

**ASSESSMENT OF COMMUNITY SUPPORT  
GRANT ON EARLY CHILDHOOD DEVELOPMENT  
EDUCATION PROGRAMME IN KENYA:  
A CASE OF ELDORET EAST DISTRICT,  
UASIN GISHU COUNTY, KENYA**

**BY**

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**A thesis submitted to the School of Education in Partial fulfillment of the requirements for the  
Award of degree of Master of Philosophy in Early Childhood Development and Primary  
Education in the Department of Curriculum, Instruction and Education Media.**

**Moi University.**

**ELDORET**

**SEPTEMBER, 2012**

## **DECLARATION BY THE STUDENT**

This thesis is my original work and has not been presented for examination in any other university. No part of this work may be produced without prior permission of the author and/or Moi University.

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Lastly my beloved husband, Stan for always being there for me, giving me all the support needed both financially and emotionally.

Above everything else, I thank God for the strength and courage he gave me throughout this study.

## **DEDICATION**

This work is dedicated to my late mother Alice Ochola who always encouraged us to seek education up to the highest level, knowing that education will set us free. Unfortunately, she died before seeing her fruits.

## **ABSTRACT**

This study looked at assessment of the Community Support Grant on Early Childhood Development Centers, in Eldoret East District of Uasin-Gishu County. The main objective of this study was to assess Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in the study centres. The study was based on a conceptual framework on the objectives of ECDE curriculum in Kenya and how CSG fund enhanced achievement of the holistic development. The study used a descriptive survey design. Combinations of qualitative and quantitative data collection techniques were used. The instruments used were questionnaire, structured interview and observation checklist. The research used purposive sampling in the selection of the population where 72 respondents from 24 centres were selected for the research. The respondents were 2 ECDE teachers per school and a head teacher of each of the ECDE centres selected. The data was coded and analysed by use of measures of central tendency, that is, mean, mode and percentages. The analysed data was presented in tabular and graphical form. The researcher found out that CSG has led to an increase in enrolment in ECDE centres, teaching and learning materials were found to be adequate and this has enhanced learning although the funding was considered inadequate. There is therefore need to sensitize the community on CSG so that it's not mistaken with Free Primary Education (FPE). This will make parents to offer support and to demand accountability from the administration. There is also need for the Government to employ Early Childhood Development (ECD) teachers to motivate them and to ensure efficiency in their delivery.

## LIST OF ABBREVIATIONS

<b>ASALs</b>	Arid and Semi-Arid Lands
<b>CBS</b>	Community Based Survey
<b>CSG</b>	Community Support Grant
<b>DEB</b>	District Education Board
<b>DEO</b>	District Education Officers
<b>DICECE</b>	District Centers for Early Childhood Education
<b>ECD</b>	Early childhood Development
<b>ECDE</b>	Early childhood Development and Education
<b>ECCD</b>	Early Childhood Care and Development
<b>EFA</b>	Education for All
<b>EPRC</b>	Education Policy Review Commission
<b>ESSP</b>	Education Sector Support Programme
<b>FPE</b>	Free Primary Education
<b>GER</b>	Gross Enrolment Rate
<b>GWP</b>	Government White Paper
<b>MDGs</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>MOES&amp;T</b>	Ministry of Education Science and Technology
<b>NACECE</b>	National Center for Early Childhood Education
<b>NCID</b>	National Instructions for Curriculum Development
<b>NGO</b>	Non Governmental organization
<b>OVC's</b>	Orphans and Vulnerable Children's
<b>PPE</b>	Pre-Primary Education
<b>RTC</b>	Resource Training Center
<b>TSC</b>	Teacher Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organization
<b>UPE</b>	Universal Primary Education

## TABLE OF CONTENTS

Declaration by the student.....	i
Declaration by the supervisors. ....	i
Dedication .....	iii
List of abbreviation.....	v
Acknowledgements.....	ii
Table of content.....	vi
List of tables.....	ix
List of figures.....	x
CHAPTER ONE.....	1
Introduction of the study .....	1
1.1 INTRODUCTION .....	1
1.2 Background of the study.....	1
1.3 Statement of the problem.....	4
1.5.1 Main objective .....	5
1.5.2 Specific objectives of the study .....	5
1.6. Main research question.....	5
1.6.1 Specific research questions.....	5
1.7. Justification.....	6
1.8. Significance of the study. ....	6
1.10. Scope and limitations. ....	7

1.10.1 Limitations of the study.....	<b>Error! Bookmark not defined.</b>
1.11 Conceptual framework. ....	7
1.13. Chapter summary.....	10
<b>CHAPTER TWO</b> .....	<b>10</b>
Literature review.....	11
2.1 Introduction .....	11
2.2 General literature. ....	<b>Error! Bookmark not defined.</b>
2.3 Specific related literature.....	<b>Error! Bookmark not defined.</b>
2.4 ECD policy in South Africa.....	14
2.5 ECD in Uganda. ....	15
2.8 ECD funding in Kenya.....	17
2.11.1 Philippines .....	<b>Error! Bookmark not defined.</b>
2.12 Challenges of ECDE. ....	<b>Error! Bookmark not defined.</b>
2.12.1 Research on challenges of ECDE outside Kenya and in Kenya. ...	<b>Error! Bookmark not defined.</b>
2.13 Summary.....	27
<b>CHAPTER THREE</b> .....	<b>28</b>
<b>RESEARCH DESIGN AND METHODOLOGY</b> .....	<b>28</b>
3.1 Introduction .....	28
3.2 Research design .....	28
3.3 The study area.....	28
3.5 Sample and sampling procedures.....	29
3.6 Instruments of the study. ....	29
3.7 Pilot study.....	30



3.7.1 Validity and reliability of research instruments.....	31
3.7.3 The reliability.....	31
3.8 Data collection instrument and procedures .....	31
3.9 Data analysis .....	32
3.10 Ethical consideration.....	32
3.12 Summary.....	33
CHAPTER FOUR .....	34
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION.....	<b>Error! Bookmark not defined.</b>
4.1 Introduction .....	34
4.2 Analysis procedures .....	<b>Error! Bookmark not defined.</b>
4.3. Background information of the respondents .....	34
4.3.2 Distribution of ECDE teachers .....	<b>Error! Bookmark not defined.</b>
4.3.3 Distribution of respondents by level of education. ....	<b>Error! Bookmark not defined.</b>
4.4 Enrolment in ECDE centres .....	35
4.5 CSG and quality on teaching and learning resources in ECDE.....	36
4.11 Observation schedule results. ....	41
References .....	53
Appendices .....	56
Appendix 1: Map of Eldoret East District.....	73
Appendix 2: Primary head/teacher’s questionnaires .....	57
Appendix 3: Teacher’s questionnaire. ....	60
Appendix 4: Interview schedule. ....	63
Appendix 5: Letter of introduction .....	64
Appendix 6: List of ECD centers in the study.....	66

Appendix 7: Permits.....	83
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**LIST OF TABLES.**

Table 2.1: Public funding of ECD in the world.....	13
Table 2.2: Pre primary school enrolment by Province, 2003-2008.....	35
Table 2.3: Number of teachers by gender and Province.....	36
Table 4.1: Distribution of head teachers.....	55
Table 4.2 Level of education of ECD teachers: .....	50
Table 4.3: Sex of ECD teachers.....	50
Table 4.4: Level of education of ECD teachers.....	51
Table 4.5: Enrolment.....	51
Table 4.6: CSG and augmentation of teacher’s salary.....	53
Table 4.7: CSG and quality on teaching and learning esources on ECDE.....	54
Table 4.8: Observation schedule results.....	57
Table 4.9: CSG and its objective.....	58
Table 4.10: Other areas to be included in CSG.....	59
Table 4.11: Quality of teaching and learning as a result of CSG fund.....’	60
Table 4.12: Other areas to be included in the CSG.....	62
Table 4.13: Challenges of CSG.....	64
Table 4.14: Suggested solutions to challenges.....	65

LIST OF FIGURES.

Figure 1.1: Conceptualized framework .....08

Figure 4.1: Pupil enrolment .....57

## **CHAPTER ONE**

### **INTRODUCTION OF THE STUDY**

#### **1.1 Introduction**

This chapter discusses the background of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and limitation of the study, conceptual framework and finally, the summary of the chapter.

#### **1.2 Background of the study**

The Community Support Grant (CSG) programme was started in September 2007. It aims at enhancing access, quality and equity to Early Childhood Development Education (ECDE) services for all children aged 4-5 years, especially the most vulnerable living in Arid and Semi-Arid Lands (ASALs), urban slums and pockets of poverty. It is estimated that about 65% of children in Kenya, especially those from poor households do not access quality pre-school programme (Ngaruiya, 2008). This involves the identification of pockets of poverty within each district.

These areas are those with inaccess to ECDE services, poor health and malnutrition indicators, high infant mortality rates (MR), high micronutrient deficiencies and low immunization, high poverty incidence (i.e. high percentage of individuals below the poverty line as listed in the 2005 Community Based Survey (CBS) report called Geographic Dimensions of Well-Being in Kenya), high rates of Orphans and Vulnerable Children (OVCs) and poor infrastructure in ECDE centres in the target areas will be eligible for a Community Support Grant as long as the centre is:

- (i) Registered or officially recognized by the District Education Board (DEB) as a public ECDE Centre.
- (ii) Willing to fulfill the requirements from the Ministry Of Education (MOE) regarding the management of Community Support Grants.

The Community Support Grant is calculated using a per pupil grant. The per pupil grant is to encourage ECDE centres to increase their enrolment.

The grant is supposed to be used to improve the quality of teaching, learning materials and the learning environment in each ECDE centre. It is also used to augment ECD teachers' salaries.

Cost benefit analysis has demonstrated a cost saving ratio of one to six (McCain and Mustard 1999)-an economic return in America of \$7.16 for each dollar invested in Early childhood programme(Schweinhart and Weikart,1988)-and supported the view that spending money on early childhood education was a better investment than paying for remediation later in life, such as treatment programmes and support services, for problems that are rooted in poor early development (McCain and Mustard 1999;122). The cost of an ECDE programme depends on the nature and extent of the services it offered.

There are various ways to finance ECD. In Sweden, for example, the programme is totally publicly funded. In some countries, such as Colombia, the national Government assumes most of the financial responsibility for implementing ECDE, although parents pay half of the caregivers' stipends in addition to their social security contributions. In India, where parents' contributions are minimal, the national Government finances most ICDS activities, except for food, which is paid for and administered by state governments. (Belfield 2006)

Developed countries like Sweden, UK, France and US have invested a higher percentage of funding in ECD education compared to the developing countries (UNESCO 2000). Therefore their ECDE system is advanced far much ahead than their counterparts in the developing countries. According to a report by world bank by Balachander, (2010) in India government investment in early childhood programme has been inadequate. It has concentrated in quantity rather than quality, expanding in terms of geographical coverage while under funding inputs. In the same report in Philipines the day-care centre programme mandates, by law, the establishment of at least one day- care centre in every barangay (village) to serve 60 children three to six years of age through daily half day classes of 30 children each. Not more than half of the country's barangays currently have a day-care centre. Funds for training and equipment are limited.

Education for All (EFA) goals on ECDE is expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children. According to EFA Global Monitoring Report (2002), EFA indicator on ECDE gross enrolment ratio is the main indicator to monitor progress towards EFA goal. ECDE is a strategy to accomplish universal primary school completion. It positively affects flow of students into

Primary-preparation, learning and readiness. Most under privileged children from mostly rural communities do not have access to well established ECD programmes. Teachers or caretakers are willing to learn but are not well equipped for their work, and community leaders and parents are not well informed about the needs of young children, thus lacking the capacity to start and maintain ECDE programmes. Early years of life are a key for the development of the personality, intelligence and behavior of children. ECDE improves schooling success. It reduces grade repetition rates in Africa.

In the African countries issue of insufficient funds in providing education are the same as those in Asian countries. A report by The Education for All Global Monitoring 2009 states that the universal primary education by 2015 will be missed by a wide margin in sub-Saharan Africa. It shows that 36 million children, of primary school age, are not in school. About 1.5 million are in Kenya, 8 million in Nigeria, 4 million in Ethiopia and 1 million each in Niger, Ghana, Mozambique, Burkina Faso, Mali, and Senegal among other countries.

The ECDE centers in Kenya are mainly run by parents and the community. Due to poverty, these centers are not enough to cater for the children hence many children do not get access to them. Those that are available especially in the rural areas are dilapidated, with no proper physical facilities like classrooms, furniture, outdoor and indoor play equipment, toilets, and even learning/teaching materials which should make the learning environment conducive. Some are too far for the children to reach.

According to Sessional paper no.1 of 2005, "...public, community and household finances will be critical to the improvement of school facilities to reduce over-crowding in classrooms, and to provide adequate furniture and equipment to improve the teaching and learning environment. This will entail building new classrooms and rehabilitation and maintenance of existing facilities."(pg, 60).

Besides, in the few available ECDE centres, teachers are poorly remunerated which demotivates in doing their work, thus having adverse effect on the learning of these children. According to the Millennium Development Goals (MDG) one of the targets was to ensure that by 2015 both boys and girls will all be able to complete primary education which will be difficult to achieve. The government has put more emphasis on primary school than the ECDE centers. This is

evidenced by poor remuneration of ECDE teachers and the fact that they are not employed by the government but the community.

This demotivates them in doing their work, yet when educating children, the Government will be investing in the long term development of children. Though in Kenya, the government has tried to make efforts towards ECDE. This is seen through the Community Support Grant. The major concern therefore, was the assessment of Community Support Grant (CSG) on Early Childhood Development Education programme in Eldoret East District in Uasin Gishu County.

### **1.3. Statement of the Problem**

In Kenya, there is Free Primary education but not free ECDE education. Most parents are poor especially in rural areas. It is estimated that about 65% of children in Kenya, especially those from poor households do not access quality pre-school program. Due to poverty, parents have opted to take their children straight to primary school to avoid payment in ECDE, despite the importance of early childhood education (Ngaruiya, 2008).

This is because funding in education in Kenya has mainly been in primary school, with the introduction of Free Primary Education (FPE) in 2003. This was done with the aim of achieving the Universal Primary Education (UPE) by 2015 as declared in the Dakar Conference of 2000. The Free primary Education (FPE) policy requires that every child attends primary school irrespective of ECD experience. Some parents therefore, have tended to skip ECDE taking their children straight to class one failing to underscore the importance of ECDE. The CSG programme was introduced in order to address this issue by enabling access. However, there are several challenges.

Parents do not support the ECDE centres since they mistake Community Support Grant for Free Primary Education (FPE). Therefore they expect their children to learn free without paying fees. Currently access to ECDE services is low at 35%. The national target was to raise access to ECDE services to 60% by 2010. The Ministry of Education (MOE) aims to ensure that all children aged 4 to 5 years, especially girls and children living in difficult circumstances, have

access to quality ECDE services. This study therefore aims to assess the impact of CSG on access, equity and quality of ECDE in the study centres.

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

The objectives of this study were as follows:

##### **1.4.1. Main objective**

The main objective of this study was to assess the Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East District in Uasin Gishu County in Kenya.

##### **1.4.2. Specific Objectives**

The specific objectives of this study were:

- i) To establish whether CSG funding influences enrolment of children in the ECD centre's in Eldoret East District.
- ii) To find out the influence of CSG funding on the quality of teaching and learning environment in the ECD centres.
- iii) To establish the degree of adequacy of CSG fund for purchase of learning resources in ECDE centres in Eldoret East District.
- iv) To find out the challenges encountered in the implementation of CSG funds in the ECD centres.

#### **1.5. Main Research Question**

How can the Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East District in Uasin Gishu County of Kenya be assessed?

##### **1.5.1. Specific Research Questions**

- i. How does CSG funding influence the enrolment of children in the ECD centre's in Eldoret East District?
- ii. Is the quality of teaching and learning environment in the ECD centers influenced by CSG funding?



- iii. How adequate is the CSG funding for purchase of learning resources in the ECDE centres?
- iv. Are there challenges in the implementation of CSG funds in the ECD centres in Eldoret East district?

### **1.6. Justification**

The CSG is intended to enhance access, quality and equity to ECD services for all children aged 4-5 years, especially the most vulnerable living in Arid and Semi-Arid Lands (ASALs), urban slums and pockets of poverty. This should improve the quality of teaching and learning environment in the ECD centers. Therefore, these findings will inform the relevant authority on the scenario in Eldoret East. If found to be effective, this will form a blueprint for informing the Ministry of Education to solicit more funds in order to improve the quality of learning in the ECD centers not just in Eldoret East but country wide.

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

The findings of this research will be of great assistance to the Ministry of Education which is in-charge of the ECDE centers in Eldoret East District. It can use the results to improve on the teaching and learning environment in the ECD centres. It will help the management committee of the CSG at the Ministry of Education to consider the need of sourcing for more funds to improve on the teaching and learning Environment. The Government of Kenya may see the need to employ ECDE teachers. The ECDE is the foundation of learning hence need for the teachers to be remunerated well.

It will help the Ministry of Education to get feedback on how the funds have been utilized, to streamline and make better the running of CSG fund. The enrolment/access, quality and equity will be improved in the target ECD centres that have received CSG funds, since it targets disadvantaged ECD centres. It will help inform the Government of Kenya of the challenges of implementing CSG fund in the ECD centres and possible intervention measures.

The findings will also give the education stakeholders, that is, Ministry of Education, communities, ECDE Centre Management Committees, sponsors, parents and other key stakeholders' feedback on the assessment of the impact of the Community Support Grant (CSG). This is due to the fact there has been a problem in ECDE programmes on the issue of access,

equity and quality of education for all children aged 4-5 years. This fund is targeting vulnerable children living in ASALs, urban slums and pockets of poverty. It involves the identification of pockets of poverty within each district. According to Ministry of Education(2008),the grant is supposed to be used to improve the quality of teaching, learning materials and the learning environment in each ECDE centre to encourage feeding programmes, and initiation of income generating activities to sustain the ECD.

### **1.8. Assumptions of the Study**

The following assumptions were made in this research: all respondents were co-operative in providing candid and reliable responses; all records concerning Community Support Grant were available for the researcher; the head teachers and the pre-school teachers were aware of the use of CSG as indicated in the Community Support Grant Management Handbook and the ECD centres had not received any other funding other than the CSG funds.

### **1.9. Scope and limitation of the Study**

The study focused on funding of ECDE in Kenya through CSG, based on the ECD centres which received the grant from the government to enhance access. This research was based on assessment of Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East District in Uasin Gishu County of Kenya.

There was suspicion by teachers and parents. This was overcome by re- assuring the respondents of confidentiality. The researcher also established a rapport with them. Responses that were unreliable and invalid were tackled by triangulating the data through interviews and observation.

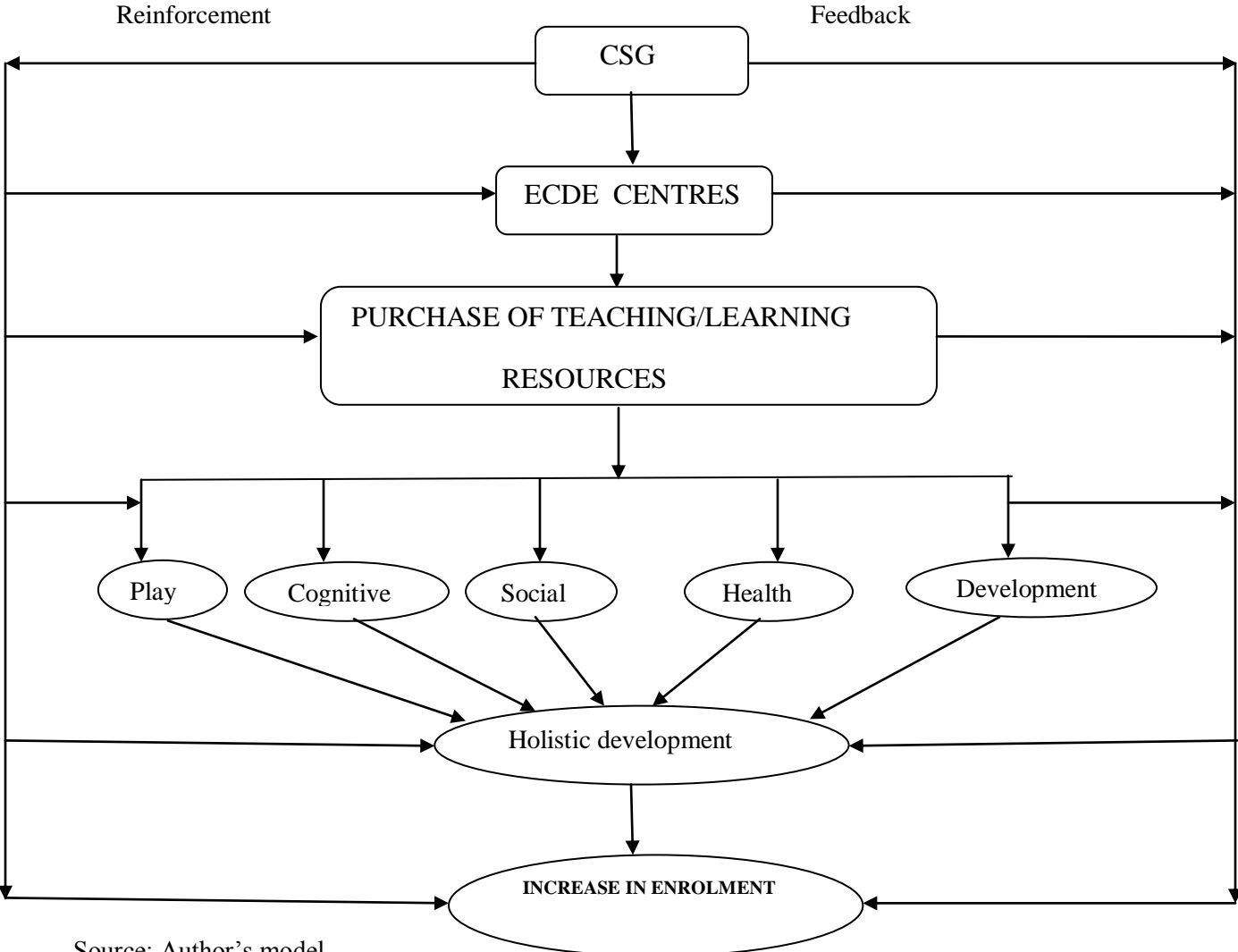
### **1.11 Conceptual Framework**

Early Childhood Care, Development and Education (ECCD&E) involves household, community and Government efforts to provide for the integrated development of children from time of conception to 8 yrs of age. The Ministry of Education Science and Technology( MOES&T )'s policy is that ECDE programme should be holistic and integrated to meet the child's cognitive ,social, moral, spiritual, emotional and physical needs.( Ministry of Education (M.O.E) in Kenya- Report of the National Conference on Education and Training (2005).

The Education Sector Strategic Plan and Implementation Matrices 2003-07 (hereafter referred to as ESSP), Kenya's key education policy implementation document, states the following objectives for ECD: enhance access and participation in ECD ,notably raising the Gross Enrolment Rate (GER) to 70% by 2007; improve the quality of ECD services at all levels by 2007; implement ECD alternative complementary approaches (e.g., home-based and employer-provided care, programmes for pastoralist and Islamic communities) by 2005; and enhance ECD management and service delivery. These objectives are aligned with those contained in the country's EFA plan.

The objective of ECDE programme is to build a strong foundation for cognitive, social-emotional and healthy development that will enable the child to maximize his/her learning potential upon entering Primary school. ECDE in Kenya concerns the holistic development of children 0-5 years old. Therefore, the CSG fund was to create a conducive environment through provision of teaching and learning resources where the above objectives of ECDE can be achieved. This has been conceptualized in figure 1.1.

Figure 1.1: Conceptual framework



Source: Author's model

### **1.11. Definition of operational terms.**

The following terms as used in this research were defined as follows:

Access: The opportunity or right to experience and make use of ECDE.

ECDE Programmes: These are programmes that are concerned with children from birth to the age of eight years.

ECD centres: Structural programmes aim to provide a safe and secure environment, warm and responsive caregivers, and stimulating learning activities for children. These may be formal or informal centres in the community, homes, local primary schools or work sites.

Equity: Fairness in availing ECDE to girls and boys of age 3-6 years.

First Nations and Aboriginal children: In Canada they include Status Indians, non-Status Indians, Inuit, and Métis (people of mixed European and indigenous heritage).

Per pupil Grant: The amount of grant allocated per pupil from M.O.E in an ECD centre.

Quality: Excellence in terms of teaching and learning materials in the ECD centres.

Teaching and Learning materials: These are any resources which will be used on a regular basis (weekly or daily) by ECD teachers for learning process of children.

The learning Environment: This includes all physical places used by the ECD centre for teaching and learning including permanent and semi-permanent classes, open air classrooms and toilets.

### **1.13 Chapter Summary**

This chapter presented the background to the study, the statement of the problem, objectives of the study, research questions, study assumptions, justifications of the study, the scope and limitations of the study. The chapter also presented the conceptual framework that explains the research as well explaining the operational terms. The next chapter will examine the literature review to the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with related literature review in relation to funding of ECDE in different countries of the world, research done and finally examine the programme in Kenya. The contents for this chapter came from text books, journals, and the internet.

#### **2.2. Prior studies on Early Childhood Education in the world.**

The importance of Early Childhood Education and its impact upon subsequent achievement has received growing attention in recent years. The following research examined the perceived research needs by early Childhood researchers and practitioners in the field with a view to informing policy on development of Australian early childhood research agenda.

There is research evidence from New Zealand, the United States and United Kingdom to demonstrate that early childhood education does make a significant difference to children's cognitive attainment and subsequent social outcomes. For instance, in the USA it has been reported that children were better prepared for school, had higher achievement- test scores in middle and high school were likely to graduate from high school, as young adults earned more money, were more likely to own a house and a second car, were likely to be on welfare and were arrested for half as many crimes.(Early Years Learning Framework for Australia(2008).)

According to the research paper on Early Years Learning Framework for Australia(2008), the Governments in the UK and NZ have recognized the potential of investing in early childhood education and have undertaken their own longitudinal research into the outcomes of early childhood education for children. Of note is the £3 million study in UK and sister project in Ireland. All these studies support the view that early childhood education is important to children's long -term and short term outcomes and life opportunities, and that money spent on this area is cost-effective.

Table 11 shows that the developed countries like Sweden, UK, France, and US have put a higher percentage of funds, that is, 60%-80% in ECD. This is quite high compared to African countries which range between 40% to-1%, and Kenya is 2%. This shows that the Kenya Government has put little amount in the funding of ECD explaining why it is inaccessible to the poor. The CSG fund introduced by the Kenya Government in 2007 is trying to address the issue of access, equity, and quality to make ECD available to ASALs area, in pockets of poverty and urban slums.

Table 2.1: Public funding of ECD in the world

Name of country	Amount of fund in percentage
Sweden	80%
UK	80%
France	80%
US	60%
South Africa	40%
Indonesia	5%
Lesotho	5%
Kenya	2%
Uganda	1%

Source: UNESCO, 2006.

On the other hand, in Kenya's Early Child Education programme, the national Government finances only the training of caregivers, while local governments provide and maintain care centers and parents pay the caregivers' stipends. In 1993, parents in Bolivia's Integrated Child Development Project paid a flat monthly fee of \$2.50 for their first child, with decreasing amounts for each additional child enrolled. In Thailand, loans paid back to village loan funds, which are financed by an NGO, are channeled into a capital fund to support early childhood development programmes in the community. (Kenya ECD Policy Framework(2006)-UNESCO)

According to Okolo(2010),financing education in developed countries may be easily done through government and individuals due to high income per individual and nations, in developing countries funding from public sources remain a big problem. As Okolo(2010 ) looked at financing in secondary school in his research ,this research wants to fill in the gap in relation to research done in Kenya on Early childhood Education on funding. CSG being new and introduced in 2007 shows steps that the Ministry of Education in Kenya to improve ECD education and making it accessible.

### **2.3. Canada’s role in early childhood development education**

The Government of Canada recognizes that Early Childhood Development and Early Learning prepare young children for success in school and later in life. That is why the government is building for the future by setting the right kind of conditions to help give children the best possible start in life. Recent initiatives, programs and services are described below.

#### **2.3.1 Financial Support for Provinces and Territories**

According to Childcare in Canada (2004) the Government of Canada provides significant funding to Provinces and territories to support their investments in early childhood development, and early learning and child care. This funding is arranged under two separate but related federal/Provincial/territorial agreements: the Early Childhood Development Agreement where \$2.2 billion in funding to provinces and territories over five years (from 2001-2002 to 2005-2006) and on-going funding of \$500million per year after 2005-2006.The funding was to be used to expand and improve programmes and services for children under six and their families. This was to be in four key areas, promoting healthy pregnancy, birth and infancy, improving parenting and family supports, strengthening early childhood development, learning and care.

In October 2002, the Government of Canada provided an additional \$320 million over five years to enhance programs and services that address the early childhood development needs of First Nations and Aboriginal children. The Multilateral Framework on Early Learning and Child Care, the Government provided \$1.05 billion to provinces and territories over five years, starting in 2003-2004. Under both the ECD Agreement and the Multilateral Framework, all partners



committed to report publicly on their investments in Canada's youngest citizens. Regular reporting allows Canadians to monitor progress in improving the well-being of the children.

The Canadian Government programme for Early childhood Education have invested a lot improving accessibility ,quality and reaching out to the vulnerable group the First Nations and Aborigines children.(Parliamentary Research Branch(2004)).From this it can be seen that the Canadian government has made ECD accessible even to the vulnerable group that is Aborigines children. The study provides a good example of how recommendations can be turned into policy language. (Creating a shared Vision: How policy Affects Early childhood Care and development (1995).) Kenyan Government can learn from this and invest more to give children the best possible start in life.

#### **2.4 ECD Policy in South Africa**

A study of the status of children and ECCD programme was begun a year and a half before the first free election in South Africa that occurred in 1994. According to Creating a shared Vision: How Policy Affects Early Childhood Care and Development(1995) the findings of the study was the high rates of repetition and dropout in education for a large percentage of the population. It was recognized that once the new government came into power there would be political demands to level the playing field in education in South Africa. Therefore the new South African government would need to consider how to ensure that all children were ready to enter the first year of Primary school.

A study team, consisting of eight ECCD specialists from South Africa and an international consultant, undertook an examination of the situation of young children in South Africa, looking particularly at the kinds of supports that are available to them and making recommendations in relation to how they can benefit more effectively from basic education. The team was charged specifically with making recommendations with regard to the value and feasibility of creating a preschool programme for five-year-olds. While the study team did in fact conclude that an essential part of the strategy for upgrading education is to bring five year olds into the education system, the team felt that if this were to be the sole focus of state input to early childhood development, it would be too little too late for the majority of young children. Furthermore this

policy fails to take into account the particular vulnerability of the first three years of life and the needs of working parents.

The study team also believed that a pre-school year for five-year-olds could only be effective if it was part of a larger strategy designed to address the roles that government, non-governmental agencies, the private sector, communities and parents should play in supporting children's growth and development. Therefore the recommendations placed the creation of a programme for five-year-olds in a broader, more appropriate context. The study provides a good example of how recommendations can be turned into policy language. (Judith Evans 19995).

The South Africa study is related to the researcher study in that in the centres that received CSG the community had to be involved in construction of classrooms, raising funds, providing labour, and supervision of the buildings(Ministry of Education,2006).In South Africa communities had to take ownership of ECDE programmes and sustain them over time. Where it differs is that unlike South Africa Government finances for children over a five year period, while in Kenya the Government does not finance ECDE.

## **2.5. ECD in Uganda**

A key Initiative of Uganda Government since 1986 has been the promotion of education as a strategic towards poverty eradication and ultimate societal development. This is incorporated In the Poverty Eradication Action Plan (PEAP). Therefore the setting up of the Education Policy Review Commission (EPRC) in 1987 and its subsequent Report of 1989 was the first milestone followed by the Governments' White Paper (GWP) 1992. The two documents strongly recommended, among other things, the attainment of Universal Primary Education (UPE) in Uganda and recognized the need for Government to undertake some measures of control and responsibility for the quality of Pre-primary education and progressively work towards full supervision of Pre-Primary Education (PPE).

The aims and objectives of Pre-Primary Education were; to develop the child's capabilities, healthy physical growth, good social habits, moral values, imagination, self-reliance, thinking power, appreciation of cultural backgrounds, customs, language and communication skills in the mother tongue, and to emphasize the development of a feeling of love and care for other people and Uganda as a whole.

The Uganda Government developed an ECD policy that was to provide guidance for optimal holistic development of healthy and productive children between 0-8 years in Uganda, as an essential resource for national development, as well as enhance partnerships that promote holistic approaches to early childhood development and effective learning/teaching processes appropriate to that age group. It was also based on the guiding principles of enhancing equitable access to ECD services for all children in Uganda. This has been a challenge in Uganda because pre-urban areas and the fact that they are not in the rural areas parents send underage children to primary schools.(EFA Global Monitoring Report (2002).

From Uganda ECD education has been left under private sector and families. The government has not allocated much in terms of funding therefore making ECD education not accessible to the poor in the rural areas as these schools are found in urban areas.

## **2.6. A Brief history of ECD in Kenya**

One of the things that distinguish Kenya from other sub-Saharan African nations is its well-established system of Early Childhood Education and Care, which continues to thrive. Prior to British colonization, traditional forms of education often were associated with rites of passage and transmission of cultural values. Raising children was typically a collective, community responsibility, with grandmothers playing a critical role. Formal preschools were introduced as early as the 1940s, mainly on the large plantations and in several larger towns. During colonial rule, lasting from 1895 through 1963, schools were segregated; different types of preschools existed-some served children of British and Asian families, mission programs often included feeding programs for children in some rural areas, and early custodial child care centers could be found on the plantations.(Many more child care centers opened during the Mau Mau wars of independence (1953-1960); these centers included more traditional activities (e.g., singing, dancing, and stories) for children. Kabiru, Margaret, Njenga, Anne,Swadener,B.Blue (2003)

The greatest expansion in early childhood programs came shortly after Kenya's independence in 1963, in response to the late President Jomo Kenyatta's call for Harambee ("pulling together"), which promoted community participation for accelerated education development (Kabiru, 1993). The motto of Harambee has been evident ever since in the development of many self-help projects, including community-funded, community-built preschools and other services

(Swadener, Kabiru, & Njenga, 2000). Such community-supported preschools still far outnumber those built by the government or donors; approximately 80 percent of Kenyan preschools are run by local communities. There are now 26,463 preschools enrolling 1,107,276 children. About one third of the children under 6 years old are enrolled in preschool; there are 42,609 preschool teachers, just under half of whom are formally trained.

Preschool teachers are not hired through the Kenyan government, as are primary school teachers, although their training is facilitated by the DICECE (District Centers for Early Childhood Education), which are government-supported centers. Most rural preschools, for example, function on a Harambee basis, with a local community taking responsibility for hiring the teacher, constructing the building, and providing other needed resources. One of the major constraints in the program is that the government spends only a small proportion of the education budget on preschool education. Kabiru, Margaret, Njenga, Anne, Swadener, B. Blue, (2003).

## **2.8. ECD Funding in Kenya**

Partnership in financing education; The financing of education has always been a partnership between the government, parents and communities, even before the “cost sharing” policy (Kamunge report 1988) came into force in 1988. In the cost sharing policy the government continued to pay the salaries of teachers and that of education administrators as well as fund some limited school facilities while parents pay for private tuition, textbooks, materials and examinations.

They also provide land for building the schools, put up physical facilities and ensure maintenance of the same. Government expenditure for education has averaged 17% over the years, equivalent of 6% as a proportion of the GDP. Over 57% of public funds go to Primary education, 16.2% to secondary education and 20% to post-secondary education. By 1997, the government was spending annually Kshs. 0.60 per pre-school child, Kshs.2, 774 per Primary school child, Kshs.9, 418 per secondary pupil student and Kshs.115, 812 per university student (Economic Survey, 2004).

With the introduction of free Primary school education in 2003, the government has been shouldering a heavier burden of financing the cost of Primary school education. At the secondary school level, the cost of education is shared between the government and parents; the

government caters for teachers' salaries, provides bursaries for needy students and finances the development of curriculum and maintenance of standards. The parents pay for the upkeep of their children and general school development, which consist putting up of buildings, upgrading facilities (for example kitchens), buying furniture and vehicles, paying for maintenance of facilities and vehicles.(Kenya Policy Framework on Early Childhood Development Draft Discussion Paper (2006)-UNESCO).

### **2.8.1 Cost and financing of ECDE in Kenya**

The ECDE programme can only be effectively implemented if it is given adequate financial support. Since the ECD programme in Kenya is a partnership venture between the government, parents, local communities, NGOs, bilateral organizations and individuals. It is important that all these stake-holders pool their financial resources to support the program. The financial support of the government is particularly important as it motivates others to contribute towards the programme. However, this support is minimal and is mainly used to pay the salaries of personnel. Poverty has also compromised the abilities of parents and communities to give adequate financial support for the programme. (Kenya Policy Framework on Early Childhood Development Draft Discussion Paper (2006)-UNESCO).

### **2.8.2 Policy guidelines**

According to the Ministry of Education (2006), it states that, parents and local communities shall continue to be mobilized to increase their financial support to the ECD programme. The government through various related ministries especially Education, Finance, Home Affairs, Gender, Sports, Culture and Social Services, Agriculture, Water and Office of The President shall be required to increase their financial support to the ECD program. The MOEST shall increase her financial to the ECD program in order to ensure payment of pre-school teachers and support for development activities. The MOH shall increase her financial support for child related health programs. This support shall ensure that pre-natal and ante-natal services are free and also that all children below the age of 15years receive free medical care at all times. The government shall also increase the number of health personnel in order to enhance service

delivery in this sub-sector. The Ministry of Agriculture shall ensure food security at all times. The Ministry of Water shall set aside funds to be used to provide safe drinking water in homes and in all ECD centers and health facilities.

The Ministry of Home Affairs shall set aside funds for ensuring continuous advocacy and protection of children's rights.

The government shall establish a children's trust Fund, for financing ECD programmes the government will contribute to the fund through a special tax created for the purpose. A tax levy shall be put on all employees and will be used to support ECD programmes especially those related to psychosocial stimulation and health. Donor agencies shall be encouraged to contribute to the fund. The National ECD committee shall appoint the Board of Trustees who shall be responsible for overseeing and managing the trust fund.

Trustees will include members of key line ministries, legal, a member from private sector, local business civil society and public accountant body. The board of trustees will be responsible for developing the criteria to be used in disbursement of the funds and the mechanism whereby these funds are disbursed it will also monitor use of funds and provide an audited report to the national Early Childhood Development Committees and the status of the fund annually .

## **2.9. Enrolment in ECDE and quality of ECDE centres**

According to a report on projects carried out by World Bank in various countries by Balanchander,(2010), World Bank support for early childhood development, states that in India, government investment was inadequate. The ECD centres were expanding in quantity but not in quality that is terms of geographical coverage. The targeting of children up to three years of age has been poor and coverage of the most vulnerable households in communities has been inadequate. The problems in terms of enrolment and quality experience in India are almost the same as in Africa as seen in a project carried out by Save the Children (2005), ECD initiative in the rural councils of Taha and Shousha in the upper Egypt Governorate of Minya programme implementation. It was recommended that for the Egyptian government goal of achieving 60% kindergarten enrollment by 2010, the Ministry of Education had to work with NGOs for better coordination.

A report by Kigotho The Education for All Global Monitoring 2009 report by the United Nations Scientific and Cultural organization (UNESCO)- states that the objective of achieving universal primary education by 2015 will be missed by a wide margin in sub-Saharan Africa .It shows that 36 million children, of primary school age, are not in school. About 1.5 million are in Kenya, 8 million in Nigeria, 4 million in Ethiopia and 1 million each in Niger, Ghana, Mozambique, Burkina Faso, Mali and Senegal among other countries. According to the report, malnutrition ranks as the major barrier to universal primary education. From an international perspective, the gap between developed countries and Sub-Saharan Africa is widening .Whereas by age seven all children in developed countries are enrolled in school, in Sub-Saharan Africa only 40 per cent are in school.

The report further stated that with less than seven years to go, the average pre-primary attendance rate stands at less than 10 per cent of all the children between three and six years of age. Of 35 countries in the region that have the relevant statistics on pre-school education, 17 have gross enrolment rate of less than 10 per cent.UNESCO estimates that by 2015, almost 30 million children globally will still be out of school. More than half of those children will be in Sub-Saharan Africa, which is under estimation taking into account that the figure does not include conflict affected countries. The issue is not to count the children out-of-school but to remove barriers that bar access to education.

Despite the rapid growth of education in Kenya since independence, enrolments in ECDE and particularly in the ASALs and urban slums have been low. Male teachers' representation at this level is equally low. There is need to expand access to reach over 2.8 million children (68%) who are not accessing ECDE services, majority of whom are girls.(Ministry Education Gender Policy in Education,July,2007).The ECDE enrolment rose from 1.53 million pupils in 2003 to 1.72 million in 2008, an increase of 9.9 percent. To improve access and quality of education, the Government targets to hire ECDE teachers and support provision of teaching and learning materials by 2010. Enrolment Ratio (NER) increased from 31 per cent in 2002 to 32.9 per cent in 2005, a critical gender inequality at this level is that only 12.6 per cent of the teachers were male in 2004.

At the district level in Eldoret East District where the research was carried out the total enrolment of children in the ECDE was 9046 (20010), which comprise of 4658 boys and 4388 girls. Out of the 260 ECDE centre in the district (ECDE Data June 2010 ELDORET. East , District Education Office.)

**Table 2.2: Pre-Primary schools enrolment by province, 2003-2008**

PROVINCE	2003	2004	2005	2006	2007	2008
Coast	108,943	145,317	152,656	155,090	156,830	159,534
Central	138,854	142,271	141,558	144,024	145,639	148,150
Eastern	230,646	230,625	228,360	231,975	234,577	238,621
Nairobi	261,621	276,094	282,959	288,886	292,126	297,162
Rift Valley	410,400	419,553	443,364	150,904	152,597	155,228
Western	181,317	167,204	148,364	150,904	152,597	155,228
Nyanza	195,073	226,359	227,209	230,998	233,588	237,614
North Eastern	11,214	19,297	19,470	19,792	20,014	20,359
Total	1,538,069	1,626,720	1,643,646	1,672,336	1,691,093	1,720,245

Source: EMIS, Ministry of Education ,2008

### 2.9.1 Gross Enrolment Rate (GER)

The Gross Enrolment Rate rose from 57.6 percent in 2004 to 62.0 percent in 2008. There are significant region variations with Nairobi province registering a high ECD participation rate, 137 percent and the least recorded by North Eastern, 20.4 percent. In 2008, the gender parity index at ECD is 0.95.



Compared to Primary school which was 88.2 percent in 2002 to 102.6 percent in 2003, then rose further to 107.6 percent in 2008. (Ministry of Education(M.O.E)Education Facts and Figures 2002-2008).

From the table below it can be concluded there are more female teachers in ECDE in all the provinces in Kenya compared to male teachers. Therefore the workforce in ECDE is predominating female in Kenya.

Table 2.3: Number of teachers by gender and Province, 2007

PROVINCE	MALE	FEMALE	TOTALS PER PROVINCE
Coast	468	5000	5,468
Central	226	6700	6,926
Eastern	502	9900	10,402
Nairobi	5000	16,677	21,677
Rift Valley	2567	14,000	16,567
Western	1998	5025	7,123
Nyanza	2610	5025	7,635
North-Eastern	26	500	526
Grand Totals	13397	62827	76324

Source: EMIS, Ministry of Education

In 2008, ministry figures revealed that there were 54,177 ECDE trained teachers against 1.7 million children, translating to 32 pupils per teacher, which is higher than the recommended ratio of 25:1 in the services standards guidelines. Class size in ECDE has long been an issue given that teachers handle children at different developmental age in one room.

It is with this in mind that the Dakar Framework of Action and the 3<sup>rd</sup> African ECD Conference emphasized the need to focus on quality in ECD and other education programmes. Overall, 56 per cent of teachers in public and private ECD centres have been trained. However, there is a very high attrition rate (40 per cent annually in public ECDE centres) due to the poor terms of service. (Sammy Cheboi <http://allafrica.com/stories/201007050259.html>) Retrieved Wed 13th July 2010.

According to Ministry of Education (M.O.E) strategic Plan 2006-2011. There has been a growth in enrolment in ECDE has seen from above but the concern is over the GER in ECDE, at 57.6%, when compared to that of Primary school level, which stood at 104.8% in 2004. It can be inferred from this indication that with the advent of FPE, some parents are circumventing the ECDE level by enrolling their children directly in primary school without going through ECDE.

The overall goal for Vision 2030 is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and relevance of education. Other goals are increasing the net enrolment rate to 95%. The specific strategies will involve, Integrating Early Childhood into Primary Education,

The overall goal of the strategic plan is to accelerate the attainment of Education for All in Kenya. Through the following objective 3: To enhance enrolment in ECDE the following strategies will be employed: Reduce the burden of direct costs of ECDE schooling on parents; Increase direct Government budgetary contribution to the ECDE sub-sector, Mainstream ECDE as part of Primary Education by 2010, as projected in the sessional paper No.1 of 2005, Train all ECDE teachers, enroll children with SNE in ECDE programmes; and Offer in-service training to ECDE in SNE.

According to UNESCO Policy Review Report: Early Childhood Care and Education in Kenya (2005), an assessment study of FPE carried out jointly by the MOEST and UNESCO in February 2004 found that ECD programmes had almost “collapsed” because children’s enrolments had decreased after the introduction of FPE. The study found that parents opted to send their children straight to Standard One, which became free, without having them go through ECD, which was still fee-paying. Moreover, Standard One teachers reported that children who skipped ECD had difficulty coping with lessons in primary school and performed poorly.

The Review Team found widespread anecdotal evidence of drops in enrolment at ECD centres, especially in poor provinces such as North Eastern. Since the introduction of the FPE policy in the North Eastern Province, which is one of Kenya's poorest, many parents have bypassed ECD altogether; many others send their children only to the Pre-Unit Class of ECD to prepare them for primary school.

In some areas, parents are keeping their children at home until they reach the age of 6+, entitling them to free education. This tendency is particularly pronounced among poor families who cannot afford ECD centres. The problem is compounded by the "refusal" of some parents to pay for ECD on the grounds that it, too, should be free.

ECD managers and local authorities are now faced with parents who "resist contributing" to ECD centres. Since teachers' salaries in most ECD centres depend entirely on parental contributions, the lack of funding leads to the loss of teachers and eventually the closure of ECD services. ECD, some say, is on the verge of collapse.

Other indirect impacts resulted as well. Increased enrolments in primary schools have led to a demand for more classrooms, and ECD centres set up at primary schools have helped fill the gap by relinquishing their classrooms. While primary school classrooms are being renovated with the fresh FPE funding, ECD classrooms are left to deteriorate. With ECD teachers leaving their jobs, primary school teachers with no experience in handling young children have resorted to creating a little corner in their classrooms and running multi-grade classes for ECD and lower primary school children.

Despite these observations, the impact of FPE on ECD is still subject to dispute. For example, it is unclear whether FPE has been the main cause of falling ECD enrolments, given the evidence that the decline may have begun well before the introduction of the policy. Also, it is yet to be determined how many of the unprepared pupils newly flowing into Standard One would have gone to ECD centres if FPE had not been in place. The influx could simply be explained by a rising enrolment of at-risk children who would not have been able to afford primary education when it was fee-paying, let alone ECD centres.

On the quality of teaching the report cites that in Kenya, ECD is not part of the 8-4-4 education system. This isolates ECD teachers from their Primary School counterparts in terms of pay and status, making the former feel inferior to the latter. In community-owned ECD centres and those attached to public primary schools, the ECD Committee decides monthly how much each parent should pay, taking into account the parents income levels. ECD teachers' salaries – averaging around K.Sh 2,000 per month, though with large variations between rural and urban areas – have not changed much over the last 10 years, and whether or not they are paid depends largely on parental contributions. Thus salaries are not stable and fluctuate each month depending on the level of contribution from parents. In some cases, teachers stay on after official working hours and are paid to look after some children whose parents need custodial care for them. Other teachers are paid to go to the homes of children to provide custodial care. The ECD Committee can hire and fire teachers “at will.”

Although FPE has caused a decline in the number of children per ECD class, as parents opt not to enroll their children, or pull them out of ECD, the teacher/child ratio in ECD centres is still very high (sometimes more than 30 children per class). While teachers know that it is preferable for pedagogical reasons to have fewer children per classroom, they earn more with each additional child. In some cases, attrition of ECD teachers (because of non-payment) has forced schools to combine ECD with primary Standard One classes whose teachers are not trained in multi-grade teaching for ECD children and who lack appropriate materials.

ECDE as a programme in Kenya faces so many challenges as stated by Ministry of Education(2005) report of the National Conference on Education and Training, that ECDE is constrained by various challenges which include, low access, low participation rates, inadequate funding especially from the moral Government, and lack of clear policy on coordination and regulation in the provision of ECCD&E services.

According to Ministry of Education (2008) CSG report on 97 districts. Though the set enrolment targets for both boys and girls were not met, there was an increase in boys' enrolment by 18.6% and the girls increased by 20.8%. The total number of full-time Male teachers increased by 64.8% well above the set target; whereas, the Female teacher enrolment target was not met but there was an increment of 6.6%.

Despite the fact that Male part-time teachers did not meet the set target, their enrolment increased by 26.8% over the same period. However, the enrolment of Female part-time teachers not only met the set target but also increased by 28.5%. The overall ratio of male to female teachers was 1:3.

It was noted that the number of cemented classrooms increased and the number of desks per child increased while the number of chairs increased too. Educational materials increased, while the number of latrines increased. Learning corner, number increased. The overall quality of learning environment have improved, and improved quality of learning & teaching.

Despite the benefits challenges were noted some of them were lack of community support, inadequate funding which were delayed in being released to the centres, underage or overage children enrolled in ECD centres and competition from private ECD centres. For many years now, the ministry, through the Directorate of Basic Education, has been grappling with the challenge of making the early education segment part of the primary education cycle. Government commitment to the sub-sector is articulated in the National Development Plans and the Sessional Papers No 6 of 1988 and No.1 of 2005. These statutory documents provide a broad policy framework for the provision of ECDE. Further ECDE is one of the 23 investment programmes being implemented by the Ministry of Education under the Kenya Education Sector Support Programme (KESSP) running from July 2005 to 2010.

In 2008, ministry figures revealed that there were 54,177 ECDE trained teachers against 1.7 million children, translating to 32 pupils per teacher, which is higher than the recommended ratio of 25:1 in the services standards guidelines. Class size in ECDE has long been an issue given that teachers handle children at different developmental age in one room. Overall, 56 per cent of teachers in public and private ECD centre have been trained. However, according to Cheboi ,(2010) there is a very high attrition rate 40 per cent annually in public ECDE centres due to the poor terms of service.

### **2.13. Summary**

The literature review has surveyed the available literature on funding of ECDE looking at research on ECD done in the world, Africa and in Kenya. It was noted that in the developed countries higher percentages of funds have been allocated for ECD compared to Kenya. In Africa South Africa allocates higher percentage on funding for ECD and funds ECD for five years of a child's early years.

It was observed that developing countries like India and African countries have a problem of enrolment where children are many but the quality of physical facilities were poor.

Not all children in Africa get access to ECD education many are not in school. Challenges in providing ECDE were many especially in Kenya there were many like lack of enough funding, over and under-age children among many other problems. The next chapter deals with methodology used.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Introduction

This chapter provides an insight into the study area, research design and summary of procedures used. Kothari (2004) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The design used was descriptive survey. The research used purposive sampling, the researcher purposively targets a group of people believed to be reliable for the study (Kombo and Tromp, 2006) and instruments like questionnaire and observation checklist were used in order to aid in getting accurate data.

#### 3.2. Research Design

The researcher used descriptive survey design to get the information under investigation. Kothari, (2004) describes descriptive research studies as those studies which are concerned with describing the characteristics of a particular individual, or a group. A survey is an attempt to collect data from members of a current status of that population with respect to or more variables (Mugenda and Mugenda, 1999). Descriptive survey complements the interpretative orientation by giving the researcher the opportunity to explain and describe the phenomenon as perceived by the participants (IIEP, 2003). The design has been selected because of the nature of investigation to be carried out, that is, assessment of CSG on ECDE in Eldoret East.

#### 3.3. The study area

The study was carried out in Eldoret East district of Rift valley Province. Eldoret East is estimated to be approximately 1000 Sq .KM. The bordering districts are: Eldoret West, Wareng, Marakwet North, Keiyo and Baringo South. It was based on selected ECD centers in Kaptagat, Moiben and Ainabkoi division these are the only divisions in Eldoret East, which were purposively selected as the study location. This is because there are some ECDE centers which were selected by the Ministry of Education to receive CSG. These centers were selected due to the fact that CSG targets children most vulnerable living in Arid and Semi-Arid Lands (ASALs), urban slums and pockets of poverty.

The choice of this district is that Uasin Gishu is part of the bread basket of this country. Yet it has pockets of poverty as seen in the selected ECDE centres. This made the researcher curious to find out why. No research had been done in this district in relation to assessment of CSG.

### **3.4. Target population**

Oxford Dictionary of statistics defines target population as the population about which information is desired. The population that is actually surveyed is the study population. While Castillo (2009) refers to target population to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics and it is also known as the theoretical population.

The target population of this research was based on selected ECDE centers in Kaptagat, Moiben and Ainabkoi division, in Eldoret East district which were purposively selected as the study location. They were only two ECDE teachers from each of the 24 ECDE centres. The 24 ECDE centres were sampled because they receive CSG from the Ministry of Education, otherwise, there are 220 ECDE centres in the district. In Eldoret East these centres are in pockets of poverty.

### **3.5. Sample and sampling procedures**

The study used purposive sampling. The researcher purposely target a group of people believed to be reliable for the study (Kombo and Tramp 2006). It was applied as the ECD centers had been specifically selected in the district to receive the CSG. Primary head teachers and ECD teachers were purposively selected from the ECD centers sampled. The study aimed at looking at the twenty four (24) ECD centers that received CSG funds in the District. A total of about 72 respondents participated in the study that is 48 ECD teachers and 24 head teachers.

### **3.6. Instruments of the Study.**

This study used questionnaire as the main research instrument. The research tool included both open and close ended questions. Two sets of questionnaires namely: to the heads of primary schools refer to appendix 2, and the ECD teachers refer to appendix 3, was administered directly.



The questionnaire used was developed in a way of listing questions in order of increasing difficulty and placing sensitive questions at the end. They were used because they were easy to administer.

The researcher also used observation checklist refers to appendix 5, to observe the teaching and learning materials available in the ECD centers after the CSG was received. These was based on Ministry of Education (2006:6-7) parameter that is classroom 8x6m,25 children and toilet-child ratio 1:25.It was preferred as it enabled the researcher to confirm the data obtained through questionnaire and interview schedule.

It also enabled the researcher to view directly the resources available and to ascertain how they were being used in the teaching and learning in the ECDE centres. Ogula(1998) describes observational methods as one way of obtaining information about the progress, or outcomes of an educational programme is to observe directly selected aspects of its development and implementation as they occur. An interview schedule was also used refer to appendix 4.This was used to allow in-depth insight of the grant. According to Kothari (2004), interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.

### **3.7. Pilot Study**

The questionnaire used in this study was pre-tested through a pilot study before actual data collection. This enabled a revision of the questionnaire before actual data collection. This pilot study allowed for cross checking of the instrument, identified shortcomings and amendment of any ambiguities detected from the pilot results.

The pilot study was done to determine the reliability. It was also used to determine field experiences. It was conducted in Wareng district in ECD centers that had the same characteristic as the one chosen in Eldoret East that is areas of pockets of poverty that received CSG. These centres were Ngara falls,Ndungulu,Simat,Koiwasuren,kapkoin and Mugundoi. Each of these centres the head teachers were interviewed, observation checklist used and questionnaire administered. They were 6 ECD centres with 2 ECD teachers in the centres adding to a total of 18 respondents.

### **3.7.1 Validity of research instruments.**

This explained how the validity of the research instruments was done and what this term means.

### **3.7.2 Validity**

This means that the research method produces information which is relevant to the topic i.e. does the research method actually measure what it claims it is supposed to be measuring? (Kombo and Tromp 2006). Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested (Kothari 2004). For the validity of this instrument the researcher consulted experts and specialists in the department of Curriculum Instruction and Education Media.

### **3.7.3 The Reliability**

Reliability is a measure of how consistent the results from a test are. (Kombo and Tromp 2006).

Reliability is quantified if you administer a test to a subject twice and get the same score on the second administration as on the first (Kombo and Tromp, 2006). For the reliability of the instrument a pilot study was done .

## **3.8. Data Collection Instruments and data collection Procedures**

The questionnaire refer to appendix 2 and 3 were used in collection of data. The questionnaires were developed and were hand delivered to the head teachers and ECD teachers. They were given a week to fill. The interview was developed using the interview schedule and it was done face to face at the ECD centres. The questions were framed to attract open responses in a flexible order to allow for a natural interaction between the interviewer and interviewee. For the observation checklist was done based on Ministry of Education (2006; 6-7) parameters based on physical facilities, and teaching and learning materials.

Besides primary data that was obtained in the field, secondary data was used in the research. The latter was sourced from books, newspapers, journals, periodicals and other different sources. The researcher had sought permission from the Dean of the School of Education, Moi University, the Ministry of Education, District Education office and the Head teachers of the schools in the sample.

The researcher notified the head teacher of the selected schools of the intention to conduct the research and intended dates. This was done through a letter in which the researcher asked for permission and assistance, letters were then sent to the specific ECD centers through the primary schools head teachers requesting for assistance in providing the details and the ECD teachers (refer to appendix 5).

The researcher assured them that the information provided will be used for the purpose of the study and strictly confidential. This created a good rapport between the researcher and respondents and consequently got sincere responses from them.

### **3.9. Data analysis**

Kothari (2004) defines analysis of data as the computation of certain measures along with searching for patterns of relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine with what validity data can be said to indicate any conclusions.

Qualitative data analysis is an inductive process of organizing the data into categories and identifying patterns among the categories (McMillan and Schumacher, 1993). This helped, to examine interview schedule and observation schedule before identifying the patterns and organizing data into categories.

The findings from research participants were compared and interpreted according to perceptions, opinions and experiences in order to make meaning. This involved categorization and quantification of data by assigning numerical values to the various categories in order to facilitate the statistical representation of data. The coded responses were then entered into the computer using statistical Package for Social Sciences (SPSS) computer package. Descriptive statistics specifically played an important role in the presentation and interpretation of analyzed data. For descriptive statistics, frequency tables, bar graphs, mean and percentages were used.

### **3.10. Ethical consideration**

According to Neumann (2000), a researcher has a moral obligation to uphold confidentiality of data, which includes keeping information confidential from others in the field and disguising members' names in field notes.

Confidentiality: The information gathered from participants was kept in confidence and was only used for the purposes of the study. This information was not revealed to anybody without the participants' consent.

Negotiating entry: Entry into the research site was negotiated through the gatekeeper of the schools. Verbal consent was sought and thereafter a letter indicating the research topic, purpose and likely activities was avail from Ministry of Science and Technology.

Anonymity: The researcher preserved the anonymity of the informant by not writing the names of all those involved in the research.

Reciprocity: The researcher would reciprocate by enlightening the community importance of ECDE and CSG and help them come up with locally available teaching and learning materials.

### **3.11. Field Experiences**

The researcher because of time, in some ECD centres had to leave questionnaire schedule behind after carrying out interview schedule. This meant that the researcher had to make several trips back to get the questionnaire whereby sometimes they were not filled and had to wait for them. Some got lost had to bring other questionnaire again.

### **3.12. Summary**

This chapter dealt with the research procedure used by the researcher by providing the design. The research design was descriptive survey .A description of the study area was discussed. Other areas discussed were target population, sample and sampling procedures. The chapter also covered instruments of the study, pilot study, validity and reliability of the research instruments. Data collection instrument and procedures, data analysis, ethical consideration and field experiences were other sections discussed in the chapter.

## CHAPTER FOUR

### 4.1. Introduction

This chapter presents the results of this study. The data was collected using questionnaire, interview schedule and observation checklist.

The study sought to answer the following main question: How can Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East District in Kenya be assessed?

To help address this question, the following subsidiary questions were asked:

- i) How does CSG influence the enrolment of children in the ECDE centres in Eldoret East District?
- ii) How does CSG influence the quality of teaching and learning resources in the ECDE centres?
- iii) How adequate is the CSG funding for the purchase of learning resources?
- iv) What are the challenges of implementing CSG funds in ECDE centres?

To address these questions, data was grouped into the following five sub-themes, background information of the respondents, enrolment in ECDE centres, CSG on quality of teaching and learning resources in ECDE, adequacy of CSG fund, and challenges in implementing CSG.

### 4.3. Background information of the respondents

This section sought to find out sex and level of education characteristics of the respondents.

87.5% of the head teacher respondents were male while 12.5% were female. This represented 21 male head teachers and 3 female head teachers respectively.

8.33% head teachers were degree holders, 16.67% were diploma holders while 75% were certificate holders. This represented 2 degree holders, 4 diploma holders and 18 certificate holders respectively.

Of the 48 ECD teachers, 4 of them representing 8.3% were male while 44 representing 91.7% were female.

Statistics from the Education Statistical booklet (2003-2007) as indicated in table 2.3 affirms this finding that female ECD teachers have subsequently been more than the male ECD teachers.

77.1% of the ECD teachers were certificate holders while 22.9% were diploma holders. This shows that all the teachers were professionally qualified and had the abilities to effectively teach and use the teaching and learning materials provided by the CSG fund.

#### **4.4. Enrolment in ECDE centres**

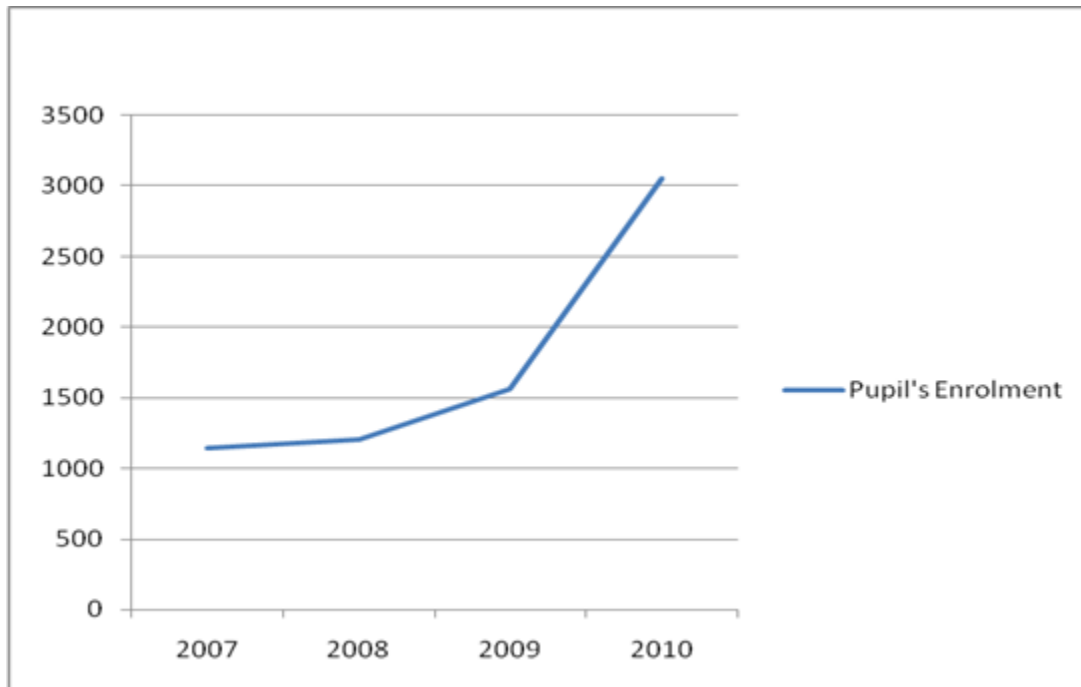
The first objective of this study was to establish whether CSG funding has an effect on enrolment in the ECD centres. To achieve this objective the head teachers were asked to give data of enrolment for their ECD centres from the year 2007 to 2010. The result from the analysis of this data provided answers to research question1.

**Table 4.1: Pupils' enrolment between 2007-2010**

<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Pupils' enrolment</b>	1142	1202	1560	3051
<b>Increase in enrolment</b>		<b>5.25</b>	<b>29.78</b>	<b>95.58</b>

Source: Author's fieldwork findings

**Figure 4.1: Pupil's enrolment in ECDE centres between 2007-2010**



Source: Author's fieldwork findings

Since the introduction of CSG in 2007 the pupil's enrollment in the ECD centres that have been receiving CSG has been on the rise. From Figure 4.1, in 2007, there were 1142 pupils, while in 2008, the number increased by 5.25% 1202. Between 2009 and 2010 the increase in % was 29.78% and 95.58% representing of 1560 and 3051 values respectively. The enrolment has led to increase in access to ECD.

#### **4.5 CSG and quality of teaching and learning resources in ECDE centres**

Data in this section was rated on a scale of 1 to 4 representing the attributes strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. These were captured in table 4.2 and frequencies tabulated. The responses in this section provided answers to research question 2.

**Table 4.2: CSG and augmentation of teachers' salary.**

Head- teachers	Qualification	S.A	A	U	D	S.D	TOTAL	MEAN
The teacher's augmentation of salary is sufficient for the effective implementation of CSG.	Degree				2		2	2.000
	Diploma				3	1	4	1.75
	Certificate		2	1	5	10	18	1.722
ECD teachers		S.A	A	U	D	S.D	TOTAL	MEAN
The teacher's augmentation of salary is sufficient for the effective implementation of CSG.	Degree							
	Diploma	1	2	3	3	1	10	2.900
	Certificate	3	8	5	13	9	38	2.625

Source: Author's fieldwork findings

From the responses of table 4.2, 8.3% of the head teachers who had degree qualification, 16.7% who had diploma qualification and 83.3% of the head teachers who had certificate qualification, disagreed with the fact that teachers' augmentation of salary is sufficient for the effective implementation of CSG.

According to sessional paper no.1 of 2005 that addresses challenges faced by ECDE, the Government was to develop a scheme of service for ECD teachers and liaise with other partners in education, particularly the local authorities to improve salaries and terms of service for ECD teachers.



**Table 4.3: CSG and quality of teaching and learning resources on ECDE.**

<b>Statement</b>	<b>Qualification</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>TOT</b>
<b>ECD teachers</b> The government funding for CSG is adequate for effective implementation	Diploma	2	5	1	3		11
	Certificate	7	9	3	13	5	37
<b>Head- teachers</b> The Government funding of CSG is adequate for effective implementation.	Degree				2		2
Statement	Diploma			1	3		4
	Certificate		5	1	8	4	18
		S.A	A	U	D	S.D	TOT.
Teaching in the ECD centres is hampered by limited resources.	Head teachers	7	14		1	2	24
	ECD Teachers	16	22	1	5	4	48
Statement							
The introduction of CSG has led to construction of new classroom.	Head teachers	5	8	0	10	1	24
	ECD Teachers	19	14	3	8	4	48
Statement							
Individual members of the community have contributed towards the implementation of CSG programmes.	Male	2	8	3	7	4	24
	Female	6	16	2	10	14	48

Source: Author's fieldwork findings

On the Government funding of CSG if it is adequate for effective implementation, from the responses obtained from the Head teachers according to their qualification, those with degrees 100 % disagreed to the statement. 75% of those with diploma also disagreed and 25% of the same qualifications were undecided. Those with certificate 66.67% disagreed, while 5.5% were undecided and 27.8% agreed argued that it was adequate.

For the ECD teachers those with diploma 63.6% agreed, the ECD teachers with certificate their responses were as follow 43.24% agreed, 8.1% were undecided and 48.65% disagreed. From the findings the teachers seem to be the opinion that the funding of CSG is adequate while the Head teachers disagreed. Data has revealed that there is lack of immediate funding has CSG is donor money and has many conditions. (Ministry of Education, (2008) CSG report.

This funding report of Ministry of Education corresponds to what Otieno and Colclough (2005) in their paper *Financing of Education in Kenya* found that there has been a difficult relationship with the aid community for more than a decade, a clear pattern of increased external support for Kenya emerged. For the education sector, two developments explain the increase in external support in the last five years.

Firstly, the declaration of free primary education called for infusion of substantial resources at the primary level. This provided a signal to aid agencies that Kenya intended to prioritize Primary school education in ways consistent with the objectives of the MDGs. Secondly the new political dispensation brought by the election of the National Rainbow Coalition (NARC) government in 2003 facilitated a normalization of relations between donors and government.

In order to find out if teaching is hampered by limited resources, among the Head teachers 87.5% agreed while 12.5% disagreed. For the teachers response 79.17% agreed, while 18.75% disagreed and 2.08% were undecided. The Dakar Framework of Action and the 3<sup>rd</sup> African ECDE conference emphasized the need to focus on quality in ECD. This cannot be achieved with limited resources. This is where the CSG comes in as it tries to improve the quality of teaching and learning environment in the ECD centres.

On the statement of introduction of CSG has led to construction of new classrooms from the head- teachers 54.17% agreed to it while 45.8% disagreed. The ECD teachers' response to the statement was that 68.75% agreed, while 6.25% were undecided and 25% disagreed. From the responses the ECD teachers who are the curriculum implementers agreed that CSG has led to construction of classrooms yet the Head teachers who are the managers of ECD seem not to agree.

If the teachers have attended in-service course on the implementation of CSG. The responses indicated that, 50% had attended in-service training course on the implementation of CSG of the selected ECDE centres, while 41.7% had not, 8.3% were undecided. These results imply that the Ministry of Education has at least reached half of the ECDE teachers in Eldoret East district, but there is need to reach out to the remaining teachers for the effective implementation of CSG.

According to a study carried by the International Research on working children in collaboration with the University of Amsterdam, in various parts of the country, pupils' academic outcomes can be significantly be improved by reducing overcrowding ,improving quality of teaching through supervision and in-service training, instilling teachers and pupil's discipline. As reported by Wachira Kigotho, Standard, January 1, 2011.

On Community and construction of teaching and learning facilities. The respondents were asked if individual members of the community have contributed towards the implementation of CSG programme .From the responses which was analyzed in terms of Sex male and female, 41.67% males agreed while 12.55 were undecided and 45.8% disagreed. For the females 45.83 agreed, 4.17% were 45 undecided and 50% disagreed that individual members of the community have contributed towards the implementation of CSG programme that is like constructing classrooms, toilets . This result implies that there is need for more of community involvement.

The greatest expansion in early childhood programs came shortly after Kenya's independence in 1963, in response to the late President Jomo Kenyata's call for Harambee("pulling together"), which promoted community participation for accelerated education development (Kabiru,1993).The motto of Harambee has been evident ever since in the development of many self-help projects, including community-funded, community-built preschools and other services (Swadener, Kabiru,& Njenga,2000).

Such community- supported preschools still far outnumber those built by the government or donors; approximately 80 percent of Kenyan pre-schools are run by local communities. Kabiru,Njenga,Swadener,Blue (2003).

#### 4.11. Observation checklist

Area of observation	Adequate	Not Adequate
After CGS		
1.Physical Facilities		
• Classroom	87.5%	4.17%
• Toilet	58.3%	33.3%
• Furniture	66.7%	33.3%
• Fixed play Equipments		16.7%
2.Teacher/Learning Materials		
• ECD Curriculum materials	7.5%	4.17%
• Learning corners/Centres	79.17%	16.7%
• Learning manipulative materials	58.3%	29.175%

The observation checklist was answering research question number two. The researcher noted that the teaching and learning facilities in 14 of the 24 ECD centres that were observed were fairly adequate with an adequacy index of 59.58% after CSG funds were disbursed.10 of the observed ECD centres observed had gross inadequate teaching and learning facilities with an inadequacy of 20.24%.The overall quality of teaching and learning facilities of the 24 centres observed after CSG can be concluded to be fair because of the 59.58% adequacy index.

The questions asked were open ended. In this section, each response was written in a separate sheet of paper, coding similar responses on the same sheet and presenting them in table 6-11. Tables were generally used to capture the necessary data at a glance thus enable to form patterns for analysis. This part aimed to provide “other” choice, where the participants could write in a response that we may not have anticipated (Fraenkel & Wallen 2000).

**Table 4.9: CSG and achievement of its objective**

	Frequency	Percent
Good environment for learning	27	37.5
Ecd centres are far apart	2	2.8
Number of children has increased	17	23.6
Policies not clear	2	2.8
Funds limited	7	9.7
Lack of adequate facilities	3	4.2
Feeder schools not catered for	5	6.9
Absenteesm reduced	4	5.6
Augmentation of teachers salary	1	1.4
Need for sensitization	2	2.8
monitoring is not done	2	2.8
<b>Total</b>	<b>72</b>	<b>100.0</b>

Source: Author’s field work findings

In their assessment the teachers about 68.1%, agree that CSG has achieved its objectives. While 32.0% of the teachers felt that CSG has not achieve its objectives. According to the Ministry of Education handbook the objectives were to achieve access, equity ,quality of education for all children aged 4-5 years, especially the most vulnerable living in ASALs, in urban slums, and pockets of poverty through the CSG in selected ECDE centres. From this research it has been concluded that CSG in Eldoret East district, Uasin Gishu County has led to increase in enrolment hence increase in accessibility, teaching and learning environment improving quality.

**Table 4.10: Other areas to be included in CSG training programme**

<b>Areas of concern</b>	<b>Frequency</b>	<b>Percentage</b>
Roles of committees to be elaborated	7	9.7
Financial management	25	34.7
In-service/seminar	7	9.7
Monitoring	5	6.9
Sensitization	28	38.9
<b>Total</b>	<b>72</b>	<b>100.0</b>

Source: Author’s field findings

From the responses obtained 38.9% of the respondent wanted sensitization to be included as part of training on CSG, whole 34.7% of the respondent wanted financial management to be part of the training. 9.7% of the respondent wanted roles of committee and in-services/seminars and roles of committees ` to be included. 6.9% of the respondents were for monitoring of CSG to be included as part of the training. Financial management is very important for the head-teachers has observed in Community Support Grant Monitoring Report June 2008.M.O.E. that the head-teachers complain of heavy accounting and a lot of workload at the expense of the normal teaching duties.

In-service for ECD teachers is important this concurs with Howes and Ritchie , (1998) that ECD teachers need to undergo in-service training in order to get equipped with skills required to cope with the demands of the young children.

**Table 4.11: Quality of teaching and learning as a result of CSG funding**

<b>Quality factor</b>	<b>Frequency</b>	<b>Percentage</b>
Increase in the number of children	14	19.4
Smooth transition	1	1.4
Adequate teaching and learning materials	34	47.2
Conducive environment for learning	10	13.9
Child centered	2	2.8
Absenteeism reduced	5	6.9
Motivating/ interesting	6	8.3
<b>Total</b>	<b>72</b>	<b>100.0</b>

Source: Author's field work findings

47.2% of the respondents felt that CSG has led to adequate teaching and learning materials, 19.4% of the respondents agree that CSG has led to increase in the number of children. 13.9% of the respondents felt CSG has led to conducive environment for learning, 8.3% of the respondents were of the opinion that CSG has made learning motivating and interesting as a result of the adequate teaching and learning materials. 6.9% were of the opinion that absenteeism in the ECDE centres has been reduced, 2.8% were of the opinion that learning in ECDE centres has become child centered, and 1.4% felt that it has led to smooth transition from ECDE centres to primary schools.

From the results CSG has tremendously improve the quality of teaching and learning in the ECDE centres. A report by Kigotho, Standard, January, 1, 2011 value of education lies in its quality. This is what has preoccupied American and European Union education officials since Dec, 7, 2010, when students from Shanghai city in China were reported to have outperformed their counterparts in 70 developed countries in reading, mathematics and science in the highly respected Standardized test, the Programme for International Student Assessment (PISA).

Kenya's education system may be off the mark in quality compared to China's, and indeed other developed countries, but there are concerns that improved access to schools ushered by introduction of the Free Primary Education (F.P.E) has not been accompanied by enhanced quality. The emerging scenario is that Kenya's education system is becoming deeply rooted in inequalities linked to wealth, gender and location.

**Table 4.12: Other areas to be included in CSG funding**

<b>Area of funding</b>	<b>Frequency</b>	<b>Percentage</b>
Feeding programme	19	26.4
Transportation cost	2	2.8
Increase funds for new classes	15	20.8
Teacher / learner's motivation	3	4.2
Fees for poor children	4	5.6
Installation of water facilities	3	4.2
Professional development for teachers	7	9.7
Full salary for teachers	19	26.4
<b>Total</b>	<b>72</b>	<b>100</b>

Source: Author's field work findings

From the responses of both the Head-teachers and ECD teachers 26.4% of the teachers argued that the feeding programmes and payment of full salary for teachers should be included in CSG eligible item.



According to an article entitled-‘Blow to Public Nursery School Plan As Uhuru Fails to Give Cash’, S. Cheboi( 2010). Now, the ministry is locked in negotiations with the treasury over the possibility of hiring one teacher for each of the more than 18,000 Early Childhood Development centres attached to public primary schools.

According to Mrs. Rotich, Director of Basic Education as stated in an article by Cheboi (2010), that they wanted the teachers to be hired a long time ago and that the Ministry of Education is talking with Treasury to see what is possible. She said Ministry of Education estimated that at least Ksh 1.6 billion would be required to hire the teachers. According to the ministry, the aim of integration is to create a reception classes for the 4-5 year olds for enhanced school readiness preparation, increase transition from ECDE centres to primary schools, improve learning environment and enhance their participation in primary education.

20.8% of the respondent wanted funds to be increased to cater for construction of new classrooms.9.7% want professional development for teachers to be included, 5.6% were of the opinion that fund be put aside for fees for poor children.4.2% want teacher/learners motivation and installation of water facilities.2.8% advocate for transport to be included.

**Table4.13: Challenges of CSG**

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of transparency	4	5.6
Non-payment of fees	12	16.7
Inadequate cooperation and commitment from parents	27	37.5
Inadequate funding	21	29.2
Over enrolment	2	2.8
Diverse needs	1	1.4
Feeder schools not benefiting	1	1.4
Absenteeism	2	2.8
Bureaucracy in funds disbursement	2	2.8
<b>Total</b>	<b>72</b>	<b>100</b>

Source: Author's field work findings

The teachers involved in the study 37.5% were of the opinion that lack of cooperation and commitment from parents was the biggest challenge, 29.2% felt inadequate funding is another challenge, while 16.7% were of the opinion that parents not paying fees is another challenge.5.6% argued that lack of transparency, 2.8% see the challenge in bureaucracy, absenteeism and high enrollment.1.4% felt feeder schools not benefitting from CSG and diverse needs that is many and varied problems not included in the areas to receive CSG funding are other challenges.

Just like any funding to a project CSG also has many challenges. In the Free Primary education one of the challenges was that the money given per child was very little as expressed by head teachers in their annual conference in Mombasa.

According to a report by Samuel Siringi in Nation Thursday, October 7, 2010....Answering questions, Education secretary Prof. George Godia said the government would set up a committee to review the amount of money allocated to children under the free learning programme. He agreed that with inflation, 1,020 per child was no longer adequate as the amount has not changed since 2003 when the programme was introduced. Teachers proposed that the amount be raised to sh5, 000 per child.

The amount allocated for CSG is 1,481.51(M.O.E 2006) was inadequate as seen from the respondents. According to National Early Childhood Policy, (2006) lack of adequate finances for the provision of direct and indirect services for children and families which negatively impacts on quality and breadth of services provided and the number of beneficiaries, especially for the vulnerable and marginalized including children with special needs.

**Table 4.14: Suggested solutions to CSG challenges**

<b>Solution</b>	<b>Frequency</b>	<b>Percentage</b>
Sensitization	43	59.7
Empowering teachers	4	5.6
Employment of ECDE teachers	5	6.9
Free ECD education	2	2.8
Increase CSG amount	14	19.4
Transparency in handling CSG funds	3	4.2
Funding feeder ECD centres	1	1.4
<b>Total</b>	<b>72</b>	<b>100</b>

Source: Author's fieldwork findings

5.9% felt that one way of solving the challenges is to sensitize the community on CSG, 19.4% felt that the CSG amount was little and that there was need to increase it.6.9% were of the opinion that the Government should employ ECDE teachers.

Preschool teachers are not hired through the Kenyan government, are primary school teachers, although their training is facilitated by the DICECE (District Centers of Early Childhood Education), which are government- supported centre, Kabiru et al, (2003). According to a report by Nation Correspondent, Daily Nation, Friday October 8, 2010 reporting on Head teachers' conference in Mombasa. The meeting called for more investment and support for early childhood education.

The teachers challenged the government to employ teachers for the pre-primary schools instead of heaping the burden on parents. 5.6% felt that there is the need to empower the teachers, 4.2% wanted transparency in handling of CSG fund, 2.8% wanted free ECDE education just like in the primary schools and 1.4% wanted feeder ECDE to be given the CSG funding.

#### **4.6 Summary.**

The study established that since the introduction of CSG in 2007 in Eldoret East District enrolment has increased especially between 2009 and 2010 drastic increase was recorded. It also established that CSG has led to good quality teaching and learning environment. This was seen in new classrooms being constructed and toilets. The learning environment of the centres that received CSG were observed to be good. Though the fund for CSG was realized that it was not enough as expressed by the Head-teachers who are the administrators in charge of the ECD centres and the ECD teachers who are the curriculum implementers. From the study it was established that the major challenge was lack of co-operation and commitment from parents in the midst of other challenges. Most parents take CSG to be like Free Primary Education so they do not want to contribute money for any development including paying school fees. Yet ECD is to be run by the community.

## **CHAPTER FIVE.**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter conclusions are drawn based on the findings. It also includes recommendations and suggestions for further study.

#### **5.2 Conclusion**

From the study it can be concluded that the CSG fund has had an effect in ECDE programme. This is because it has aided in improvement of teaching and learning infrastructure such as the classrooms, acquisition of teaching and learning materials, augmentation of teachers' salary and increase in enrolment in the ECD centres.

It was however found out that the CSG funding was not adequate hence it could not lead to construction of new classrooms, and not buy enough teaching and learning resources. The salaries for the ECD teachers were too low despite the augmentation.

Another conclusion made was that there were many challenges faced with the introduction of the CSG fund. Some of the challenges were the fact that the parents were mistaking it for free primary Education hence the parents were not taking up their responsibility of paying school fees for their children. Therefore there was lack of commitment by the parents. Another challenge was lack of transparency in the accounting of the CSG fund by the administrators who were the Head teachers.

### 5.3 Recommendations

From the findings of this study, the researcher recommends that there is need;

- i. To sensitize the community on CSG so has not to mistake it with FPE.
- ii. Community should be educated on the importance of ECD education so that the parents can take their children to these centres
- iii. There is need to increase the per pupil grant and more funds are needed to complete physical facilities, buy more teaching and learning materials and augment teachers salary.
- iv. There is need to for the community together with the MOE to construct more ECD centres .
- v. There is also the need for ECD centres to be administered by teachers qualified in ECD so as to implement the curriculum of ECDE effectively.
- vi. There is need for the ECDE administrators to be trained on managing ECD funds. This will lead to proper management of the funds and accountability.
- vii. To determine how funds from CSG are used there is need to ensure that all ECDE centres strictly follow laid down financial regulations contained in the Community Support Grant Management Handbook 2007.
- viii. There is need to build on existing enrolment levels through increased CSG funds.
- ix. There is need for the Government to employ ECD teachers for them to be effective and motivated.

#### **5.4 Suggestions for Further Study**

There is need for further research to be carried on;

- in other districts in Kenya to assess the correlation of CSG on ECDE with that of Eldoret East.
- the effective role of head teachers as administrators of ECD centres yet they are not the curriculum implementers in ECD centres.
- Funding of ECDE in Kenya.

#### **5.5 Summary**

The study concludes that Community Support Grant (CSG) has actually achieved its objective of access, equity and quality. Though the fund is inadequate and there was need to increase it. The study therefore recommends that there is need for the community to be sensitized on CSG so that the parents can offer support and hold the ECDE accountable. Since the research dwelt on the assessment of CSG on ECDE programme in Eldoret East district in Uasin Gishu County of Kenya. It is recommended that further research be done on the same but in other districts in Kenya. More research also to be done on funding of ECDE in Kenya.

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**APPENDICES**

**APPENDIX 1: MAP OF ELDORET EAST**



Appendix 1: Map of Eldoret East administrative boundaries

**APPENDIX 2: PRIMARY HEAD/TEACHER’S QUESTIONNAIRES**

This questionnaire is designed as a tool to obtain information on the impact of Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East district in Kenya.

The information you provide will be strictly held in confidence. Your response will be very useful for the success of this study.

*Direction: Please tick (√) where appropriate.*

1. SCHOOL.....ZONE.....DIVISION.....

2. SEX: Male  Female

3. indicate your academic qualification

a) ‘O’ Level - Form 4

b) ‘A’ Level – Form 6

c) S1, DIP (ED)

d) BSC,BA

e) M.ED

f) Others Specify.....

4. Give the enrolment between 2007-2010.

Enrollment	2007	2008	2009	2010

5. How many ECD teachers do you have? -----

6. Tick ( ) against the description that best represents your opinion on each of the following statements. Indicate whether you strongly agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly (SD).

STATEMENT	SA	A	U	D	SD
The introduction of CSG has led to construction of new classrooms.					
The classrooms are now adequate as a result of introduction of CSG.					
Teaching in the ECDE centre is hampered by;  a) Limited resources					
The teacher's remuneration is sufficient for the effective implementation of CSG.					
The Government funding of CSG is adequate for effective implementation.					
With the introduction of CSG, you have attended in-service course on the implementation of this programme.					
Individual members of the community have contributed towards the implementation of CSG programme i.e. like constructing classroom, toilets or teachers houses.					

7. What are some of the difficulties you encounter as you implement CSG?

---

8. How can some of these difficulties be solved?

---

---

---

---

9. What are some of the success of CSG?

---

---

10. Provide suggestions or comments on the effectiveness of implementation on CSG?

---

---

Thank you

**APPENDIX 3: TEACHER’S QUESTIONNAIRE.**

This questionnaire is designed as a tool to obtain information on the impact of Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East district in Kenya.

The information you provide will be strictly held in confidence. Your response will be very useful for the success of this study. *Direction: Please tick (√) where appropriate.*

**SECTION 1: BIO DATA**

1. SCHOOL: -----ZONE-----DIVISION-----

2. SEX: Male                      Female

3. What is your highest qualification?

a) Bachelors Education ( )

b) Diploma ( )

c) Certificate ( )

4 Your teaching experience.

a) 0-1 years ( )

b) 2-3 years ( )

c) 4-5 years ( )

d) Over 5 years ( )

5. What is the number of children aged 3-6 years in the ECD centre currently?

-----

6. Give the enrolment between 2007-2010.

Enrollment	2007	2008	2009	2010

7. Tick the approach you use for teaching in your school.

<b>APPROACHES USED TO TEACH</b>	<b>YES</b>	<b>NO</b>
Teacher- centered		
Child- centered		
Both		
Others (specify)		

8. Tick ( ) against the description that best represents your opinion on each of the following statements. Indicate whether you strongly agree (SD), Agree (A), Undecided (U), Disagree (D), or Strongly (SD).



STATEMENT	SA	A	U	D	SD
The introduction of CSG has led to construction of new classrooms.					
The classrooms are now adequate as a result of introduction of CSG.					
Teaching in the ECDE centre is hampered by;  a) Limited resources					
The teacher's remuneration is sufficient for the effective implementation of CSG.					
The Government funding of CSG is adequate for effective implementation.					
With the introduction of CSG, you have attended in-service course on the implementation of this programme.					
Individual members of the community have contributed towards the implementation of CSG programme i.e. like constructing classroom, toilets or teachers houses.					

9. How many toilets does the ECD centre have for the children's use?

---

10. What are some of the difficulties you encounter as you try to implement CSG?

---

11. How can some of these difficulties be solved?

---



---

**APPENDIX 4: INTERVIEW SCHEDULE.**

1. In your opinion do you think the CSG has achieved its objective of enhancing access, equity and quality education, elaborate?

2. What should be included in the training on how to successfully use the CSG?

3. Can you suggest other areas that need to be included on what the CSG should be spent on?

4. How has the quality of teaching and learning resource been affected since the introduction of CSG in the ECDE centre?

5. What are some of the success of CSG?

---

6. Provide suggestion or comments on the effectiveness of implementation on CSG?

---

## APPENDIX 5: OBSERVATION CHECKLIST

Area of observation	Adequate	Not Adequate
After CGS		
1. Physical Facilities		
<ul style="list-style-type: none"> <li>• Classroom</li> </ul>		
<ul style="list-style-type: none"> <li>• Toilet</li> </ul>		
<ul style="list-style-type: none"> <li>• Furniture</li> </ul>		
<ul style="list-style-type: none"> <li>• Fixed play Equipments</li> </ul>		
2. Teacher/Learning Materials		
<ul style="list-style-type: none"> <li>• ECD Curriculum Availability that is K.I.E Syllabus/ guide</li> </ul>		
<ul style="list-style-type: none"> <li>• Learning corners/Centres</li> </ul>		
<ul style="list-style-type: none"> <li>• Learning manipulative materials</li> </ul>		

## **APPENDIX 6: LETTER OF INTRODUCTION**

Dear Respondent,

I am a postgraduate student at Moi University of Master of Philosophy in Early Childhood Education. In partial fulfillment of this course, I am conducting a research on Assessment of the Impact of CSG on Early Childhood Education a case of Eldoret East District of Uasin Gishu County.

As one of the key stakeholders in this sector, you have been selected to provide information regarding the same. I kindly request you to assist by completing the attached questionnaire. The information you will give is purely for academic purposes and will therefore be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Beldina Ochola.

M.Phil Student,

Moi University.

## LIST APPENDIX 7: OF ECD CENTERS IN THE STUDY

- |                       |                  |
|-----------------------|------------------|
| 1. KARONA             | 13. KEMELIET     |
| 2. CHEPKOILEL 'NORTH' | 14. KAPNASU      |
| 3. MUMETET            | 15. KAPROBU      |
| 4. KABURGEI           | 16. KAPSUMBERE   |
| 5. ARAP MOI           | 17. CHEPLASKEI   |
| 6. CHEPKONGOWY        | 18. RANYMOI      |
| 7. KIPKABUS UPPER     | 19. KAPLOGOI     |
| 8. KAPKENO            | 20. CHEPTGIT     |
| 9. LOTONYOK           | 21. CHEPKURMUM   |
| 10. CHESOGOR          | 22. KEWET        |
| 11. CHEMARMAR         | 23. MEIBEKI      |
| 12. CHEPKOSOM         | 24. MOIBEN UPPER |
-

# MINISTRY OF EDUCATION

Telegrams:  
Tel:'020217447'  
RefNo: ED/UG.E/E/43/108



DISTRICT EDUCATION OFFICE,  
ELDORET EAST DISTRICT,  
P. O. Box 273,  
ELDORET.

DATE: 18<sup>th</sup> March, 2010

TO WHOM IT MAY CONCERN

## RESEARCH AUTHORIZATION

### BELDINA N. OCHOLA.

The above named is a student at Moi University, Eldoret undertaking Masters of Education.

She is therefore authorized to carry out research in Eldoret East District for a period ending **31<sup>st</sup> October, 2010** on **“Evaluation of the impact of community support grant on Early Childhood Development Education programme in Kenya: A case study in our district.**

Kindly accord her necessary assistance.

A handwritten signature in black ink, appearing to read 'Kennedy Makokha'.

KENNEDY MAKOKHA

FOR: DISTRICT EDUCATION OFFICER

**ELDORET EAST DISTRICT.**

FOR  
DISTRICT EDUCATION OFFICER  
ELDORET EAST DISTRICT



## OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER", Eldoret  
Telephone: Eldoret

DISTRICT COMMISSIONER'S OFFICE  
ELDORET EAST DISTRICT  
P O BOX 3862  
ELDORET

When replying please quote:

Ref. No: ADM.15/4/VOL I (34)

29<sup>th</sup> March 2010

The District Officer  
Ainabkoi Division  
Moiben Division

**RESEARCH AUTHORIZATION**  
**BELDINA NYAWIRE OCHOLA**

The above named has been authorized to carry out research on "Evaluation of the Impact of Community Support Grant on Early Childhood Development Education Programme in Kenya: A Case of Eldoret East District of Kenya."

The research will be undertaken within the district for a period ending 31<sup>st</sup> October 2010. Kindly accord her any assistance she may require.

D. K. MAIYO  
District Commissioner  
FOR DISTRICT COMMISSIONER  
ELDORET EAST

**Copy to:**

Beldina Nyawire Ochola  
P. O. Box 3900  
ELDORET

REPUBLIC OF KENYA



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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254-020-310571, 2213123.  
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NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref: **NCST/RR1/12/1/SS/128/5**

Date: **10<sup>th</sup> March, 2010**

**Beldina Nyawire Ochola**  
**Moi University**  
**P. O. Box 3900**  
**ELDORET**

Dear Madam,

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Evaluation of the impact of community support grant on Early Childhood Development Education programmes in Kenya: A case of Eldoret East District of Kenya*" I am pleased to inform you that you have been authorized to undertake research in Eldoret East District for a period ending *31<sup>st</sup> October, 2010*.

You are advised to report the **District Commissioner Eldoret East District and the District Education Officer Eldoret East District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

**P. N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Copy to:  
The District Commissioner  
Eldoret East District