustain independently, such as teacher training.

### **2.8.3 Community Support Grants**

Through support of multilateral partners, very poor communities are provided with financial assistance in form of support grants to improve ECD services at the Centre level. The grants are normally used to start feeding programmes, improve physical facilities such as classrooms, construction of toilets and initiation of income generating activities to sustain the ECD programmes. Community members are encouraged to network with Government ministries and departments such as MOH, Agriculture, and Gender and Sports in order to access services such as food production, immunization, growth monitoring and general maternal-child care. It is hoped that such programmes will impart a momentum to the growth of ECD until it becomes a compulsory step in the education of young children, as it has definite benefits for the well being of children. Therefore this study aims at investigating how community support grants affect ECD centres, and to offer suggestions as to how they can be utilized and expanded.

## **2.9 Summary**

The chapter presented the literature review on the impact of the CSG funds in ECD centres, by discussing the history of ECD in Kenya, ECD policy, resources and facilities in ECD, attitudes of parents, their influence in running ECD centres, management and supervision of ECD centres, partnership in ECCE programmes, supportive programmes on ECDE, and types of support grants.

## **CHAPTER THREE:**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction.**

The study investigates the utilization of community support grants and the influence of such grants in the overall development of early childhood education programme in Kamariny Division Keiyo District. The chapter explains how the study was carried out hence it gives details outlines the methodology and procedures and modalities in data collection. It also covered research design, determination and identification of the population sample size, sampling design, sampling procedure, the instruments of data collection, validity and reliability of data collected, sources of data, methods of data collection and methods of analyzing the data.

#### **3.1 Research Design**

The study utilized descriptive survey design which was deemed suitable. Survey research enabled the researcher to obtain information that describes existing situation in ECD centers under study. The survey method is chosen because the findings needed to be generalized over a large population. This is because the study requires a description of what had already happened. The characteristics of the design are non-experimental and deal with variables in a natural setting. Kerlinger (1978) argues for the use of surveys in educational fact finding because they provide a great deal of information which is accurate. Survey design also helped the researcher to collect original data for the purposes of describing and measurement of characteristics of a population which were too large to be observed directly.

### **3.2 Study Area**

The study was carried out in Kamariny Division in Keiyo District. The District Borders Marakwet District in the North, Uasin Gishu to the West, Baringo District to the East and Koibatek District to the south east. It extends from latitude  $0^{\circ} 10''$  to  $0^{\circ} 52''$  and from longitude  $35^{\circ} 25''$  to  $35^{\circ} 45''$ . The total area of the District is  $1456 \text{ km}^2$  and constitutes 0.89% of the total area of rift valley province ( $163884 \text{ km}^2$ ) the division lies along the larger Rift Valley and specifically along the Kerio Valley escarpment.

The climate of the District is hot and humid, the coldest areas being Nyaru and Iten. The rainfall patterns are bimodal with long rains occurring from March to June and short rains between June and December. The area is sparsely populated with each household owning an average two hectares of land. Despite the area lying adjacent to rich agricultural Uasin Gishu District Kamariny Division has poorly developed agriculture and poor communication system which makes the interior parts inaccessible. Many families' earnings are relatively low. The District comprises five Divisions with 300 ECDE centres, with Kamariny Division having 78 ECDE centres.

The researcher chose Kamariny Division because there was an outcry of the use of CSG funds as raised by parents, teachers and the community during a meeting held by the D.E.O on the utilization of the C.S.G funds. This is why the researcher wanted to establish the extent of how these funds are being utilized and its impact on learning and teaching in ECD.

### **3.3 Study Population**

The study population refers to the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular study. The

target population for the study population comprised of 8 DICECE officers, 15 heads of primary schools, 30 ECDE teacher and 15 committee members of the various ECD centres in the Division. The study population is categorized further as shown in table 3.1 below.

**Table 3.1: Target population**

<b>Category of population</b>	<b>Population</b>
DICECE staff	8
Head teachers	15
ECDE teachers	30
Committee members	15
<b>Total</b>	<b>68</b>

Source: Field data

### **3.4 Sampling Procedure and Sample Size**

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. A Sample of 5 ECD centres were selected from all 15 ECD centres in Kamariny Division who received grants (2007 – 2011) by stratified random sampling to ensure that ECD centres categorized as those rated good, better, best in the use CSG were represented. The 5 schools constituted 30% of all the 15 school in Kamariny Division. Selection of the sample was unbiased. Simple random sampling was used to select all members from all schools. The researcher used purposive sampling for the DICECE staff since they are two in their department namely programme officer and community support grant officer as its assumed that the respondents could give pertinent information about CSG in ECD centres.

### 3.2 Sample size of Respondents

Category of population	Population	Sample size (30% of the population)
DICECE staff	8	2
Head teachers	15	5
ECDE teachers	30	11
Committee members	15	5
<b>Total</b>	<b>68</b>	<b>23</b>

### 3.5 Research Instruments

This involves the techniques adopted by the researcher in the data gathering phase of the work. In order to meet the objective of the study, the following instruments namely; questionnaires, interview schedules, personal observations and document analysis were used to collect the data. Thus, the study used the triangulation method of data collection, which usually involves the use of two or more research instruments to collect the necessary data. This is because no single method of data collection is perfect in itself (Okuni and Tembe, 1997). These are briefly discussed below.

#### 3.5.1 Questionnaire

In order to obtain the primary data, a balanced pre-coded questionnaire with some open – ended questions were designed in the light of objectives .Close-ended questions on the other hand was used to save time and motivate respondents to answer. Orodho (2003) argues that questionnaires are efficient as a research tool because the researcher is likely to obtain personal ideas from a respondent. Also, questionnaire enabled the researcher to reach a large population. The questionnaire were in English but could be administered in Kiswahili where necessary. The questionnaires were administered to, DICECE officers, headteachers, ECD teachers and committee members.

### **3.5.2 Interview Schedule**

Data was collected through personal interviews. Both English and Kiswahili languages were used for clarity. The interviews were conducted to gather an insight of all stakeholders involve in Community Support Grants on development of ECD Centres. Interviews allow the researcher to get inside the context and understand the perspectives of those who are involved, (Carmines and Zeller (1979). The interviewer schedule were administered to DICECE officers, head teachers , ECD teachers and committee members .It collected qualitative in depth data which is flexible and allows rephrasing of questions and probing.

### **3.5.3 Observation Checklist**

Personal observation was adopted in ascertaining facts drawn from the respondents. It provides a basis to confirm some issues that may not have been clearly understood by either party in the survey. This technique minimized chances of recording incorrect data. Observation indicators are useful for evaluation of physical structures. The researcher was able to observe the respondents. The researcher developed a checklist to cross-check the validity of the information given by the respondents. The checklists were prepared and according to research aims and objectives. The researcher generated a list of resource and facilities together with materials expected in an ECD centre, then using the list, cross-checked against the range of these resources in various ECD centres.

### **3.5.4 Focus Group Discussions (FGDs)**

The researcher used focus group discussions to gather data related to feelings, attitudes, perception and opinions of the different groups who were participating in the study. Focus group discussions were conducted with stakeholders who have been identified as:



Parents – who have children in ECD Centres and parents who do not have children in ECD Centres, individuals involved in the provision of playgroups – playgroup leaders and management. Other sources of social support were identified in consultation with the Advisory Group, such as local community development groups, pre-school services officers, public health nurses, home school liaison teacher and infant class teachers.

Focus group discussions were conducted with groups of 4 – 6 individuals from each of the above categories, using a semi-structured interview schedule. Where it is not possible to get a group together, individual interviews were conducted in person or by phone by . The aim of the focus groups would be: to establish the relevance of issues identified in the literature search for this study; to define criteria used to evaluate the quality of playgroup provision; To raise questions which should be investigated in subsequent stages of research through the case studies.

The focus group discussions interview questions were translated into Kiswahili and Kalenjin languages, which are the dominant languages used by communities living in Keiyo District. In order to establish if the translated versions into Kiswahili and Kalenjin languages relay the intended meaning in the English version, research assistant with good understanding of English, Kiswahili and Kalenjin languages was employed in backing the translation.

### **3.6 Methodology of Data Collection**

The researcher proceeded to collect data from the selected respondents after seeking clearance to conduct the research from the Ministry of education in Nairobi. Also

permission was sought from the Department of Curriculum, Instruction and Educational Media of Moi University and District Education Office in Keiyo District.

The researcher obtained a covering letter from the Keiyo District Education office to intimate the headteachers of the essence of the study and solicit their cooperation by participating in answering the questionnaires and interview and by encouraging selected teachers in their schools to respond to the questionnaires. The researcher contacted the school headteachers by phone and arranged for the administration of research instruments as well as the collection of the questionnaires. Follow-up visits were made to participating schools to enhance the response rate.

### **3.7 Reliability and Validity of the Instruments**

The questionnaire was tested for reliability by using Cronbach coefficient alpha to determine the internal consistency of the items. This is a method of estimating reliability of test scores by the use of a single administration of a test. Cronbach coefficient alpha provided good measures of reliability because holding other factors constant, the more similar the test content and conditions of administration are, the greater the internal consistency (Mugenda & Mugenda, 1999). In the study, they were considered reliable if they yielded a reliability coefficient of 0.70 and above. This figure is usually considered respectable and desirable for consistency levels (Koul, 1993). In this study, the reliability was established through the pilot-test whereby some items were added and some were dropping to enable modification of the instrument. After the modification, the instruments were again pilot-test in one of ECDE centers in the neighboring district called Marakwet. The pilot-test was not included in the main study and was not part of

the sample to be considered in the study. The interview schedules were pilot tested by using two teachers from two different schools. This was meant to establish the construct validity of the schedules. Generally, the purpose of piloting the instruments was to establish the clarity of meaning and comprehensibility of each item in the research instruments. In addition, the researcher and supervisors assessed the relevance of the content in the research instruments. Their comments and suggestions were incorporated in the improvement of the validity of the instruments. Validations of the items were important as it helps the researcher to ascertain whether the items could elicit relevant responses for the study.

### **3.8 Data Analysis**

The data collected for the purpose of the study was adopted and coded for completeness and accuracy of information at the end of every field data collection day and before storage. Data capturing was done using Microsoft Excel. The data from the completed questionnaires was re-coded and entered into the computer using the Statistical Package for Social Sciences (SPSS). Descriptive statistics method and parametric statistics indicating the degree of relationship that exists between two categorical variables were calculated and summarized for presenting and analyzing the data. The researcher then summarized patterns in the responses from the sample by use of frequencies, percentages and charts. A one-tailed t -test with a 0.05 level of significance and a power of .80 was calculated to determine if there is significant difference in the independent variable (impacts of Community Support Grants) and (development and effective performance of ECDE centres) dependent variables. The coefficient of correlation was utilized to infer correlations, and possibly causation, from the data and also to indicate the strength of the

correlation between the combination of the predictor variables and criteria variables. Chi-square test was used to analyze categorical data and to determine whether there are significant differences between the observed frequencies of responses from the respondents (Burns and Grove 1993: 499).

### **3.9 Ethical Considerations**

Ethical and legal framework for protecting human subjects rests on the principles of autonomy, benevolence and justice. This study stressed the need for a study to have understanding of ethical concerns. These emphasized the duties and responsibilities of researchers to respect the rights and dignity of children, to obtain their voluntary informed consent to participate in the research, to safeguard their anonymity and confidentiality, and to be honest and open with them about the purposes of the research and the destination of the data.

The study ensured privacy and confidentiality by allowing respondents to have pre-eminence over time and extent to which they can withhold or share information. All the respondents were treated with respect and equality. Also, the principle of free and informed consent was adhered to by emphasizing voluntarism, clear explanation and sufficient detail of the nature of the research and procedures. There was also a commitment to inclusiveness in terms of those invited to participate in the research project. The researcher kept participants informed about the progress and the outcome of the project using a range of methods and approaches.

### **3.10 Summary**

The chapter presented a discussion on methodology that guided the preparation of data instruments, data collection and data analysis. As mentioned above, the appropriate research design for this study was descriptive survey. Several sub-topics were presented that included research design, target population, sampling procedures, validity and reliability and ethical issues.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents the research findings of the study and their interpretation. The statistical package for social science (SPSS 13.0) for windows was used to derive the descriptive and inferential statistics relevant for this study.

Frequency tables, bar charts and pie charts were used to present findings pertaining to the demographic factors as well as the ECD projects for grants. The chi-square test of independence was used to test the relationship between availability of CSG grants and the resolution of ECD projects. Finally, the paired samples t-test was used to establish the effect of grants on pupil enrolments.

The study came up with three sets of results. The first set, focuses on the demographic data of respondents. The second set was based on specific questions; it examines the relationships between the independent variables (availability of CSG grants) and dependent variables (resolution of ECD projects). The final set discusses the findings of the interview schedule targeting the proprietors and managers of the schools.

#### **4.1 Background Information of the Respondents**

This section provides the finding from the respondents to which dwelt on their background information's. It traced their participants' gender, age distribution, level of education, professional level and work experience. This information was paramount

because it shed light on the nature and caliber of respondents and their grasp of the impacts of Community Support Grants on development of ECD Centres.

#### 4.1.1 Gender of Participants by Category

The study sought to establish the most predominant gender for the respondents sampled in the study. The variable gender was set as male or female. Gender matter in educational institution is essential because male and female pupils have differential preferences for educational programmes (Okutoyi, 2007). An examination of the results of the cross-tabulation of the participants' gender with their category for each of the 11 ECD teachers, 5 ECD head teachers and 5 committee members revealed that: 2 ECD teachers representing 18.2 percent of all the ECD teachers were male while 9 ECD teachers representing 81.8 percent were female. Out of the 5 ECD head teachers, 2(40 percent) were male and 3 (60 percent) were female. Out of the five committee members, 1 (20 percent) was male while 4 (80 percent) were female. These results are as adown in table 4.1 below.

**Table 4.1.: Gender of participants by category, Kamariny, 2010**

Category	gender		Total
	Male	Female	
ECD Teachers	2(18.2%)	9(81.8%)	11
ECD Head Teachers	2(40%)	3(60%)	5
Committee members	1(20%)	4(80%)	5

It implies from table 4.1, 74% of the respondents were female. This finding agreed with the Kenya National Demography Survey (KNDS, 2005) report, there are more females in Kenya than male counterparts. The notion was established by earlier census of 1999 (GoK, 1999). Therefore, gender was not evenly factored in the implied conclusions.

#### 4.1.2 The Participants Age Distribution

The study sought to establish the most predominant age bracket for the respondents sampled in the study. Age as a variable was operationalized using age brackets. Age was deemed relevant to the study to investigate the impacts of Community Support Grants on development of ECD Centres. An examination of the questionnaire responses pertaining to age for each of the 21 participants revealed that 14.3 percent were aged between 21 and 25 years; 33.3 percent were aged 26-30 years; 33.3 percent were aged 31-35 years; 9.5 percent were in the age bracket 36-40 years; and another 9.5 percent were in the age bracket 41-45 years. These results are shown in the pie chart in figure 4.1 below.

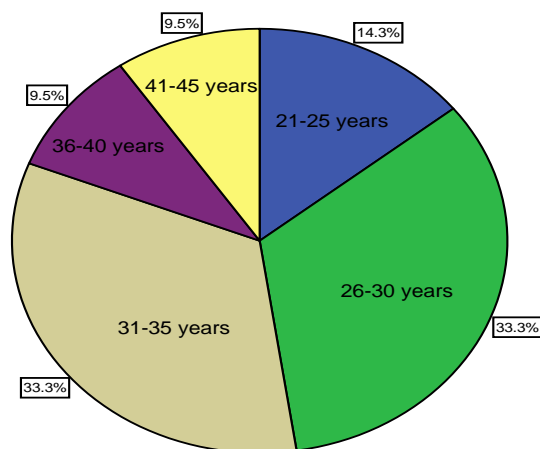


Fig. 4.1 Participants age distribution

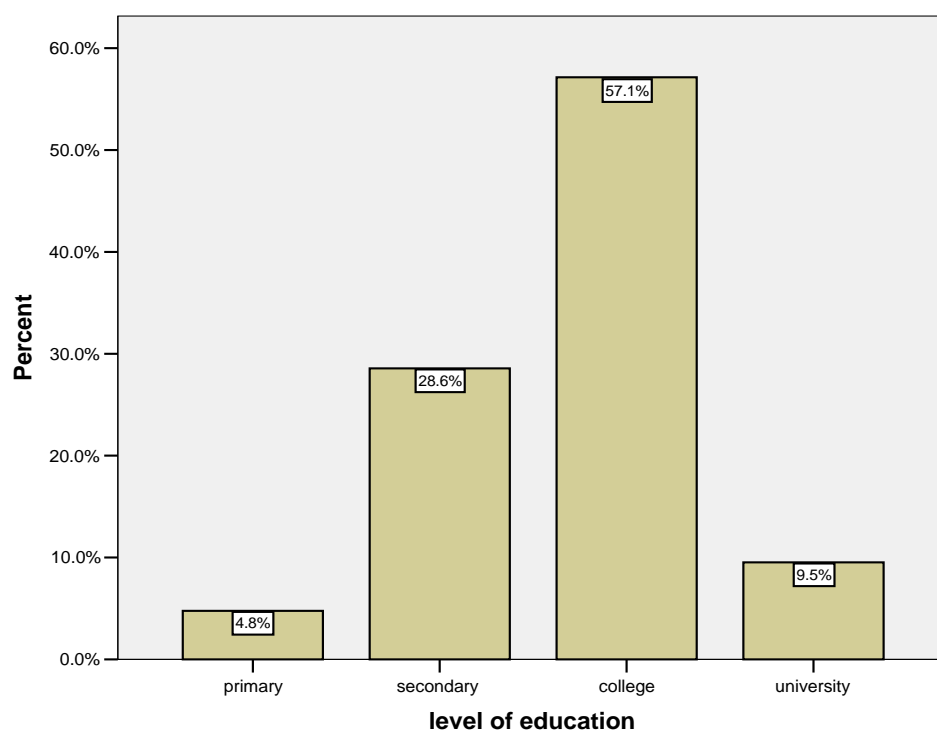
The distribution of age of respondents shown in figure 4.1 revealed that majority of the respondent age bracket ranged from 26-35 years 66.6% in total. The results show that the research was conducted on respondents whom we may conclude, were young and energetic that would enhance the knowledge of the issues concerning ECD. Besides they



would also enhance the judgement on the impacts of Community Support Grants on development of ECD Centres.

### 4.1.3 Participants Level of Education

The study sought to establish the levels of education for the participants. The variable level of education was categorically operationalized using the categories as Primary, Secondary, College and University graduate. The variable highest level of education was relevant to the study so as to ascertain whether qualifications of the participants' have any relationship with the management of CSG in ECD centers. An examination of the questionnaire response pertaining level of education revealed the results shown in the bar chart. The respective frequency and percentage were calculated for each category and the results tabulated as shown in figure 4.2 below.



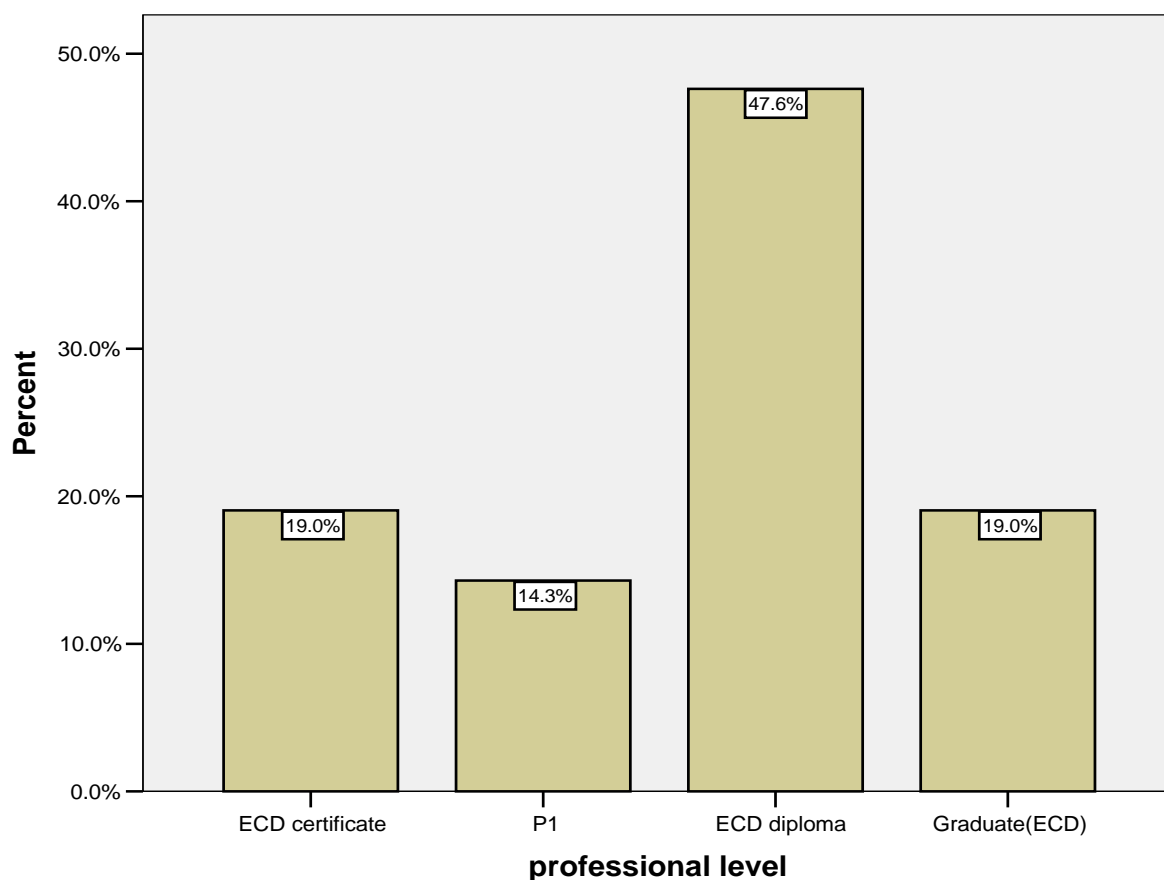
As shown  
in the

Fig. 4.2 Distribution of participants level of education

figure, the main level of education for the participants was college level with 57.1 percent responses. 26.6 percent were of secondary level, 9.5 percent were of university level and 4.8 percent were of primary level. The implication here is that the managing the ECD centres have the required minimum qualifications.

#### 4.1.4 Participants professional level

The researcher sought to find out participants professional level and professional qualifications. The analysis of data showed that 47.6 of the participants were ECD diploma holders, 19.0 percent each were ECD certificate holders and ECD graduates respectively, and 14.3 percent were P1 holders as shown in Figure 4.3 below. From the figure, it is clear that the main professional level for the participants was ECD diploma.



**Fig4.3 Participants professional level**

47.6 percent of the participants were ECD diploma holders, 19.0 percent each were ECD certificate holders and ECD graduates respectively, and 14.3 percent were P1 holders. This showed that they had been trained on the importance of learning resources.

#### 4.1.5 Participants Experience Level

It was necessary to find out the number of years the participants have worked. This was meant to assist the researcher to ascertain the relationship between level of experience they have and its effects on proficiency on the issues of Community Support Grants and development of ECD Centres. Figure 4.4 presents the teaching experience distribution of the respondents. To access the level of experience of the participants, the participants responses pertaining to the number of years worked was examined. The results are as shown in figure 4.4 below.

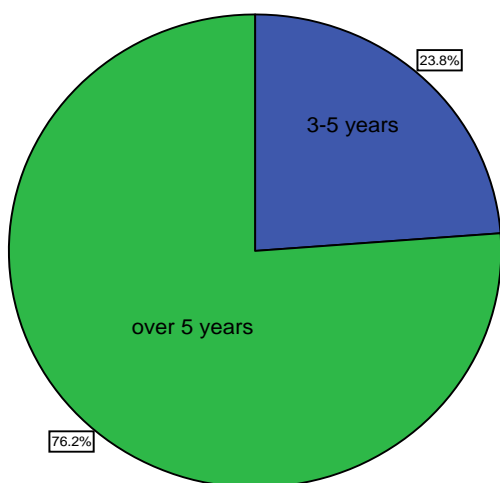
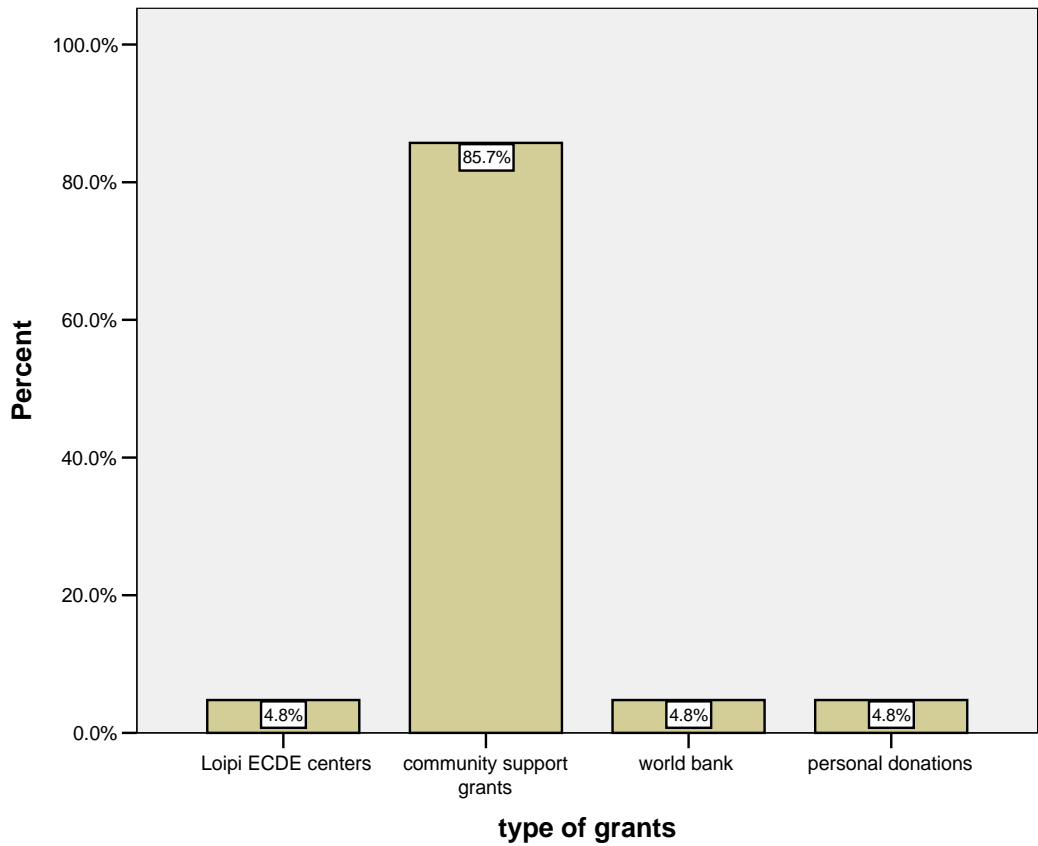


Fig.4.4 Participants experience level

As shown in the pie chart, 76.2 percent of the participants had an experience spanning over 5 years. 23.8 percent had worked for between 3 and 5 years. Therefore, majority of the participants were experienced and hence were expected to be competent on the issues of Community Support Grants and development of ECD Centres.

**4.2. The Type of Grants received by the ECD Centres**

An examination of the questionnaire responses pertaining to the types of grants received by ECD centres for each of the 21 participants revealed the results as shown in figure 4.5.

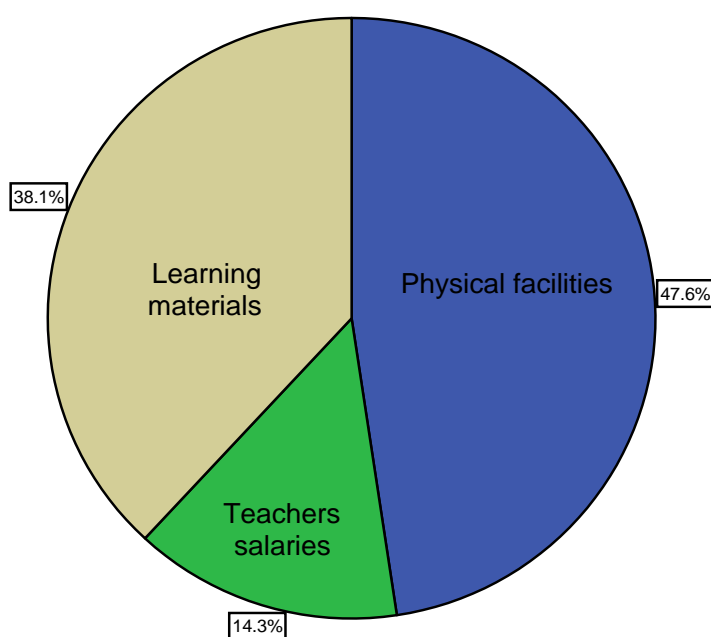


**Fig.4.5 Main grants received by ECD centres**

As shown in the figure, most of the grants were drawn from the community support (85.7%). Grants from Loipi ECDE centres, World Bank and personal donations were quite minimal at 4.8 percent each.

#### 4.3. Main ECD Projects that Grants are provided

An examination of the questionnaire responses for the main ECD projects that grants are provided for revealed the results shown in the pie chart in figure 4.6.



**Fig.4.6 Main ECD concerns for which grants are given**

From the figure, three main projects namely physical facilities, teachers' salaries and learning materials were established. 47.6 percent of the grants were channeled to physical

facilities, 38.1 percent to learning materials and 14.3 percent were channeled to teachers salaries.

#### 4.4 Frequency of Receiving Grants by ECD Schools

An examination of the questionnaire responses pertaining to the frequency of receiving grants for each of the 21 participants revealed the results shown in table 4.2.

**Table 4.2 Frequency of receiving grants by ECD schools, Kamariny 2010**

Type of grant	Disbursement of grants			Total
	Annually	Every after 5 years	None	
World bank	0(0%)	0(0%)	21(100%)	21
Loipi ECD centres	0(0%)	0(0%)	21(100%)	21
Community support	18(85.7%)	2(9.5%)	1(4.8%)	21
Islamic integrated Educational programme	0(0%)	0(0%)	21(100%)	21

As shown in 4.2 above the frequency of ECD schools receiving grants varied with the type of grant. The entire sample of the 21 participants reported that they did not receive any grants from the World Bank, the Loipi ECD centres and the Islamic Educational programme in the last five years. Eighteen participants representing 85.7 percent of all the participants noted that they received community support grants annually; two representing 9.5 percent observed that they received community support grants every 5 years; and one participant representing 4.8 percent reported that their school did not receive any community support grants.

#### 4.5 Effect of the Availability of Grants on the Identified ECD Projects

To establish the effect of availability of grants on the identified ECD concerns that required grants, a chi-square test of independence was used. The chi-square test was used

because it is the non-parametric test commonly used to analyze categorical data (Fraenkel and Warren, 2000). The contingency coefficient is a descriptive statistic indicating the degree of relationship that exists between resolutions of identified ECD concerns and availability of grants. The results of the relationship between the two categorical variables are presented in table 4.3 below

**Table 4.3 Chi-square test of independence between availability of grants and the resolution of ECD Projects, Kamariny 2010**

<b>Independent variable</b>	<b>Dependent variable</b>	<b>Chi-square statistic</b>	<b>Degrees Of freedom</b>	<b>Exact significance</b>
Availability of grants	Resolution of identified ECD projects	21.000	4	0.000

In table 4.3 above, the results indicated a highly significant statistical relationship between resolution of identified ECD projects and availability of grants ( $\chi^2_{5\%} (4) = 21.000, p < 0.01$ ). These results clearly suggest that grants have a positive effect on addressing the identified ECD projects such as improving physical facilities, availing teaching and learning materials and providing teachers salaries.

#### **4.6 The Effect of Community Support Grants on Pupil Enrolments**

An examination of the pupil enrolment for each of the thirteen ECD schools for the years 2007 and 2009 revealed the information shown in table 4.4 below.

**Table 4.4 ECD pupil enrolment figures for the years 2007 and 2009, Kamariny**

School S/No	Year			
	2007		2009	
	Number of Boys	Number of Girls	Number of Boys	Number of Girls
1	17	15	25	23
2	17	15	25	23
3	11	13	33	28
4	11	13	33	28
5	13	14	15	22
6	13	14	27	15
7	22	30	39	42
8	28	25	28	34
9	25	35	24	30
10	18	22	29	18
11	18	22	29	18
12	28	32	46	30
13	27	31	46	34
Total	248	281	399	345

From table 4.4 above, there seemed to be an increase in enrolment between the two years.

The figures show the total number of enrolment for boys rose from 248 in 2007 to 399 in 2009. Similarly, the total number of enrolment for girls rose from 281 in 2007 to 345 in 2009.

To establish whether the difference in enrolment between the two years was significant, a paired samples t-test was conducted to compare the mean enrolments in the two years for both boys and girls' enrolments.

The paired samples t-test was used since according to Fraenkel (2000), paired sample t-test is a statistical technique that is used to compare two population means in the case of two samples that are correlated. In particular, paired samples t-test is used where the samples are matched pairs.

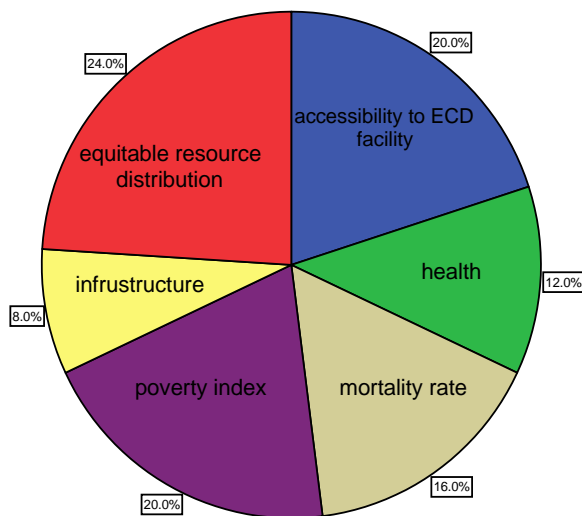


The results of the significant difference between the mean enrolment for the year 2007 and that for the year 2009 are shown in table 4.5 below.

**Table 4.5 Paired samples t-test for the mean enrolment in 2007 and 2009**

Pair	Paired differences		t-statistic	df	Exact significance
	mean	Std.Error mean			
1. boys enrolment in 2007 - boys enrolment in 2009	11.615	2.206	5.266	12	.000
2. girls enrolment in 2007 - girls enrolment in 2009	4.923	1.998	2.464	12	.030

The results in table 4.5 above show that there was a mean difference of 11.615 in the boy's enrolment between the year 2007 and the year 2009. This difference was highly significant ( $t(12) = 5.266, p < 0.01$ ). The positive value of t indicates that enrolment for boys had increased. Similarly, there was a mean difference of 4.923 in the girls' enrolment between the two years. This difference was significant ( $t(12) = 2.464, p < 0.05$ ). The positive nature of t also indicates that girls' enrolment had also gone up.



**Fig.4.7 criteria for awarding ECD grants**

These results clearly show

that availability of grants has had a positive impact on pupil's enrolment.

## 4.7 Interview Schedule

### 4.7.1 Criteria for Award of ECD Grants

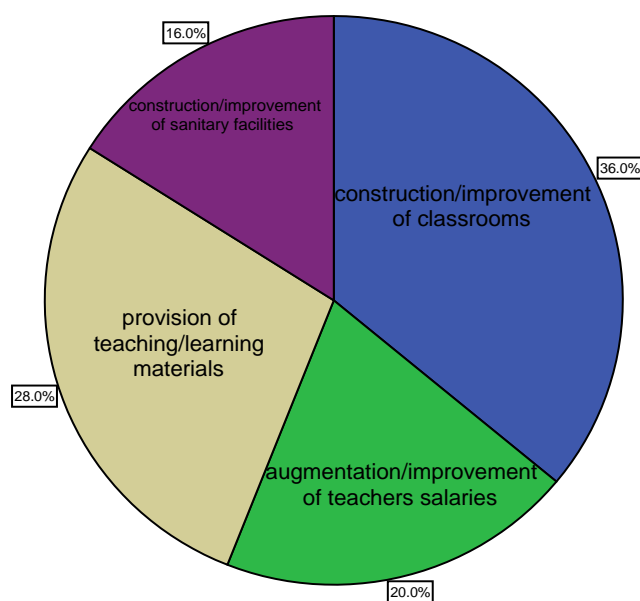
An examination of the DICECE interview schedule pertaining to the criteria used in identifying ECD centres to receive grants revealed the information as shown in figure 4.7

As shown in the figure, 24 percent of the interviewed DICECE officers reported that the main criteria used in awarding grants to ECD schools was to ensure equity in resource distribution. Twenty percent (20%) each said that they based on accessibility to ECD facilities and poverty index respectively, sixteen percent (16%) based on mortality rate, twelve percent (12%) on health while eight percent (8%) based on infrastructure.

### 4.7.2 Major Areas Benefiting from Community Support Grants

An examination of the DICECE officers interview schedule pertaining to the major ECD concerns benefiting from CSG funds indicated that 36 percent of the officers reported that CSG funds are used for construction/ improvement of classrooms, twenty percent

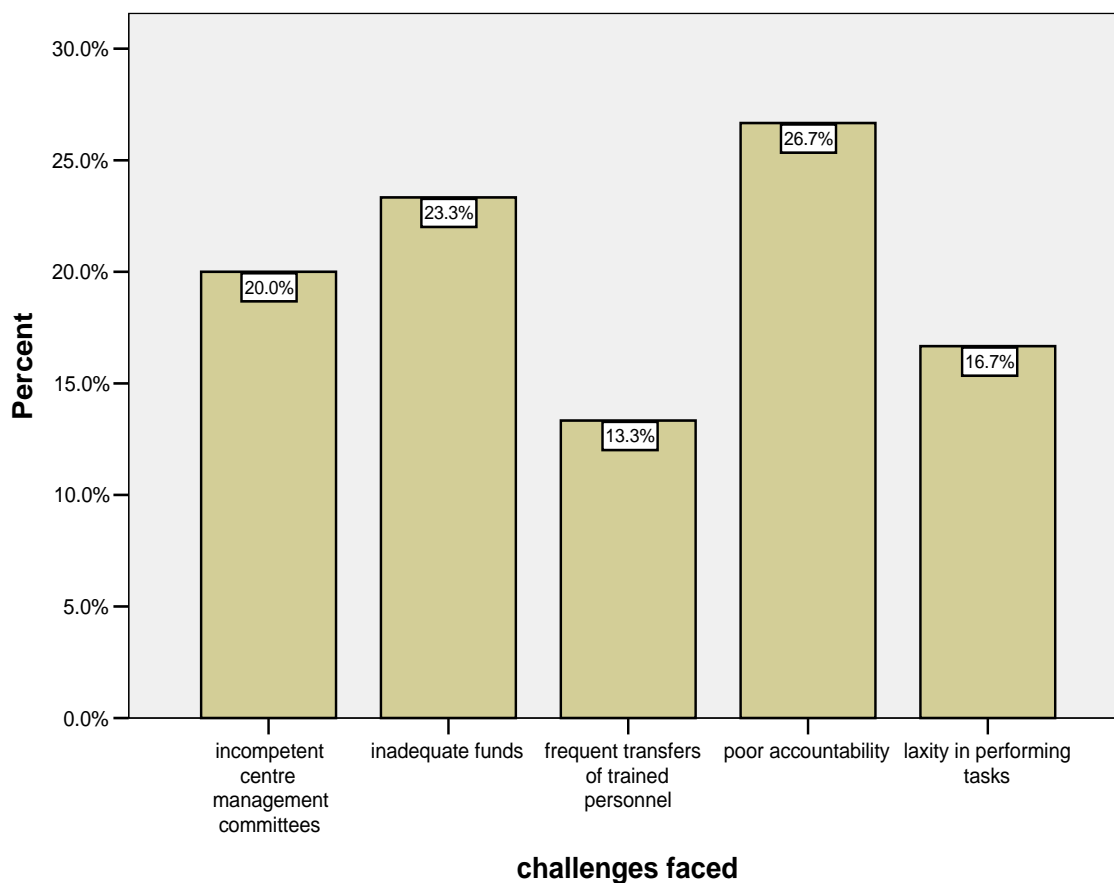
(28%) stated that the grants were used for the provision of teaching/ learning materials, twenty percent (20%) observed that the funds were used for augmentation/ improvement of teachers salaries and sixteen percent(16%) said that the funds were used for construction/ improvement of sanitary facilities. These results are shown in figure 4.8 below.



**Fig.4.8 major concerns benefiting from CSG**

#### **4.7.3 Challenges Faced in the Implementation of the CSG Program**

The DICECE officers identified a number of challenges they encountered in implementing the community support grants program. These challenges are shown in figure 4.9.



**Fig.4.9 challenges encountered in the implementation of CSG program**

From the figure, it is clear that poor accountability with a (29.7%) response was the main challenge faced by the DICECE officers in the implementation of the CSG program. Other challenges included: inadequate funds twenty three percent (23.3%), incompetent centre management committees (20 percent), laxity in performing tasks (16.7 percent), and frequent transfers of trained personnel (13.3 percent) in that order.

#### **4.7.4 Centre Infrastructure**

The DICECE officers rated the management of CSG in the division as above average. They observed that:

1. Most of the centres had improved classrooms, adequate teaching and learning materials, and were augmenting teachers salaries

2. Furniture, in particular tables and chairs were few
3. They noted efforts towards putting up toilets and other sanitary facilities
4. There was need to train personnel at all levels of management to well manage grants
5. There was need to involve all stakeholders during the implementation of the funds usage
6. There should be a reliable network for monitoring.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents a summary of the research findings in line with the research objectives, discusses the findings, and draws conclusions based on the findings. The chapter finally captures the study recommendations.

#### **5.1 Summary of the Findings**

##### **5.1.1 General Information**

The findings of this work have been derived from the study objectives. In retrospect, the study addressed the following research objectives:-

The responses to these questions are provided through the analysis of the collected data:

1. To find out the types of grants received by the ECD centres in Kamariny Division
2. To identify the main ECD projects for which CSG grants are given in Kamariny Division.
3. To determine the frequency with which the CSG grants are received by ECD schools.
4. To explore the availability of CSG grants of the identified ECD projects.
5. To assess the availability of CSG grants and ECD pupil enrolment

#### **5.2 Types of Grants Received by ECDE Centres**

Research objective 1 sought to establish the types of grants received by the ECD centres in Kamariny division. The study established four main sources of grants namely: Loipi ECDE centres community support, World Bank and personal donations. However, 85.7%

percent of the participants identified community support as the main source of grants. This finding is consistent with those of Policy research conference (2005) who agreed that resources for ECDE are beyond the scope of the communities. Therefore, there is need for inclusive and effective partnerships at the community level, which will help to build a strong constituency for ECD education.

### **5.3 Main Project Funded by CSG Project**

Research objective 2 aimed to identify the main ECD concerns for which CSG grants are given, the study identified physical facilities at 47.6 percent as the main concern. This was closely followed by learning materials at 38.1 percent. Teacher's salaries at 14.3 percent were also identified. This finding is consistent with those of Hyde and Kabiru (2003) who agreed that strategy to improve learning outcomes required conducive physical facilities. An examination of the DICECE officers interview schedule pertaining to the major ECD concerns benefiting from CSG funds indicated that 36 percent of the officers reported that CSG funds are used for construction/ improvement of classrooms, twenty percent (28%) stated that the grants were used for the provision of teaching/ learning materials, twenty percent (20%) observed that the funds were used for augmentation/ improvement of teachers salaries and sixteen percent(16%) said that the funds were used for construction/ improvement of sanitary facilities.

### **5.4 Frequency of Receipt of CSG Grants**

Research objective 3 sought to investigate the frequency with which the ECD schools received the CSG grants, the study established that 85.7 percent of the centres received the CSG grants annually while only 9.5 percent received their grants every 5 years. 4.8 percent of the centres noted that they did not receive the CSG grants. It therefore implies

that efforts have been made in the periodicity with which the ECD schools received the CSG grants. In order for management of CSG to be effective, there is need for capacity building and mobilization.

### **5.5 Availability of CGS Grants for Identified ECD Projects**

Research objective 4 aimed to assessing the availability of CSG grants for identified ECD projects. The study established that resolution of the identified concerns was dependent on the availability of CSG grants. The research findings indicated the identified projects were independent of availability of grants. This finding is consistent with those of Amponsah (2004) who agreed that the grants for most ECDE centers was not prioritized on the essential needs of the centres.

### **5.6 CGS Grants and Pupil Enrolment**

Research objective 5 sought to determine availability of CSG grants and ECD pupil enrolment. It was established that the mean difference in the boy's enrolment in the years 2007 and 2009 was significantly high. The research findings indicated that enrolment of boys in the ECD centres had increased. Similarly, the mean difference in the girl's enrolment was found to be high. The research finding indicated that girl's enrolment had gone up. This finding is consistent with the policy review conducted in Kenya (2005) as part of the UNESCO/OECD Early Childhood Policy Review Project.

### **5.7 Conclusion**

From the findings of the stuffy, the researcher arrived at the following conclusions

- The areas of CSG grants identified comprised mostly of physical facilities and the least for learning materials and teacher's salaries.



- In this study, it has been shown the due to the availability of CSG grants; Kamariny Division has made great strides in resolving critical concerns in the ECD schools. At the same time, this has seen an improvement in enrolment of children in the schools. Unfortunately the efforts made so far, have not been complemented by the periodicity of disbursement of funds. The funds have in some cases taken up to five years to be received. In order for management of CSG to be effective, there is need for capacity building and mobilization.
- Furthermore, the study exposed several grant management issues. For the CSG program to fully succeed, however, will require competency in the management of the program to ensure proper accountability.
- It calls for the establishment of inclusive and effective partnerships at the community level, which will help to build a strong constituency for ECD education. Expansion of complementary ECD facilities calls for reallocation of existing resources or mobilization of additional resources.

### **5.8 Recommendations**

This study clearly underscores the utilization of community support grants and the influence of such grants in the overall development of early childhood education programme in Kamariny Division Keiyo District. The support grants help to improve ECD services at the Centre level. The grants are normally used to start feeding programmes, improve physical facilities such as classrooms, construction of toilets and initiation of income generating activities to sustain the ECD programmes. These recommendations are based on the findings of this study and if considered by the

stakeholders (Ministry of Education, Heads of Schools and institutions and Teachers) of the ECDE in Kenya, ECDE could experience an immense improvement

- There is need to encourage greater male participation in the ECD activities more so in the teaching.
- There is need to build on the existing enrolment levels through increased CSG grants.
- There is need to rationalize the periodicity of disbursement of CSG grants so that the ECD resource materials and teachers are in constant supply.
- There is need to address the identified challenges by enhancing accountability, provision of adequate CSG grants and constituting competent centre committees to oversee the implementation of the program.
- There is need to engage the DICEC E officers in thorough monitoring and evaluation of the program so as to clamp down on Lax Personnel.
- The CSG grants are always tied to physical facilities and learning materials, but not to sustainability of the ECD, thus there is need to provide funds to income generating activities to enhance sustainability of ECD programs.
- More CSG funds are needed to complete physical facilities, established buy teaching and learning materials and pay teacher salaries.
- The ECD policy must be child – centered, able to address the issues of vulnerable and marginalized children who need support and strength
- The question on whether there is need for ECD teachers to be absorbed into the teaching force would need to be resolved.

### **5.9 Suggestion for Further Study**

Since the research centered on the impacts of Community Support Grants on development of ECD Centres in Kamariny Division, Keiyo District Kenya. The research has been restricted to ECDE schools in one District of Kenya.

1. It is advisable that further research be done on the other Districts in Kenya on the role of other education providers such as NGOs, religions organizations and communities in providing ECDE to children.
2. There is need for further research into the impact of Free Primary Education on Early Childhood Development in Kenya in order to ensure the holistic development of the children.
3. There is need for further research into the challenges faced by DICECE officers in implementing the CSG program.
4. A similar study is recommended to be undertaken in urban centre like Nairobi, Mombasa, Nakuru and Kisumu to gain more knowledge on the impacts of Community Support Grants on development of ECD Centres in Kenya.

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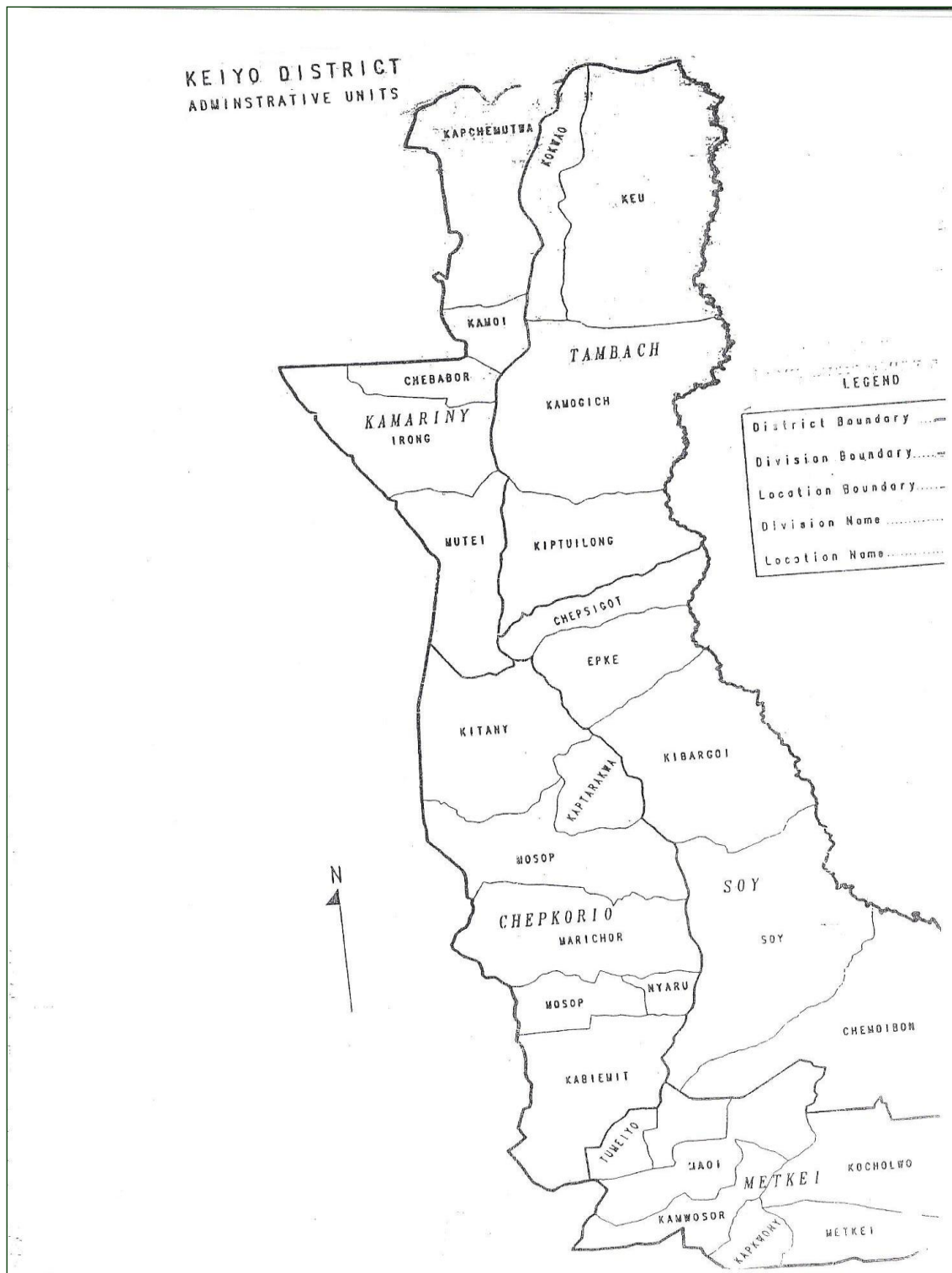
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### APPENDIX I MAP OF KEIYO DISTRICT





**APPENDIX II****LETTER FOR THE HEADTEACHER**

Dear Respondent,

I am a Master of philosophy student (M. Phil) in education carrying out a study on “impact of community support grants on ECD centres” a case of Kamariny division, Keiyo District Kenya. The information collected will be used to make recommendations for the improvement of ECD centres. This research is sponsored by Moi University.

You are among those who have been selected to participate in the study. Your co-operation and assistance will be highly appreciated. All the information obtained as a result of your response to this questionnaire will be used only for the purpose of this study and will be treated confidential.

Let me take this early opportunity to thank you in advance for taking part in this study.

Yours sincerely,

**LOISE CHEROTICH**

## APPENDIX III

### QUESTIONNAIRE FOR ALL RESPONDENTS

I am a Master student at Moi University doing research thesis on the impact of CSG in ECD centres. You are among the few people chosen to help the researcher achieve objectives. Please answer the following questions on the impact of CSG in ECD centres.

Answer the questions to the best of your ability, you are guaranteed that all information given be treated with confidentiality.

#### PART A

##### Background information

1. Gender:        Male ( )        Female ( )

3. What is your age bracket?

21-25 years        ( )

26-30 years        ( )

31-35 years        ( )

36 - 40 years        ( )

41- 45 years        ( )

above 45 years        ( )

Others, (Specify).....

3. What is your Education level?

a) Primary        ( )

b) Secondary        ( )

c) College        ( )

d) University        ( )

Others (Specify).....

4. What is your professional level?

a) ECD Certificate        ( )

b) P1 Certificate        ( )

c) ECD Diploma        ( )

d) Graduate (ECD)        ( )

5. For how long have you been working in this school?
- a) Less than a year ( )
- b) 1 – 2 years ( )
- c) 3 – 5 years ( )
- d) Over 5 years ( )
6. Have you taught in any other school (s) before this one. If yes for how many years?
- a) Yes ( )                      b) No ( )
- Less than 2 years ( )      2 – 4 years ( )      4 – 6 years ( )      Over 8 years ( )
7. Have you ever been promoted since you were employed?
- a) Yes ( )                      b) No ( )
8. If 'yes' to no.7, how many times?
- a) Once ( )
- b) Twice ( )
- c) More than twice ( )
9. If no to no.7, why do you think you have never been promoted? State briefly.
- .....
- .....
- .....
- .....

### Part B

10. Have you ever received any grants in this school?
- a) Yes ( )                      b) No ( )

If yes, what kind of grants did you receive?

- i) Loipi ECDE centers (Colleagues). ( )
- ii) Community support grants. ( )
- iii) Islamic integrated educational programme. ( )
- iv) World bank. ( )
- v) Personal donations

Any other (specify).....

11. What major areas of grants do you receive grants on?

- a) Physical facilities ( )  
 b) Teachers salaries ( )  
 c) Learning materials ( )  
 d) Feeding programmes ( )

Others (specify).....

12. How often do you receive grants in your school?

(Tick (√) where appropriate).

Type of grants	Frequency of grants			
	Annually	After every 2 years	5 years	10 years
World bank				
Loipi ECD centers				
Community support grants				
Islamic integrated education programme				

13. The following are some of the major impact of grants in schools. How do you rate them in the schools? Tick (√) in the boxes as is appropriate.

Grants in many ECD centres are used in the areas shown below. How can you rate the use grants in your school in the following areas?

Area of use	Intensity of impact					
	Very high	High	Average	Low	Very Low	None at all
Construction of classes						
Construction of toilets						
Purchase of teaching learning materials						
Augmentations of teachers salary						
Others (specify)						

14. Do grants affect the enrolment of children in your school in any way?

- a) Yes ( )                      b) No ( )

If yes, how do you describe the enrolment trend in your school?

very good ( )

Good ( )

Fair ( )

Below average ( )

No effect ( )

15. Grants in the schools are very helpful.

a) Strongly agree ( )

b) Agree ( )

c) Not Sure ( )

d) Disagree ( )

e) Strongly disagree ( )

16 Grants in the schools are not always well use; they sometimes have negative effects/impact.

a) Strongly agree ( )

b) Agree ( )

c) Not Sure ( )

d) Disagree ( )

e) Strongly disagree ( )

17. Can you support your response to No. 16?

18. The following table contains statements concerning grants. Tick (✓) in the spaces provided as is appropriate.

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
Grants are important in promoting enrolment					
Grants support the development of physical facilities.					
Grants improve the performance of pupils.					
Grants improves the teachers' morale.					
Grants reduced the financial burden in					

**Key:** SA Strongly Agree; A Agree; NS Not Sure; D Disagree;  
SD Strongly Disagree

19. Kindly freely give your feelings about grants to ECD centres

**Thank you very much for sparing your time to complete this questionnaire**

## APPENDIX IV

### INTERVIEW SCHEDULE FOR HEAD TEACHERS

I am a Masters student at Moi University doing research on the impact of CSGs on ECD centres. You are among the few people chosen to help the researcher in achievement of the research objectives. Please, answer the following questions on your role as the Head teacher in the utilization of CSG funds. Please, answer the questions to the best of your ability, you are guaranteed that all information given will be treated with confidentiality and anonymity.

1. The gender status?
2. What is your age?
3. What is your level of education?
4. How many years have you been a head teacher in this school?
5. How effective is your ECD committee management?
6. Do you have any conflict with ECD teachers or ECD committee management?  
If yes, what kind of conflicts and how have you overcome?
7. What is the least education level of your ECD management committee member?
8. Does the ECD management committee have any training in management of CSG issues? Specify the types of training undergone.

Thank you for your co – operation

## APPENDIX V

### INTERVIEW SCHEDULE FOR COMMITTEE MEMBERS

I am a postgraduate student at Moi University doing research on the impact of CSGs on ECD centres. You are among the few people chosen to help the researcher in achievement of the research objectives. Please, answer the following questions on your role as ECD management committee member in the utilization of CSG funds. Please answer the questions to the best of your ability, you are guaranteed that all information given will be treated with confidentiality and anonymity.

1. The gender status male or female
2. What is your age?
3. What is your present occupation?
4. How many years have you served as a committee member?
5. What is your highest level of education?
6. Are you aware of what ECD centre improvement plan entails?
7. Do you think education level of committee members affects the performance of their role in running of CSGs?
8. Have you as committee member attended any seminars, workshops or training on school management? If yes, who organised the training?
9. Were you as a committee member briefed after inauguration by the education officer or the head teacher on your roles as an ECD management committee?
10. Are there areas of conflict between the committee members and the teachers in ECD centre?
11. What physical resources have the grants supported for the learning environment to be conducive?
12. Do you think as committee, you have adequate resources for learning, if no, what plans do you have to improve on this?

Thank you for your time and participation in this research



## APPENDIX VI

### INTERVIEW SCHEDULE FOR DICECE OFFICERS

I am a Master student at Moi University doing research on the impact of CSGs on ECD centres. You are among the few people chosen to help the researcher in achievement of the research objectives. Please, answer the following questions on your role as DICECE Officer in the utilization of CSG. Please answer the questions to the best of your ability, you are guaranteed that all information given will be treated with confidentiality and anonymity.

1. What is your position in the DEOs Office?
2. How many years have you been served in this capacity?
3. What is your highest level of education?
4. What role do you play as an officer in the selection of ECD centres to be allocated with funds?
5. Do you think all the ECD centres allocated with funds are eligible?
6. Do you give any facilitation to ECD management committee regarding their roles after inauguration?
7. What are your suggestions for improving the utilization of CSG in this District?

Thank you for your co – operation

**APPENDIX VII**

**OBSERVATION CHECK LIST**

NO	NAMES OF SCHOOLS	AREAS OF OBSERVATION			
		constru ction of toilets	augment ation of teachers salaries	Construc tion of class rooms	Purchase of teaching materials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

## APPENDIX VIII

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi  
 Telephone: 254-020-241349, 2213102  
 254-020-310571, 2213123  
 Fax: 254-020-2213215, 318245, 318249  
 When replying please quote

P. O. Box 30623-00100  
 NAIROBI-KENYA  
 Website: www.ncst.go.ke

Our Ref:

NCST/5/002/R/1012/5

Date:

30<sup>th</sup> October, 2009

**Loise Cherotich**  
**Moi University**  
**P. O. Box 3099**  
**EDORET**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*The impact of community support grants on ECD Centres: A case o Kamariny Division in Keiyo District, Kenya*" I am pleased to inform you that you have been authorized to undertake your research in *schools in Kamariny Division and Keiyo District* for a period ending *30<sup>th</sup> December 2009*.

You are advised to report to *The District Commissioner Keiyo District, The District Education Officer Keiyo District and The Head Teachers of the schools you will visit* before embarking on your research project.

Upon completion of your research project, you are expected to submit four copies of your research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'S. A. Abdulrazak'.

2 **PROF. S. A. ABDULRAZAK Ph.D, MBS**  
**SECRETARY**

Copy to:

The District Commissioner

APPENDIX IX  
RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. LOISE  
CHEROTICH

of (Address) MOI UNIVERSITY  
PO BOX 3900 ELDORET

has been permitted to conduct research in.....  
KAMARINY DIVISION.....Location,

KEIYO.....District,  
RIFT VALLEY.....Province,

on the topic.....The Impact of Community  
Support Grants on ECD Centres

A Case of Kamariny Division  
in Keiyo District, Kenya

for a period ending.....31ST DECEMBER, 2009

PAGE 3

Research Permit No.....NCST/5/002/R/1012

Date of issue.....30.10.2009

Fee received.....SHS 2000



[Signature]  
Applicant's  
Signature

[Signature]  
Secretary  
National Council for  
Science and Technology