

**ACCESS IMPLICATIONS OF UTILIZATION OF EARLY  
CHILDHOOD DEVELOPMENT COMMUNITY SUPPORT  
GRANTS IN ELDORET MUNICIPALITY, RIFT VALLEY  
PROVINCE, KENYA.**

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**DECLARATION****DECLARATION BY THE CANDIDATE**

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**DEDICATION**

This study is dedicated to my dear mother Priscah Chemutai for making me what I am today and to my husband William, my children Gilbert, Morgan and Timon, with love.

## **ACKNOWLEDGEMENT**

I would like to thank the Almighty God for the good health, strength and the perseverance I so much needed to complete this work. I wish to express my gratitude to my supervisors Prof. Kindiki and Prof. Boit, School of Education Moi University for their advice and suggestions. I desire to acknowledge my deep gratitude to the late Chris Mulumia, Quality Assurance and Standards Officer, Eldoret Municipality for his great interest and tireless assistance from initial stages to the final work. I would like to recognize the input of the following: Mr. Pius Munialo, Municipal Education Officer, Esther Bitok, Deputy Programme Office Eldoret MCECE, Susan Kadima, MUCECE lecturer and Charles for editing this work.

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## **ABSTRACT**

The purpose of this study was to examine Access Implications of Utilization of Community Support Grant (CSG) in Eldoret Municipality. The study adopted systems theory and the following objectives guided the study: find out the knowledge of the Centre Management Committee (CMC) in regard to utilization of Community Support Grant (CSG), to establish community involvement in the use of CSG, to establish the extent of professional support given by the Education Office to Early Childhood Development (ECD) Centres in utilization of the CSG and to examine the degree to which the CMC adhered to ECD Policy in utilization of CSG. A descriptive survey research design was adopted and systems theory was used. The study was carried out in Eldoret Municipality which had 42 public/community based ECD centres attached to primary schools. 29 centres were eligible for the CSG owing to the low socio-economic status of the communities. The 29 ECDE centres, therefore, formed the target population. This number necessitated the researcher to carry out a census inquiry. Each ECD centre had an executive committee of 5 members that comprised the head teacher, the ECDE teacher and 3 parent representatives totaling 145 from the 29 centres and formed the target population. Targeted also were 23 education officers. The 29 head teachers and 29 teachers in charge of ECD were purposely selected and subjected to questionnaires. From the 29 chairpersons representing each ECD centre 8 were selected and subjected to the interview guide. Interviewed also were 8 education officers giving a total of 74 respondents. Data was collected by use of questionnaires, interview guides and document analysis and was analyzed using frequency distribution, calculating the percentages and tabulating them. The study found out that 100%, had not been achieved because majority of the CMC members had low levels of education, the communities did not support Community Support Grant programme, the Quality Assurance and Standards Officers (QASO) were ignorant on the new ECDE Policy Standard Guidelines (2006) and finally, ECD policy guidelines were not adhered to in utilization of CSG. The study recommended a policy enumerating minimum requirements for the post of a Centre Management Committee, create awareness to the communities on importance of supporting ECDE projects, and build the capacity of QASOs on ECDE policy Standard Guidelines. The findings will be useful as feedback for policy makers to redesign other intervention measures to address the problem of low access to ECDE programmes.

## **LIST OF ABBREVIATIONS USED**

<b>CDF</b>	-	Constituency Development Fund
<b>CMC</b>	-	Centre Management Committee
<b>CSG</b>	-	Community Support Grants
<b>DEB</b>	-	District Education Board
<b>DICECE</b>	-	District Centre for Early Childhood Education
<b>ECDE</b>	-	Early childhood Development Education
<b>EFA</b>	-	Education for All
<b>FBO</b>	-	Faith Based Organization
<b>FPE</b>	-	Free Primary Education
<b>GER</b>	-	Gross Enrolment Rate
<b>IP</b>	-	Improvement Plan
<b>KESSP</b>	-	Kenya Education Sector Support Programme
<b>KIE</b>	-	Kenya Institute of Education.
<b>LATF</b>	-	Local Authority Trust Fund
<b>MEO</b>	-	Municipal Education Officer
<b>ROK</b>	-	Republic of Kenya
<b>NACECE</b>	-	National Centre for Early Childhood Education
<b>NGO</b>	-	Non Governmental Organization
<b>OVCs</b>	-	Orphan and Vulnerable Children
<b>QASO</b>	-	Quality Assurance and Standards Officer
<b>SMC</b>	-	School Management Committee.
<b>SWAP</b>	-	Sector Wide Approach to Planning
<b>UNESCO</b>	-	United Nations Education Scientific and Cultural Organization

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## **CHAPTER ONE**

### **1.0 BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter presents background information, statement of the research problem, objectives of the study, purpose, significance of the study, theoretical framework, and the definition of terms used in the study.

#### **1.2 Background to the Problem**

As observed by the Massachusetts Early Education for All (2005), 85% of who you are –your intellect, your personality, your social skills- is developed by age five. It has been proven that Early Childhood Education will not only make children better communicators at an early age, but also give them better learning skills that can help them throughout their lives. In fact, a great Early Childhood Education can result in a high level of education with more pay later on. Depriving and not making early childhood available to children can be costly in terms of quality of a nation's human resources available for human development. This thesis addresses the effectiveness of the utilization of Community Support Grant towards accelerating the development of Early Childhood Education in Eldoret Municipality.

In the Sessional Paper No.1 of 2005, A Policy Framework on Education, Training and Research, the Government spelt out measures to improve performance at ECDE sub-sector by laying strategies that address challenges related to low participation. One such step is adoption of Sector Wide Approach to planning (SWAP) aimed at securing funding for Kenya Education Sector Support programme (KESSP) which provides a basis upon which the Government and other stakeholders jointly support education. Through SWAP therefore, the GOK initiated Community Support Grants

that target disadvantaged communities across Kenya with a view to increasing access to and improving equity and quality in education. This is very critical particularly at a time when many children are skipping ECDE because of levies. This problem is more pronounced in Arid and Semi-arid lands (ASAL) areas, urban slums and pockets of poverty across Kenya.

The selection of beneficiaries of the grants was left to the local leaders in the 35 districts that were eligible to receive the grant in the country. This was initiated to foster community participation decision making and ownership. The DEO together with local leaders identified needy areas within their jurisdiction based on the GOK criteria (Community Support Grant Handbook, 2007). The conditions necessary for qualifying regions were as follows: low access to ECD services, poor health and malnutrition indicators, high mortality rate, high micronutrient deficiencies, high poverty incidences, high number of Orphans and Vulnerable Children (OVCs) and poor infrastructure in ECD centres. After identifying the target location the DEO and local leaders identified eligible ECD centres that were registered public ECD centres and willing to fulfill the requirements from the ministry of education regarding the management of CSGs as spelt out in the (ECD Management Handbook, 2007).

ECD eligible centres were required to establish an ECD Centre Management Committee (CMC) to be fully accountable for the use of the CSG (ECD Management Handbook, 2007).

The identified (CMC) went through a process of training as spelt out in the Management Hand book. Before funds were sent to an ECD centre, the Management Committee prepared an ECD Improvement Plan (IP) which explained how the centre would use the CSG to improve enrolment and improve the quality of education. The

IP was then formally presented and approved at a special meeting of parents and community members (ECD Management Handbook, 2007). The centres were allowed freedom of choice to spend within fairly liberal parameters set by ROK with the grant channeled to their centres through banking system. The grant spending was intended to reflect the centre needs as defined by the CMC (ECD Management Handbook, 2007).

The Community Support Grant was based on per pupil grant meant to encourage enrolment as it targeted the child. Enrolment was therefore an indicator of the performance of CSG grant on access. At the end of each year, the ECD CMC was required to report the total number of children enrolled in their centres to the DEO (ECD Management Handbook, 2007.) Once reported, the CMC was required to maintain or increase this enrollment level over the coming year. The CMC was held accountable if the enrolment figures fell, unless there were reasons beyond their control.

The MoE spelt out the procedures of expenditure in terms of eligible and non eligible items. Eligible items were as follows: Purchase of teaching and learning materials, purchase and/or construction of new classroom furniture, rehabilitation/repair of existing classroom furniture, rehabilitation/repair of permanent and/or semi-permanent classrooms, rehabilitation/repair of toilets, construction of new toilets, construction of new permanent classroom (with joint funding from the community), augmentation of one or two full-time ECD teacher salary at a maximum of Kshs. 2,000 per month per teacher; and, purchase of basic construction tools and materials (ECD Management Handbook, 2007:5).

The CSG was managed at three levels, Ministry of Education head office, District Education Office and at the community which includes the ECDE centre level. (ECD Management Handbook, 2007). Ministry of education was charged with national co-ordination of the CSG, providing support to districts and national programme planning, monitoring and evaluation. It designed programmes, distributed guidelines, organized the training of implementers and managed disbursements. The DEO together with local leaders identified needy areas within their jurisdiction, trained implementers at district levels, provided technical advice and general support to the ECDE centres and the community. The success of the grant was dependent upon the inter relationships and operations of the above parties.

In view of the above background it is evident that effective utilization and support by all the concerned parties is central for the overall success of the grant to ensure that all ECDE children access education regardless of their socio-economic background. This research therefore sought to establish Access Implications of Utilization of CSG by Centre Management Committee, the communities, and the Education Office.

### **1.3 Problem Statement**

The role of Early Childhood Development and Education in laying the foundation for all levels of education cannot be over emphasized. Access to formal and informal pre-school education provides the possibility of access and entrance to upper levels. However, studies reveal that not all children access these crucial services. Stipek (2005) highlighted the social class disparities in pre-school participation. In Australia, there is no coherent Australian national policy on pre-school education to ensure that all children are able to exercise their right to a free, public, high quality pre-school education (Scott 2009). Education Article International (2009) points out that Canada

spends more per capita on its education system than most industrialized countries. However, until recently the country did not offer funding subsidies for early childhood education programmes and poor parents were struggling to pay for early childhood education.

According to UNESCO Report (2009), access to ECD services in sub-Saharan Africa stands at 14 percent. Many countries in the region have Gross Enrolment Rate (GER) of less than 10 percent. That means millions of children in Africa get no chance of early preparation in education. In Kenya there was concern over the GER in ECD at 35% compared to that of primary which stood at 104% in 2004 following the introduction of FPE (ECD Management Handbook, 2007).

The researcher was motivated by the large number of ECDE School-going age children in the slums of Langas, Kamkunji, Huruma, Munyaka and streets of Eldoret town who were out of school despite the provision of the Community Support Grant. This was supported by statistics from Municipal Education Department (2010), derived from monthly reports from schools which indicated that the GER at ECD in the slums and pockets of poverty was less than 20%. Whereas the Ministry of Education envisaged 100% access to ECDE programmes after implementation of CSG the statistics further revealed that the regions with the highest proportion of pre-school children not in school were: Langas (83.1%), Huruma (79.2%), and Kamkunji (73.6%).

This indicates that the objective of CSG had not even been half way achieved three years after the utilization of the grant. The success of the funds was pegged on how effectively the following parties played their roles regarding its utilization: the Centre

Management Committee, the community and the Municipal Education Office. The question therefore is, did the role played by the parties in regard to utilization of the grant affect access to ECDE programmes in Eldoret Municipality?

#### **1.4 The purpose of the study**

Communities in urban slums, according to the Poverty Reduction Paper for the Period 2001-2004 quoted in the ECDE Policy Guidelines (2006), cannot feed themselves, lack proper housing, are vulnerable to poor health and are unable to educate their children and pay medical bills. Whether to feed or to educate their children are hard choices for these communities. Most parents from these communities would rather have their children remain at home or by pass ECDE to join primary school because this level is free. As an intervention measure the government initiated ECD investment programme, through CSG, that was targeted to enhance 100% access to ECD for the most vulnerable children living in ASALs, Urban slums and pockets of poverty. Eldoret Municipality, as a result of its urban slum status, benefitted from the grants. However, there were many ECD school-going-age children out of school in the slum areas despite the utilization of the grants. It is for this purpose that the researcher sought to find out Access Implications of Early Childhood Community Support Grants in Eldoret Municipality.

#### **1.5 Objectives of the study**

The following objectives formed the basis of the study:

1. To find out the knowledge of the CMC in regard to utilization of the Community Support Grant to increase access to ECDE programmes.
2. To establish the level of community involvement in the use of Community Support Grants.

3. To establish the extent of professional support given by the Education Office to ECD Centres in regard to use of Community Support Grant.
4. To examine the degree to which the ECDE Policy Standard Guideline (2006) was adhered to in utilization of the grant.

### **1.6 Research Questions**

1. How knowledgeable is the Centre Management Committee in utilizing the Community Support Grants to target increased access to ECDE programmes?
2. To what extent is the community involved in utilization of the Community Support Grant?
3. To what extent does the Municipal Education office provide professional support to ECD Centres in utilization of the grant to increase access?
4. To what degree does the Centre Management Committee adhere to ECD Policy Guidelines in utilization of the CSG to increase access to ECDE programmes?

### **1.7 Justification of the Study**

Statistics from Eldoret Municipality, Education Department (2010) indicated that the ECDE centres attached to primary schools within slum area had very low enrolments compared to the enrolment in class one despite the provision of the CSGs. According to Ministry of Education Report (2007), despite rapid growth in ECDE, enrollment in slum areas has remained low. About 2.8 million (68%) accessing early childhood education.

UNESCO Report (1995) argues that economic marginalization of the poorest communities within nations is depriving a large number of children the kind of childhood which would enable them to become part of tomorrow's solutions than

tomorrow's problems. And UNICEF (2007) warns that intervention measures should not be delayed. It was therefore urgent that a research to determine Access Implications of Utilization of Community Support Grant in Eldoret Municipality was carried out.

### **1.8 Significance of the study**

The knowledge on why the enrolment in ECD centres still remained low despite the implementation of the CSG would provide useful information to all stakeholders. Findings will shed light on the challenges facing the utilization of the grant as an opportunity for increased access to ECD programme. It will highlight the necessary knowledge the CMC should possess to effectively utilize the grant, the extent of community support required by the centres to implement the grant, relevant capacity building required by QASOs to effectively provide professional advise in regard to utilization of the grant and importance of adherence to ECDE policy in utilization of the CSG to increase access to ECDE programmes. Therefore, gaps relating to utilization of Community Support Grant will be addressed to enable children from low economic communities to access ECD services.

### **1.9 Scope of the study**

This study was confined to ECD centres that had benefited from the Community Support Grant by the Government in Eldoret Municipality. Eldoret is the major urban centre in North Rift region. The Municipality covers 157km squared (Strategic Plan 2008-2013). It is divided into 5 education zones: Kibulgeny, Kapyemit, Pioneer, Chepkoilel and Kapsoya which converge in the town. All the zones were represented in the study by virtue of some of their centres being in the slums and therefore having been eligible for the grants.

There are many programmes that the government, Municipal Council of Eldoret and UNICEF together with the communities have initiated to address issues of children like rehabilitation of street children, establishment of a drop-in centre to feed children in the street and those from poor families. But study focused only on examining the Access Implications of Utilization of the Community Support Grant as a measure to address declining enrollment in public ECDE centres in Eldoret despite the implementation of the grant. All ECD centres that benefited from the grant in Eldoret Municipality participated in the study. The study also involved head teachers, ECD teachers, the community and Centre Management Committees.

### **1.10 Limitation of the Study**

The study was undertaken with the following limitations.

1. Inferential statistics were not used because the entire target population was used hence it is not possible to generalize findings to other urban slums or other ECDE centres within the country. Descriptive statistics were employed to summarize data obtained from respondents.
2. The researcher was treated with suspicion by the management committee who thought that the study was an investigation on the misuse of funds. This was overcome by the responses of the ECD teachers and observation which complimented what the CMC said. These minimized its effects on the validity of the research.

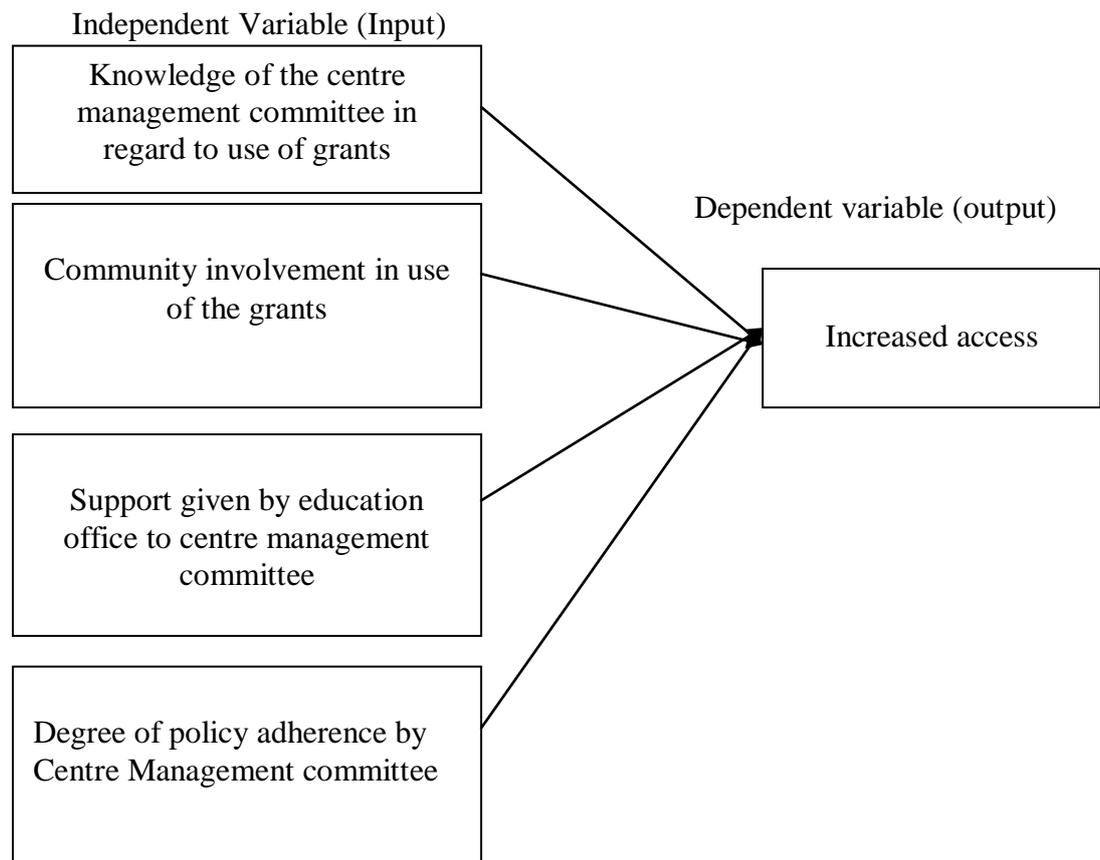
### **1.11 Theoretical Framework**

The study adopted the Systems Theory as proposed by a biologist Ludwig Von Bertalanffy (1940). A system means a configuration of parts connected and joined together by a web of members acting as a whole. The theory recognizes the fact that organizations are complex social systems, and reducing the parts from the whole reduces the overall effectiveness of an organization. It recognizes the interdependence between groups of individuals, structures and processes that enable an organization to

function. Systems theory focuses on the arrangement of and relations between the parts which connect them into a whole.

Systems concepts include: systems environment boundary, input, output, processes, hierarchy, goal-directedness and information. A systems input is defined as the movement of information, energy or matter from the environment into the system. Output is the movement of information or matter – energy from the system to the environment. Both input and output involve crossing the boundaries that define the system. In the context of this study the systems approach is seen from the inter relationships and operations of the various actors in the management of the grants. This theory also requires a shared vision so that all the parties involved have an idea of what they are trying to accomplish. The different people involved in the use of the CSG represent different parts of the whole that function differently but targeting the same goal of increasing access to ECDE programmes. In this study input include the support grant from Ministry of Education, knowledge of the CMC, community participation and professional support by DEO's office. On the other hand, the processes are acquisition of knowledge on use of the CSG, adoption of the ECDE Policy Guidelines in utilization of the grant and finally the output is improved access to ECDE programmes by all children.

### 1.11.1 Conceptual Model



*Diagrammatic representation of interrelation of independent and the dependent variables*

Source: Author's own adoption

### 1.12 Assumptions of the study

The study was carried out based on the following assumptions:

1. That the grant was utilized by the centres that benefited from it.
2. Each ECD centre had unique challenges to be addressed by the community support grant in regard to increasing enrolment.
3. That the respondents were be truthful.

### 1.13 Definitions of Operational Terms

**ECD Centre Programmes** - they are programmes for children of age 4- 5years and are known by different names Kindergarten, nursery school, pre-schools and early childhood centre

**Capacity Building:** - Empowerment of the CMC through training to enable them manage and continues to sustain ECD programmes.

**Community:** - Parents of children attend ECD centre, ECD Committee members, community leaders, prominent community members, religious leaders, business leaders, sponsors and supporters of ECD Centre.

**Community Support Grant:** - Grants provided by the government to selected ECD Centres within ASAL and urban slums targeting age 4 and 5 years. It is an investment Programme meant to enhance access, equity and quality of ECD services.

**Community involvement:** - This means community members actively taking part in all stages of an ECD programme from initiation, implementation, and evaluation processes.

**Community mobilization:-** Efforts made by the Centre Management Committees in creating awareness of the CSG among community members with a view to pooling together their resources to supplement the Government grant.

**Centre Management committee:** - This is a relatively permanent committee that is meant to develop experience over the long term. It is composed of one parent represent-male, one parent represent – female, one ECD teacher, sponsor, primary school head teacher plus one representative from Faith Based Organization (FBO) one

experienced builder from the community, two prominent community leaders or retired persons.

**Grants: –** Funds provided by the government to public ECDE centres in low socio- economic regions to increase access to ECDE services.

**Learning environment: -** Refers to all physical places used by ECD children.

**Management: -** Decision-making, initiating actions and action-planning for ECDE programmes

**Monitoring: -** It is the act of regularly checking or watching someone in order to find out what is happening, whether right or wrong. In this study it refers to observation by Education Officers in the implementation of ECDE programmes.

**Utilization: -** How resources are put to use as intended in ECDE programmes

**Supervision: -** This is a process of guiding and influencing head teachers and teachers to achieve educational goals. It refers to coordinating, stimulating, directly and guiding head teachers in the implementation of the grant.

**Teaching/ learning materials: -** Materials which will be used on regular basis (daily or weekly) by ECD teachers for teaching children.

**Physical Facilities:-** Classrooms, toilets, indoor and out door play equipment, chairs and tables

**Programme: -** Organized set of projects and services concerned with ECD designed to increase access, equity and quality of education and can be detailed into a plan of operations.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher reviewed literature related to Access Implications of utilization of the Community Support Grant. The review was conceptualized under the objectives of the study and focused mainly on the historical development of ECDE in Kenya, importance of investing in early years, overview of access to ECDE services in selected countries of the world, an investigation of how knowledgeable the CMC was in terms of utilization of the grant, level of community participation in regard to utilization of the grant, support given by the Municipal Education office, and whether ECDE policy was adhered to in construction of physical facilities and provision of ECDE services.

#### **2.2 Historical Development of Early Childhood Education in Kenya**

Although massive expansion of ECDE was witnessed after independence, in 1963, the first centres began to emerge in 1940s (UNICEF 1992). These were established in urban centres by colonialists for both European and Asian children. The first ECDEs for the African children were started in African locations in urban areas, tea, coffee and sugar plantations and, later, in emergency villages in Central Province in 1950s during the Mau Mau struggle for independence. They provided custodial care and security for the young children when their parents were involved in forced labour.

After independence, the ECDE programme expanded greatly country wide (UNICEF, 1992). Through Harambee the communities got together and decided to establish an ECDE centre. They identified the land which was either provided free by the Government or they contributed money to buy it. Labour was provided free by the

community members to construct structures for ECD. The community members identified one of the educated among them to be their teacher. Through these community initiatives the programme has expanded greatly throughout the country (UNICEF, 1992). It is evident that community participation is not a new idea in our societies. For example within the Kenyan society, many community projects like hospitals, schools and cattle dips have come up as a result of efforts from the community on the basis of Kenyan spirit of 'Harambee' and Community Support Grants is no exception. However, in ideal African communities the poor were not defined in terms of special distribution like urban slums. This is a new phenomenon that emerged with urbanization that needs scrutiny to ensure that children from these communities enjoy their right to education. It is for this reason that variable such as knowledge of the management committee and ability of the of the community to participate in the use of the grant.

The Gachathi (1976) and Kamunge (1988) Education Commissions played a key role in creating greater recognition of ECDE within the Ministry of Education. They emphasized the importance of providing care and education in ECD and as a result ROK established a pre-school section at KIE. The section assumed all responsibilities which were, up to 1979, under the Ministry of Culture and Social Services. Consequently, in 1980 the Presidential Circular Number One transferred this responsibility to the Ministry of Education and the ECDE sections were created in the Ministry. In 1982, a national Seminar on ECD in Malindi recommended establishment of a National Centre for Early Childhood Education (NACECE) and a network of sub-centres at the district level, District Centre for Early Childhood Education (DICECE) (Early Childhood Education, the Report of a Symposium on

Early Childhood Education, 1990). The government responded to this recommendation by establishing NACECE in 1984 at the Kenya Institute of Education (KIE) and 1985 saw the decentralization of ECD within the framework of DICECE. The responsibilities of NACECE include: training of personnel for ECDE, developing of ECDE curriculum, identifying, designing, undertaking and coordinating research in ECDE. The DICECE, on the other hand, is concerned with training of ECDE teachers and other personnel at the district level, supervision of ECDE programmes at the district level, mobilization of the local community in the ECDE programmes, participation in the evaluation of ECDE programmes and carrying out basic research on the status of children in and out of school.

The ECDE programme has developed in terms of enrolment of children, for example, in 1979 there were 381,211 children attending pre-school. This number rose by 75.3% to reach 657, 688 children by 1986. The 1991 statistics indicated that the number of children had risen to 908,966 a growth of 34.5% over the 1986 figures. Despite the growth in enrolment the ECD education in Kenya still faces challenges, major among them being low access. The GER in ECDE was 57.6% compared to that of primary level which stood at 104.8% in 2004.

It can be inferred from this indicator that with the advent of FPE some parents are skipping the ECD level by enrolling their children directly in primary school without going through ECD (ROK, 2005). Currently, the Government, in an effort to improve the delivery of education in ECDE has embarked on a number of reform initiatives which include, establishing diploma training colleges for ECDE teachers to add on the existing certificate training colleges, the development of Early Childhood Service Standard Guidelines for Kenya and National Early Childhood Development Policy

Framework in June 2006, and the disbursement of the Community Support Grants starting from the year 2007 (NACECE, 2005). The grant was intended to increase access to ECDE in arid and slum areas where access was 20%. (UNICEF, 2005)

### **2.3 Importance of Investing in Early Years**

Research has established that the most important years of learning are begun at birth (Elimu Yetu, 2005). A child's brain at this age is making connections that will last the rest of their life (Reeves, 2000). During these early years, a human being is capable of absorbing more information at a time than they will ever be able to again (Education Insight Magazine, 2005). The environment of the young child influences the development of the cognitive and emotional skills due to the rapid brain growth that occurs in the early years.

Studies have shown that high quality pre-schools have short and long term effects in improving the development outcome of a child, especially a disadvantaged child and that, children from low income families who participated in early intervention pre-school programme had higher levels of academic achievement in high school (Reeves, 2000). They were less likely to be held back a grade and experienced lower rates of juvenile delinquency. National Access Network, (2010) reports that a study indicated that a half day pre- kindergarten in Columbia created \$48,000 in economic benefits per child by decreasing the need for remedial education, reducing justice system expenditures, and increasing participants' projected future earnings and tax revenues. Few policy makers harbor real doubts about the immediate benefits of participation in pre-kindergarten programmes, which include increased school readiness, improved social skills and early identification of special needs children (Reeves, 2000). However, the prize tag for any large scale pre-school programme is bound to be

substantial, which raises the question: do the benefits of early childhood education justify the expense? According to National Access Network, (2010) recent research has attempted to answer this question and has found that pre-kindergarten produces, long term academic and social gains, as well as economic gains more than offset its cost. ([www.schoolfundinginfo/./ece.php3](http://www.schoolfundinginfo/./ece.php3))

The World Conference in Dakar, Senegal, in 2000 reaffirmed its commitment to Early Childhood Education whose development was set as the first of the six Dakar EFA goals (RoK, 2006). The conference observed that successful early childhood care and stimulation programmes lay the foundation for creativity, imagination, self-reliance and survival (RoK, 2006). This view is supported by Nasibi (2005) who observes that the philosophers have stressed the importance of early years in laying the foundation of a child. Plato, as cited by Nasibi (2005) wrote that the character of a young and tender being is formed and desired impressions readily taken when that child is young or is starting his or her life (Nasibi 2005). He saw the early years as critical for developing not only the child's body and healthy habits but also for fostering good breeding through sports, games, plays and songs. This could lay foundation for wisdom, temperance, courage and justice which for him were cardinal virtues of the perfect citizen of the Republic.

Comenius (1592-1670 A.C) advanced the concept that early learning determines what a person will become. The first five years of a child's cognitive development shape his ability to think for the rest of his life. Similarly Bernard Van Leer (2001), adds that a child's early years are crucial for physical, social, emotional and mental development as research shows that by the age of six the child is almost resistant to change (GoK, 2007). Therefore, adults are a product of what took place in their early

years. Intervention measures should be implemented at ECDE level as is argued in the National Early Childhood Development Policy Framework (2006) that during this period all the “critical windows of opportunity” are open and that these are the periods when children are able to learn and acquire certain knowledge, skills and attitudes very quickly with minimal effort.

However, many countries in Africa value primary education at the expense of ECDE education as was revealed by World Bank Report (1997:1). In a vast majority of countries in sub-Saharan Africa, investment in human capital development which aims at primary school level, come too late. Yet attention to cognitive development only after the age of six or seven is not sufficient. The 1999 national population census in Kenya, for example, indicates that a total of 574,249 children were not enrolled in ECDE and that a large proportion of children entering class one did not pass through ECDE (Challenges of Implementing Free Primary Education in Kenya, 2005). Education Facts and Figures 2002-2008 further reveals that GER in ECD is still low at 62% compared to primary level at 109.8%. This problem has been aggravated with the advent of FPE in 2003 (Challenges of Implementing Free Primary Education in Kenya, 2005). Starting formal education from ECD has been ignored especially among slum and ASAL communities in Kenya because ECDE is not mandatory and is not free (UNESCO 2005). With FPE programme teachers are forced to admit pupils in grades that they are not suited leading to more and more children skipping ECD altogether and entering straight to class one.

UNESCO (1995) discussed that economic marginalization of the poorest communities within nations is depriving a large number of children the kind of childhood which would enable them to become part of tomorrow’s solutions than

tomorrow's problems. It continues to argue that the world will not solve these problems unless it puts protecting and investing in children at the centre of any new development strategy (UNESCO, 1995). This implies that Intervention measures through provision of ECD services should not be delayed as is highlighted by UNICEF (2004:45) that:

“Education systems in the world over have paid a health price for the failure of the governments to invest in children's earliest years ... They are for ever playing catch up with problems that would have significantly reduced if sufficient attention had been paid to children's early life”

More efforts and support must therefore be put into programmes that aim at providing early child care and stimulation at the appropriate time in a child's life. Among the low income communities living in the slum areas may not access these early interventions. The CSG was meant to bridge this gap.

#### **2.4 An overview of Access to ECD in Selected Countries of the World**

In America Head Start, the first publicly funded preschool programme was created in 1965 by President Johnson. The federal government helped create this half-day programme for preschool children from low-income families which included an education component, nutrition and health screenings. In the 1960s only 10% of the nation's four year olds were enrolled in a classroom setting (CPE 2007). Due to a large amount of people interested, and lack of funding for Head Start, during the 1980s a handful of states started their own version of the programme for children from low-income families. The positive success and effect of preschool meant that many state leaders were showing interest in educational reforms for these young children (CPE 2007). By 2005 69% 4 year old children in America nation wide participated in some type of state preschool programme. The yearly increase in

enrolment of preschool programmes throughout the years is due to increase in maternal employment rates, national anti-poverty initiatives and research showing the link between early childhood experiences and the brain development of young children. These factors have caused the rate of attendance in pre-school programmes to grow each year (CPE, 2007)

Further, Stipek, (2005) points out that one of the most encouraging developments in United States (US) in the recent years has been the growing number of children who have access to early childhood experiences. Scott (2009) adds that in most industrialized countries, access to early childhood education is a statutory right from the age of three. Nearly all five year-olds are now enrolled in school. Currently, in the United States, Georgia, Illinois, Florida, Oklahoma, West Virginia, and New York are the only states with legislation which already have Universal preschool for all four year-olds in the state.

Stipek (2005) in her study revealed the following; in France nearly all children from three to five years old attended publicly funded pre-schools. In England, Luxembourg and the Netherlands, pre-school children attended public schools and that Pre-school attendance rates in Greece, Spain Germany Denmark and Italy range from 70 to 90 percent. Many states in America which include New York, Oklahoma and Wisconsin have made strides towards universal pre-school education. The Same study highlighted the social class disparities in pre-school participation which have not noticeably declined in America in the past decade. In Australia, the first two years of schooling are not compulsory or state-funded (Scott 2009), and there is no coherent Australian national policy on pre-school education to ensure that all Australian children are able to exercise their right to a free, public, high quality pre-school

education. However, in general, about 90% of Australian children access a pre-school education.

Education Article International (2009), points out that Canada spends more per capita on its education system than most industrialized countries. However, until recently the country did not offer funding subsidies for early childhood education programmes and parents were struggling as in the US and Australia to pay for early childhood education. On March 13<sup>th</sup> 2003, Territorial Ministers Responsible for Social Services decided to build on the Early Childhood Development Agreement (ECDA), (Scott 2009), by agreeing to supplement funding for ECDA programmes. The Government of Canada is providing funds totaling \$800 million over five years to support provincial and territorial government investments in regulated programs for children under six (Scott 2009). This is the closest that the governments have come to agreeing on a national early childhood education programme. In September 2000, First Ministers reached an important agreement on early childhood development to foster the well-being of Canada's young children. Under this agreement the Government of Canada was providing \$ 2.2 billion over five years beginning in 2001-2002, to help provincial and territorial governments improve and expand early childhood development programmes and services ([www.unionsociale.gc.ca/e.cd-e.html](http://www.unionsociale.gc.ca/e.cd-e.html)).

According to UNESCO Report (2009), access to ECD services in sub-Saharan Africa stands at 14%. Many countries in the region have GER of less than 10 percent. That means millions of children in Africa get no chance of early preparation in education. The global campaign for education estimates that free quality education for all children would cost ten billion dollars the same as four days of global military spending.

The education sector in Kenya has experienced a rapid expansion at all levels\_(Report of the National Conference on Education and Training, 2003) The pre-school sub-sector grew in enrolment from 483,142 in 1982 to 1,107,276 in 2001 and in 1999, 44 percent of children living in poverty were enrolled in ECDE programmes compared to 56 percent of the children at or above the poverty line (RoKs, 2006). The ECD centres increased from 26,294 in the year 2000 to 31879 in 2004. Total enrolment in public ECD centres rose from 1,255,194 in 2000 to 1,602,741 in 2004. The GRE at this level increased to 57.6% in 2004 from 44.8% in 2002.

Despite the growth, the sub-sector still faces challenges relating to access, quality and equity. There is concern over the GER in ECD at 57.6% compared to that of primary school level which stood at 104.8% in 2004 (GoK, 2005). Although there has been rapid increase in the enrolment at this level; there are many 4-5 year old children who are still out of school. UNESCO Assessment Report on challenges of Implementing Free Primary Education in Kenya of 2005 reveals that under FPE, teachers are forced by parents to admit pupils in any grade regardless of their mental abilities at primary level, and that more and more children are skipping ECD altogether and entering straight to class one because ECDE is not mandatory and is not free hence attendance is not a prerequisite for joining class one.

## **2.5 Financing of ECDE in Kenya**

While research has led to an increased awareness of the potential benefits of early childhood education, access to affordable programmes remains uneven in Kenya. Financial barriers have contributed to the failure to provide equitable access to services (Daily Nation, 2011). The Education Act of 1968 revised in 1980 placed emphasis on other levels of education with little consideration of ECDE (Elimu News,

(2010). The responsibility of providing education services for ECDE was left with communities who have been struggling to bear the heavy burden of providing education services in circumstances where poverty is prevalent. The National Early Childhood Development Policy Framework (2006) and Early Childhood Development Service Standard Guidelines for Kenya (2006) emphasize the policy of partnership in the provision of services for children which has facilitated the participation of numerous partners who provide diverse services that would not otherwise have been available. The partners are the parents, the community, Ministry of Education, Ministry of Health, Ministry of Home Affairs, Ministry of Water, Ministry of Planning and National Development, Ministry of Gender, Culture, Sports and Social Services, ministry of Local Government, Office of the President etc. Most of these ministries have indirect roles, however the parents and the community bear the burden of meeting responsibilities that bear the greatest financial implications. These roles include payment of ECD levies, provision of physical facilities and establishment and maintenance of feeding programmes at the ECD centres.

ROK Assessment Report of 2010 confirms the neglect in ECDE. The report reveals that government financial support to this sub-sector has increased significantly from less than 0.01% in 1996 to about 1% currently. This has resulted to parents from low-income families taking their children to class one by passing ECDE level. Government's attention on ECDE education started only in 1980 after a Presidential Circular Number 1 of 1980. The circular led to the transfer of the ECD programme from the then Ministry of Culture and Social services to the Ministry of Education (RoK 2005). In terms of funding however, it remains one of the areas least funded by the government and even with the recent policy shifts, this sub-sector still lags behind.

An EFA Global Monitoring Report points a grim future in Education Insight Magazine of February 2006. According to the report published by the United Nations Education Scientific and Cultural Organization (UNESCO), ECDE is not a priority for most donor agencies. It is estimated that the donor agencies allocate less than 10% of what they give to primary education to this sub-sector and this explains the reason why Africa was rated among the countries performing dismally in pre-school education sector. The Association for the Development of Education in Africa (ADEA) held its biennale meeting in Libreville, Gabon, from 21 to 27 March 2006. It brought together African Education Ministers, education professionals, policy makers, representatives of UN agencies teachers' unions, EFA Networks, NGOs and other civil society groups (EFANEWS, 2006). In discussing the progress made on EFA, the meeting acknowledged increasing external financing to education with many governments having a third of their national budgets funded through grants.

Whereas there was increase in aid and education spending, there were still major funding gaps mainly for ECD through earnings foregone which include expenses for clothes and materials. Moreover, poor Families from disadvantaged regions certainly still find it difficult to pay fees for their children and even with the provision of CSG (Community Support Grant Handbook 2005). Education imposes substantial financial burden to low-income parents, who on the average tend to have more school age children than higher income families (UNESCO 2004) lowering their ability to meet basic needs for their children.

Poor families in India claim that they do not send their children to school because of cost implications (UNESCO 2004: 113). They cannot afford to buy uniforms and notebooks and so must keep their children at home. Another equally powerful reason

for keeping them at home is that poor families need the additional income that even young children may generate. From the time they are five to six years old, children can make important contributions to the household through housework and child care as well as productive work (UNESCO 2004: 113) this translates to less chance for poor children to attend school. From this argument, it is evident that poverty in itself is a barrier to access to ECD services even in circumstances where tuition is given free.

In view of the mismatch in enrolment levels between ECDE and primary education, the government has employed several strategies to address the problem among them being to reduce the problem of direct cost of ECDE schooling on parents (G.O.K, 2006). The ministry of Education Science and Technology adopted a Sector Wide Approach to Programme Planning (SWAP) to address challenges facing the sector. SWAP is a process of engaging all the stakeholders in order to attain a coherent financing arrangement (Kenya Education Sector Support Programme 2005-2010, 2005). The overall aim of the government's SWAP is to develop and secure funding for KESSP which is the basis upon which the Government, individuals, communities, the private sector, NGOs and development partners jointly supported the education sector during the period 2005/06 to 2009/10. Through KESSP the government initiated the Community Support Grant programme which is meant to supplement community efforts in their Endeavour to meet ECDE services for their children. However, with high poverty rates in the slums, where the grant is targeted, it may turn out that the community may supplement government efforts but not vice versa as was intended.

Reeves, (2000) points out that the goal for funding is to develop a variety of sources that provide for all children to benefit from early learning with a public pre-school. Reeves, (2000) adds that the challenges and benefits of a public pre-school are closely tied to the amount of funding provided. The problem of funding a public pre-school occurs not only from limited sources but from the cost per child. The average cost across the 48 states is \$ 6,582. In Kenya CSG is calculated using a per pupil grant which is meant to encourage ECD centres to increase their enrolment. Table 2.5.1 below shows how the Community Support Grant was calculated.

**Table 2.5.1 Community Support Grant Calculations**

<b>ECD Centre Enrolment</b>	<b>Per pupil grant (Ksh.)</b>	<b>Enrolment x per Pupil grant</b>	<b>Total Community Support Grant (Ksh.)</b>
<b>16 children</b>	1481.51	16x1481.51	23,704.16
<b>35 children</b>	1481.51	35x1481.51	51,852.85
<b>50 children</b>	1481.51	50x1481.51	74,075.50

*Ministry of Education 2009*

A Report on Field Visit Monitoring of ECD centres for Community Support Grants revealed the following:

A total of **Ksh.300m** had been disbursed in August 2007 to 3429 centres, targeting 202,496 children. Each child was allocated Ksh. 1,481.51. The 2nd tranche was disbursed in Dec, 2007, to an enrolment of 200,085. Each child received **Ksh. 749**. A total of **K.sh. 149,834,454** was disbursed. The 3rd tranche was disbursed to 3449 centres, with an enrolment of 201,839. Each child got Ksh **716**. A total of **K.sh.144, 516 724** was disbursed. The 4th tranche was disbursed to 3701 centres in Phase II to

an enrolment of 255,852, with a total amount of **Ksh. 299,858,544**. In total, **Ksh.894, 852, 322** had been disbursed since inception of the programme by 2009 January.

The per pupil grant allocation favours schools with large enrolments which may not be very needy in terms of physical facilities and teaching/learning materials but centres with few children which is a common phenomenon in public ECD centres within slum areas will not make any noticeable impact with the grants as indicated in Table 1.

According to Reeves, (2000) most states in America are turning to partnerships as much as possible, either in funds or facilities to make sure that children get everything necessary to be ready for school. This Collaboration has been a solution for funding issues in many districts. Private preschools collaborate to fund public preschools in their districts. The interaction is claimed to have added a dimension to the programmes that has been positive. Under Vision 2030, the government aims at integrating early childhood development into free basic education (Elimu yetu, 2010). A survey carried out recently indicates that the best option to improve access would be to mainstream the sub-sector into basic education. The survey also found out that the majority of teachers lacked crucial skills to handle and facilitate the learning of children (Elimu Yetu 2010). Effort by the ROK to make ECD part of the primary school system has been hampered by lack of funds. Viable intervention measures should be taken by the government as a matter of urgency as delays have negative effects in the children as Miller & Korenman (1995) caution that as the number of years that children spent in poverty increase, so too do the cognitive deficiencies that they experience.

Communities in urban slums, according to the Poverty Reduction Paper for the Period 2001-2004 quoted in the ECDE Policy Guidelines, cannot feed themselves, lack proper housing, are vulnerable to poor health and are unable to educate their children and pay medical bills. Such communities would rather have their children remain at home or by pass ECDE to join primary level. The government provides free education in primary schools and subsidizes secondary education but early childhood development has largely been left in the hands of the community. The government should provide free education and manage feeding programme at ECDE level in order to attract 100% participation.

## **2.6 Knowledge of the CMC on Utilization of CSGs**

Educational management is the most fundamental, precious and the scarcest resource in educational organizations (Okumbe 1999:1). Management Journal (2008) adds that education tells man how to think and how to make decisions and that training of a human mind is not complete without education. Education is the knowledge of putting ones potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated ([www.education.go.ke](http://www.education.go.ke)). Through attainment of education; man is enabled to receive information from the external world; to acquaint him with past history and receive all necessary information regarding the present.

In The Education Act (1968) revised in 1980, there is no criteria enumerating the education level and the skills a person should possess to qualify for the appointment into a school management committee. In slums majority of the people are often casual laborers, informal traders, illicit brewers, and unemployed single parents, as indicated by UNESCO (2004). The Centre Management Committees are drawn from these

uneducated parents. The researcher seeks to establish the knowledge of the CMC to utilize the CSG to increase access to Early Childhood programmes.

Early Childhood Development Regional Conference held in Mombasa from 17<sup>th</sup> -23<sup>rd</sup> February 2002 raised concern over capacity of ECD Management Committee to lead and manage ECDE centres. This concern is even more critical in the slum area where a majority of the parents are illiterate as indicated by UNESCO (2004). Since the Education Act of 1968 has no provision for remuneration of the School Management Committees most professionals opt to stay away from it. Consequently, most schools are managed by old and unenergetic retirees, semi-literate business people or other semi skilled non professionals. This has created a management gap in most schools in Kenya. It was against this background the Mombasa Conference recommended the need for capacity building at all management levels, including the management of ECD centres (RoK, 2002.) However, according to researcher's experience some level of education is a prerequisite to capacity building. Building the capacity of semi illiterate Centre Management Committee Members from the slum area may not be effective.

Human development is one of the most important aspects of a programme. In regard to utilization of CSG, training of CMC as emphasized in the CSG Handbook forms a very important component (Management Journal, 2008). The training of the CMC is considered particularly important because it equips them with relevant knowledge, skills and attitudes which help in carrying out the various roles assigned to them. Training helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as individual goals. Training

leads to quality performance of employees. It is continuous and never ending in nature.

It is crucial for organizational development and success. Training improves efficiency and productivity of employees [www.managementstudyguide.com/traini](http://www.managementstudyguide.com/traini). Well trained employees show both quantity and quality performance (Management Study Guide 1998). Training of personnel is one of the most important components because it prepares personnel to mobilize both the human and physical resources in order to improve the quality of the life of young children (NACECE, 1992)

With regard to training on utilization of CSG, each CMC member who attended management training was provided with CSG handbook which acted as a reference to the CMC to check whether their decisions were appropriate. Besides, the handbook defines managerial activities in practical terms. They prescribe what a manager is expected to do in specific situation. Good management practices are essential if the goals have to be achieved (Bakhda, 2004). There are many facets of good management practices and they all depend on the competence or capacity of the managers.

According to Bakhda, (2004) training builds competence, which is a standardized requirement for an individual to properly perform a specific job. They are characteristics which drive outstanding performance (Raven et al, 2001). Training Agency, (1988) adds that competence is a description of something which a person who works in a given occupational area should be able to demonstrate. It encompasses a combination of knowledge, skills and behaviour utilized to improve performance. More generally, competence is the test of or quality of being adequately

or well qualified to perform a certain role. For instance, management competency includes the traits of systems thinking and emotional intelligence, and skills in influence and negotiation (Raven et al, 2001).

Regardless of training, competence grows through experience and the extent of an individual to learn and adopt (Burke, 1989). Knowledge and understanding are regarded as underpinning performance. In the Management Journal (2008) it is revealed that School committees composed of members who did not possess managerial skills, expertise and experience are a major source of discontent among parents today. The ministry of Education also believes that improved pupil learning and achievement is strongly related to the way in which schools are managed (GoK, 2007), while in the Management Journal (2008) it is argued that illiterate school committees cannot cope with the rapid social, technological, economic and cultural changes in our country. School managers who are illiterate are often ignorant and cannot readily grasp the provisions of the Education Act and the basic concepts in management of public finance, human resource management and organizational management according to Management Journal (2008). If the CMC are illiterate then they will not be able to achieve the goal of the CSG because the instructions in the Management Handbook (2007) have to be adhered to for the success of the grant.

## **2.7 Community Involvement in the Utilization of CSGs**

The majority of the pre-school centres in Kenya have been established and managed by the local communities (NACECE, 1992). The communities manage 80% of the ECDE centres in the country. It is therefore important to create awareness and mobilize the communities in order to ensure that they improve the quality of life of the children. To achieve this, they have to be involved in community projects that

target the children. Community involvement means the community's views and decisions are sought for and incorporated during programme planning, implementation and evaluation for purposes of ownership and continuity of initiated programmes.

Ong'ong'a (2009), points out that the community is a key stakeholder in the provision of ECDE programmes in partnership with other development agencies. An ECDE centre is therefore, regarded as the most important asset of any community. It should then be natural to have a close linkage between the centres and the communities.

Various stakeholders in the community, politicians, the sponsor local business groups and the farming community should be involved in the development of the school (Ong'ong'a 2009). Their support and goodwill is an important factor in the development of the school (GoK, 2002). When the community is involved, it identifies itself with and owns such projects with pride as "our school", because they participated towards their establishment, either through decision making, provision of labour or funds (NACECE, 2007). This sense of ownership determines the sustainability of the school projects. Therefore, since ECD in Kenya is essentially a community based programme, the community must appreciate and accept the ownership of the programme. This will guarantee constant support necessary for the survival and development of the initiated programmes.

However, a research conducted by Dresbach, (1992) on community participation found out that it is generally difficult to persuade people to take any specific course of action; including participating in community activities unless they view this action has a necessary component of the proper fulfillment of some role obligation. This is true to Kenyan situation especially among the poor communities. As education is

highly valued in American society, research has shown that people who value education feel highly obligated to support reasonable activity related to schools development (Phillips 1966). Cahn and Camper (1968) point out that there are three rationales for citizen participation. First, they suggest that merely knowing that one can participate promotes dignity and self sufficiency within the individual. Second, it taps the energies and resources of individual citizens within the community. Finally citizen's participation provides a source of special insight, information, knowledge, and experience which contributes to soundness of community solutions. The result is an emphasis on problem solving to eliminate deficiencies in the community (Christensen & Robinson, 1980)

Heberlein (1976) observes that public involvement results in better decisions. He argues that community decisions that involve citizens are more likely to be acceptable to the local people. Better community decisions, by definition should be beneficial to the average citizen.

Citizen participation can be viewed from the perspective of benefits to be gained and costs to be borne. It is assumed that citizen participation is a desired and necessary part of community development. Community activities as On'gong'a (2009) notes is a process that can meaningfully tie programmes to people and Cook (1975) adds that citizen participation can legitimize a programme, its plans, actions, and leadership. To legitimize can often mean the difference between success and failure of community efforts. Unsupported leaders often become discouraged and drop activities that are potentially beneficial to community residents.

The importance of participation in decision making is that decision making that is delegated by others will not always be in the best interest of an individual and his or

her neighbours (Okumbe, 1999). Community betterment is a product of community involvement. Voluntary participation can also reduce the cost for personnel needed to carry out many of the duties associated with community action. Without this support, scores of worthwhile projects would never be achieved in many communities. Participation allows fuller access to benefits of a democratic society.

The Early Childhood Programmes Manual, (1996) warns that poor management can result from imposing interventions without community involvement. This has been supported by Community Support Grant Handbook (2007) which highlights that ECD Support Grants from the Government are limited and needs the willingness of the community to be supplement because they cannot address all the needs of ECD. The CMC who have been given the mandate by the community to manage ECD centres should therefore create awareness to the community to solicit their voluntary support and involvement for maximum returns towards the programme.

Through active involvement Schools may have access to funds that are raised or collected from sources other than the CSG such as donations from well wishers. Community Support is realized if the community is fully involved in the identification and prioritization of their problems and resources, implementation, administration and monitoring and evaluation of the programme. Communities must own their projects and initiate ways of making them grow. It is necessary to carry out community mobilization and capacity building to garner community support and involvement.

Community leaders must be involved in voluntary support of the programme and encourage the masses to support it (Ong'ong'a 2009). Community leaders are entry points into the community as they have an influence on the community's decision and activities. They include teachers, political leaders, religious leaders, provincial

administration, and other opinion leaders. Their support or lack of it for a programme will greatly influence the overall achievement of the set goals and objectives, as well as its inception and implementation. These leaders have the potential for sourcing for materials. Sourcing of materials is an approach for raising capital for new projects by soliciting donations from friends, stakeholders and charitable organizations. In a typical community setting, there are untapped, unnoticed and unutilized potentials that exist in terms of financial or human resources. For example, some people may be interested in supporting a programme but they have not been approached to give their support. Community members should participate in the sourcing of materials for development of their initiated community programmes.

A Report of an Evaluation of UNICEF-Sponsored Districts that was carried out in November, 1992 revealed that the contribution of parents and members of the community in the development of their facilities and services for children was found to be closely related to their awareness and level of mobilization. It continues to point out that economic factors seemed to also influence the contribution of parents to the pre-school centres and to the use of the resources. However, poverty and too many competing demands on finances limit the community's abilities on what they can do for their children. Many centres, for example, discontinue feeding programmes during the periods of food shortages because parents cannot afford to pay for school feeding programmes and at the same time buy food for their families.

A UNDP Report of 2008 explains that failure of low income families to participate in community projects regardless of whether financial contribution is demanded or not is a common phenomenon among the poor. The Report observes that poor communities are characterized by lack of participation in decision making, and in civil, social and

cultural life. The Catholic Campaign for Human Development (2009) ([www.usccb.org/cchd/povertyusa/](http://www.usccb.org/cchd/povertyusa/)) gives reason for non participation by poor communities through the article “Struggling to Hang on.” The article explains that the poor struggle in making hard choices between hunger, housing and health care for their families”

Training Manual for Community Mobilizers (2005) points out that the poor and illiterate in a community, are normally suspicious of innovation and not friendly to change agents. When such people finally adopt an idea, the idea has already been superseded by another. Dresbach (1992) examined data from two surveys conducted in America by the National Opinion Research Centre. The findings revealed that people with lower incomes, less education, less occupation status, and lower levels of living are less likely to participate in voluntary associations than persons of higher brackets. This implies that low income communities living in slums may not embrace the idea of community participation and hence CSG failing to address the problem of low access among the poor.

Murray et al. (1954) identify fear as a condition that undermines community participation. They explained that conditions associated with fear often cause people to feel uncomfortable in group activities. First, they sometimes feel inferior, this is a fear of exposing ones ignorance whether real or imagined. The high value that has been placed on education causes people with less educational achievements to feel inferior. Reasons often given are that they are too busy or don't have time. This study sought to establish the extent of community participation in regard to utilization of the CSG.

## **2.8 Support Given to Early Childhood Development Centres by the Education Office**

The ability of schools to use their resources effectively will depend to a large extent on the support services on which they can rely on (World Bank 2009). Supervision is needed to guide schools in their decision-making and to monitor their use of resources. World Bank (2009) defines supervision as regular/periodic oversight of individuals or entities which uses the results of evaluation (and sometimes inspection) to inform and direct action of those supervised. For supervision systems to be effective, schools must receive useful, actionable feedback on their performance. Supervision produces actionable information about a school's strengths and weaknesses (Hovde 2010).

Education officers are charged with the responsibility of identifying and providing feedback on strengths and weaknesses in educational institutions through supervision (GoK, 2000). The local DEO and other education officers play an important role in the management of the schools. A close liaison with these groups will enable heads of schools to gain professional advice, assistance and support which will promote the attainment of aims, mission and motto (GoK, 2002). The assistance and support is done through school assessment. Assessment of schools is done so as to improve the quality of education provided and the achievement of the pupils. They also advise stakeholders on education matters pertaining to curriculum delivery, assessment and the provision of resources. Quality in educational institutions is therefore achieved through advisory visits to schools by education officials who identify educational institutional needs for improvement (RoK 2000). In an advisory capacity, the officers play the professional role of liaising closely with the management committee for the purposes of attaining the required educational standards.

The office of the District officer is charged with the establishment, maintenance and improvement of standards of education. According to Early Childhood Development Service Standard Guidelines for Kenya (2006), the Directorate of Quality Assurance and Standards shall assure establishment and maintenance of educational standards in the ECD institutions and in its service providers. Being the custodian of standards, the Education Office plays the role of a supervisor, which ensures that procedures are followed and national goals are achieved. It is responsible for the monitoring and evaluation of school performance and for the assessment and support of teachers. This is done through assessment which refers to the process of comparing performance against the standards and expectations of the Kenyan Ministry of Education (G oK, 2002). Assessment results are used to inform planning and areas in which children may need support. The management committees are advised on provision of proper and adequate physical facilities.

In Kenya Quality Assurance and Standards Officers (QASOs) promote quality in educational institutions through assessments, supervision and monitoring to ensure that all institutions of learning are committed to meeting national standards of quality. Hovde, (2010) points out that assessment reports should be shared with all the stakeholders for maximum support for any recommended changes. The School Committee Management Handbook (2008) specifies the mandate of QASO as follows: to monitor the quality of education provided to the schools in the country, design, develop and deliver programmes to improve and maintain the standards of education in these schools. They provide professional policy advice and engage in a wide range of tasks which support educational improvements. The mandate of supervision is to evaluate all the schools based on pre-determined criteria considered internationally as best practices. According to the researcher's experience QASOs are

responsible for monitoring the implementation phase of the school development plans, providing professional support and guidance. They also advise the Municipal education officer on all aspects of the quality of education and school standards.

Supervision and leadership in education advances knowledge, skills and dispositions through a set of assumptions and skills that empower teachers through an ongoing change process. Supervision is a shared activity involving all stakeholders in the school including teachers, administrators, and parents. It establishes timelines for reforms, solutions and recommendations and this forms a basis for monitoring which entails reforms, referrals and follow-ups. This demands liaison with other sections in the education offices to assure that proposed supervision recommendations are followed up with implementation. The purpose of this is to ensure quality of teaching and learning, promote supportive culture within the school where learning is maximized. Findings from assessments form the basis of professional guidance and support to the schools on continuing basis.

Conducting evaluation and making school improvement-plans based on these evaluations requires technical expertise as well as task-specific tools. The QASOs therefore need to always acquaint themselves with current trends and new assessment techniques through policy initiatives, short courses, seminars and workshops (Hovde, 2010). The focus for supervision of schools mostly includes consideration of three main aspects: student outcomes, school processes and the context in which the schools are operating. Inadequate supervision has also affected the quality of services. The Quality Assurance and Standard Officers are not adequately equipped to handle inspection and assessment of ECDE services including issues relating to transition (RoK, 2005). If the QASOs are not confident in assessing ECDE because they have

not been adequately equipped with issues of this level, then there will be a gap and standards will be compromised at ECD level. In turn, the supervision of implementation of CSG will be left to the CMC who may not have appropriate knowledge as a result of high levels of illiteracy in the slums.

## **2.9 Adherence to Policy Guidelines in Utilization of the Grants**

Education policy refers to the collection of laws and rules that govern the operations of the education systems. The key goal of education is learning and making sure that children perform according to policy requirements which in turn attract parents to enroll their children in ECDE.

The Government, through the Sessional Paper No 1 of 2005, acknowledges the fact that ECDE faces major challenges (G.O.K, 2005). As a reaction to this the government developed ECDE Standard Guidelines for Kenya and Policy Framework in 2006. The purpose of the policy framework was to meet the challenges of the 21<sup>st</sup> Century. It is on the basis of this policy framework that the CSG was initiated to address the problem of declining enrolments in the ECD sub-sector. It was hoped that successful implementation of the programme would lead to the actualization of more than 60% access to ECD services by 2010. The success would be realized if all the concerned parties played their roles effectively. One of the key parties in the implementation process is the Municipal Education Office whose main mandate is assessment, supervision and monitoring of the curriculum and any other educational programmes within its jurisdiction guided by ECDE policy.

The intention of a policy by any government is to influence and determine decisions, actions, and other matters (American Heritage Dictionary, 2009). In a policy, decisions are oriented towards a long term purpose or to a particular problem. Such

decisions by governments are often embodied in legislation and usually apply to a country as a whole rather than to one part of it ([en.wikipedia.org/wiki/Education – Policy](http://en.wikipedia.org/wiki/Education_Policy)). In regard to education therefore, policy refers to the collection of laws and rules that govern the operation of education system. School committees, boards of governors, parents/teachers associations and local authorities who are policy executors, derive their authority from acts, statutes and laws which are embodied in policy documents (Okumbe, 1999). The policies will guide the provision of quality physical facilities and teaching /learning materials by school management committees. Quality programmes are required in order for preschool attendance to produce positive effects. Today, the quality of many programmes is too low to generate lasting academic and social success. In an America Magazine of 2010 entitled “Quality is Key to Children’s Success” experts agree that certain factors directly affect the quality of pre kindergarten programmes among which are parent involvement and adequate well equipped facilities. Equipping the centres with appropriate and adequate facilities is informed by policy.

However, it is widely recognized that although many pre-school educators are aware of the guidelines for developmental practice, putting this practice into work is more challenging. The National Association for the Education of Young Children (NAEYC) [www.naeyc.org/](http://www.naeyc.org/) promotes excellence in early childhood education. It has made tremendous strides in publishing and promoting the idea of developmentally appropriate Practice. Putting this practice to work effectively in the classroom is more challenging and requires close collaboration between the schools and education office. The NAEYC notes that although 80% of kindergarten classrooms in America claim to be developmentally appropriate, only 20% actually are. This study focused

on the context in which the schools are operating with particular reference to Physical facilities, furniture and teaching/learning materials in regard to policy.

### **2.9.1 Policy Stipulation on Physical Facilities**

Buildings support learning and teaching, thus making school programmes easier to manage. They provide a conducive environment within which the school community can work comfortably. The Manual for ECD teachers and the community (2007), points out that ECD level is the stage when children have abundant energy and are very mobile and this mobility requires space. The room should provide space for arrangement of special corners for different activities and interests. Early Childhood Development Service Standard Guidelines for Kenya, (2006) gives specifications of an ECD classroom and toilet as follows:

Standard size of an ECD classroom shall be 8 x 6 metres to accommodate a maximum of 25 children. It shall be well ventilated and well lit. It should have proper roofing, windows, doors and flooring (provision of mats where necessary) to protect children from harsh weather. The space should be arranged in special corners for different activities and interests. There should be a quiet reading area, construction areas and home environmental or nature, shop and music corners. Materials for activities that are related should be grouped in one area.

The toilet specifications for ECD are as follows:

An ECD centre shall have toilets/latrine for boys, girls and teachers, at the ratio of 1:25, specially designed for young children. There shall be toilet for children with special needs. One toilet shall be provided for 12 teachers. Pit latrines shall not be less than 6 metres or 20 feet deep and shall be 15 metres (50 feet) away from borehole. (Service Standard Guidelines for Kenya, 2006)

Effective utilization of funds is pegged on acquisition of appropriate resources and setting favorable conditions in ECDE centres to ensure maximum learning experiences for the young children and consequently increase access. Okumbe, (1999)S stresses that what makes education effective is its ability to utilize its resources, even if scanty, in the most efficient manner for maximum productivity.

This is determined by the quality of both its input and output in the complex educational production function.

### **2.9.2 Policy Stipulation on Furniture**

According to NACECE Manual (2007), school furniture is important in supporting effective learning. Furnishing classrooms with appropriate and adequate furniture is key to ensuring that learners are seated comfortably and therefore learn well. The type of furniture provided in a pre-school has a great influence on the physical development of children. In order to exploit and maximize their potential for learning, growth and development, the furniture used by children should be proportional to the children's sizes and needs. Furniture can affect the posture of the children and the extent of fatigue they are exposed to. It can also affect how they play and learn (NACECE, 2007). The tables and chairs must be of the correct height as recommended by policy as follows:-

The chairs should range from 25.4cm to 35.5cm in height. Chairs should be used instead of forms because they support children's backs and can be moved easily. The tables should be flat topped and could be of any shape from square 79.4x 79.4 cm, rectangular 167.7 cm x 79.4 cm. a trapezium- length of one side 45.8 cm, the other side 91.5 cm and width 45.8 cm.

Children who are seated well on suitable chairs and desks or benches will be able to, acquire good posture; acquire good writing skills; have good eye contact with the chalkboard; and concentrate (G.O.K, 2004). The researcher sought to establish whether construction of physical facilities and provision of furniture in ECD centres is guided by policy guidelines.

### **2.9.3 Policy Stipulation on Teaching/ Learning Materials**

Kerich (1999) argues that when children are offered variety of objects and materials, they learn easily because these learning resources attract attention and curiosity. In

environments with adequate variety of teaching/learning materials children's understanding of new concepts is enhanced. A major part of the success of a good school, therefore, is the provision of adequate materials that aid teaching and learning. Children learn all the time when the situation favours learning. Appropriate resources and favorable conditions should then be set in ECDE centres to ensure maximum learning experiences for the young children. The ECDE KIE Syllabus (2008), indicates that scientific mindedness in children compels them to go through scientific process involving curiosity, discovery, experimentation and organization of information and reporting. This builds positive attitudes towards study of science in future. The availability of educational materials has a major bearing on the outcome.

Children also learn through play therefore they need plenty of opportunity for exercise and play which will help them to grow healthily and learn. They learn by active involvement, they run, push, jump, skip or walk because it is more exciting than sitting still. They should be provided with plenty of activities with relevant, adequate and appropriate materials to manipulate. The Sessional Paper No. 1 of 2005 stresses that focus on 4-5 year-olds should be to provide a holistic and integrated programme that meets the child's cognitive, social, moral, spiritual, emotional and physical needs. The family and the entire community have the responsibility of providing these needs.

Children are entitled to recreation and rest irrespective of their background (NACECE, 2007). They require long period of rest for proper physical and mental development. Therefore the community has the responsibility of providing time; space, recreational and leisure facilities like play equipment, toys and facilities for rest. Article 31 of the United Nations Convention on the rights of the child [www.unicef.org/..Rights-overview](http://www.unicef.org/..Rights-overview) (IPA Canada 2006) recognizes the rights of the

child to rest, have leisure, engage in play, have recreational activities appropriate to the age of the child and participate freely in cultural life and arts. The parents and the community should provide time, space and facilities such as play materials, swings, slides, see-saws and swimming pools.

## **CHAPTER THREE**

### **3.0 RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introductions**

This chapter presents research design, research methodology, description of the study area, sample size and sampling techniques, data collection instruments, validity and reliability of instruments, data collection procedures and data analysis.

#### **3.1 Research Methodology**

According to Kothari, (2004) research methodology is a way to systematically resolve the research problem. Research methodology does not only involve research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a certain method or technique and why we are not using others so that the research results are capable of being evaluated either by the researcher or by others Kothari (2004).

#### **3.3 Research Design**

A descriptive survey design concerned with describing the characteristics of a particular group and narration of facts and characteristics concerning individuals, groups or situations was employed in this study (Kothari, 2004). Ngechu, (2003) explains that descriptive statistics include: measures of central tendency which describe a sample or a group of individuals. They describe “what is and what happened”. Ngechu, (2003) further adds that descriptions are derived from responses to items in the questionnaires, tests and interviews. According to Lucky and Reuben (1992) in Orodho, (2004), descriptive survey designs are used in preliminary and expository studies to allow the researcher to gather information, summarize, present

and interpret for the purpose of clarification. Oso and Onen (2009) point out that this research design describes events as they are, as they were and as they will be. Descriptive survey research is intended to produce statistical information about aspects that interest policy makers and educators. It is for these reasons that this research design was adopted for this study.

### **3.3 Study Area**

This study was carried out in Eldoret Municipality, Uasin-Gishu County in Rift Valley Province, Kenya. The study was limited to ECD centres that benefited from CSG within Eldoret Municipality. Eldoret Municipality was selected as a result of being one of the 35 districts in Kenya that benefited from the CSG due to presence of slums in Kamkunji, Huruma, Langas Munyaka and Kambi Nyasi. Secondly, the researcher was motivated by the large number of ECDE School-going age children in the slums of Langas, Kamkunji, Huruma, Munyaka and streets of Eldoret town who were out of school despite the provision and implementation of the Community Support Grant. It was also selected due to the familiarity of the researcher with all the categories of ECDE centres in the Municipality i.e. community managed, private and faith based centres. This was an advantage because the main sampling technique the researcher used in identifying the centres for the study was purposive and familiarity with schools was therefore essential.

### **3.4 Target Population**

Eldoret Municipality had a total of 42 community/public ECD centres attached to primary schools. Out of the 42 centres, only 29 were eligible for the Community Support Grant. The 29 centres became the target population. Each of these eligible centres had an executive committee of 5 members drawn from the head teacher, the

teacher in charge of ECDE, and three parent representatives. The total number of CMC members that formed the target population was 145. Targeted also were all the 23 Education Officers manning education the municipality.

### **3.5 Sample Size**

This study employed census inquiry. This technique was preferred because of the small size of the target population. The population was made up of 29 ECD centres that were eligible for the grant. Kothari (2007) observes that when the universe is small it is no use resorting to sample survey. Therefore, all the 29 ECDE centres that were eligible for the grants were selected for the study.

### **Sampling Technique**

Purposive sampling technique was used to select the 29 ECD centres that were eligible for the grant, 29 head teachers of primary schools within which the ECD centres that benefitted from the grant were located and all 29 teachers in charge of ECDE centres that benefitted from the grant. The technique was used because of the typicality of the respondents. Kothari, (2007) points out that in purposive sampling, items for the sample are selected deliberately by the researcher; and that this choice concerning the items remains supreme. Oso and Onen, (2009) emphasize this by stating that in purposive sampling technique the researcher decides who to include in the sample based on their typicality. Eight chairpersons of the Centre Management committee were identified for the study and out of 23 Municipal Education officers eight were selected for the interview based on convince. The target and sample populations are represented in table 3.4.1 below.

**Table 3.4.1 Target Population and Sample Size**

		<b>Target population</b>	<b>Sample size</b>	<b>Percentage</b>
<b>Executive Centre Committee members</b>	<b>Head teachers</b>	29	29	100
	<b>Teacher in charge of ECD</b>	29	29	100
	<b>CMC chairpersons</b>	29	08	26
<b>education officers</b>		23	08	35
<b>Total</b>		110	74	

### **3.6 Data Collection Instruments**

Questionnaires, interviews, observation check list and document analysis were used as the main tools for collecting data.

#### **3.6.1 Questionnaires**

Oso and Onen (2009) define a questionnaire as a collection of items to which a respondent is expected to react, usually in writing. A questionnaire is suitable if the population is literate, large and the time is limited and when the information required can be described in writing.

The head teachers and teachers in charge of ECDE were subjected to questionnaires to collect information on the knowledge of the management committee to utilize the CSG. The questionnaire items solicited data that could not be directly observed such as views, opinions, perceptions and feelings of the respondents. Such information is best collected through questionnaires (Touliatos & Compton, 1988). The sample population was also literate and was unlikely to have difficulties responding to

questionnaire items. To ensure a high chance of collecting the right data, the researcher distributed the questionnaires herself and agreed on the date to collect the questionnaires from respondents. Further, the researcher kept control by collecting the questionnaires.

### **3.6.2 Interviews**

An interview is an oral administration of a questionnaire. An interview assists in getting an in-depth data which is not possible to get using questionnaires (Mugenda and Mugenda, 1999). An interview guide was used to obtain information on the extent of professional support given by the Education Office to ECD Centres and the level of community involvement in regard to use of Community Support Grant. The respondents were chairpersons of Centre Management Committees and Municipal Education Officers. This was advantageous because respondents were able to give more complete and more honest information (Mugenda and Mugenda, 1999). The selection of this tool was guided by the objectives of the study and nature of data that was collected. Therefore questions were mainly open ended to give respondents an opportunity to discuss freely and exhaustively. The researcher gave the interviews herself. The overall aim of this study was to establish Access Implications of ECDE Community Support Grant in Eldoret Municipal council. The researcher was mainly concerned with views and opinions from chairpersons of the CMC and Education Officers such information was best collected through the use of interview technique OSo and Onen (2009).

### **3.6.3 Document Analysis**

Document analysis was used to obtain recorded information related to the knowledge of the CMC to effectively utilize the CSG issues. This method was used to bridge the gap between what the respondents said they did and what was actually on record.

According to Oso and Onen (2009) document analysis is a critical examination of public or private recorded information related to the issue under investigation. It is used to obtain unobtrusive information at the pleasure of the researcher. It enables the researcher to obtain the language and words of the informants and obtain data that are thoughtful in that the informants have given attention to compiling them it also saves time and expense.

#### **3.6.4 Observation Checklist**

Oso and Onen (2009) define observation as the use of all senses to perceive and understand the experiences of interest to the researcher. Observation allows the researcher to see for herself/himself what people actually do rather than what they say they do. Observation bridges the gap between what people say they do and what they actually do. It allows the researcher to gain first hand experience without informants and explores topics that may be uncomfortable to informants. As a technique for gathering information, the observation method relies on researcher's seeing and hearing things and recording these observations rather than relying on subjects self-report responses to questions or statements (Macmillan, 2001). This method was used to collect information on the degree to which the ECDE Policy Standard Guideline (2006) was adhered to in utilization of the grant. These therefore, involved taking photographs of physical facilities, furniture and general learning environment at ECDE centres.

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

#### **3.7.1 Validity Of Instruments**

Validity is the most important criterion, which indicates the degree to which data collection instruments measure what they are supposed to measure. To establish the

validity of the data the researcher forwarded the data collection tools to the supervisors and other experts within the school of Education for verification. Confirmation was also done through a pilot study in one of the ECD centres in Eldoret West District, and corrections were done appropriately.

### 3.7.2 Reliability

A measuring instrument is reliable if it provides consistent results. For a researcher's data to be reliable the data collection tools must be reliable. That is, they must have the ability to consistently yield the same results when repeated measurements are undertaken under the same conditions. Kothari, (2004) asserts that, to establish reliability of the instruments, the test-retest method should be used. The test-retest method involves administering the same instruments twice to the same group of subjects. The administration of tools was carried out on two occasions within duration of two weeks. The responses were subjected to Karl Pearson's Coefficient Correlation statistical technique. The formula was employed to compute the correlation coefficient in order to establish the extent to which the items of the questionnaires were consistent in eliciting the same responses every time they were administered.

Formula:

$$R = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

$$(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)$$

Where R = coefficient of reliability

$\sum XY$  = sum of product X and Y

$\sum X$  = sum of Xs

$\sum Y$  = sum of Ys

$\sum X^2$  = X squared

$\sum Y^2$  = Y squared

The reliability of co-efficient was computed at 0.5 level of significance which is deemed reliable according to Kerlinger, (1973). The reliability that was obtained was 0.78 which is acceptable for social research to consider a measure reliable.

### **3.8 Procedures for Data Collection**

The researcher developed a proposal under the guidance of the supervisors. Once the proposal was ready, the researcher sought permission from the office of the President. Once the permission was granted, the researcher reported to the Municipal Education Office, Eldoret Municipality for the authorization to visit schools in the municipality. Questionnaires were be administered personally by the researcher. Prior visits were made to the education offices to set interview dates with the municipal education. Prior arrangements were also made before meeting the CMC chairpersons for interviews.

### **3.9 Methods Data Analysis**

Oso and Onen (2009) describe data analysis as organization, interpretation, and presentation of collected data. They continue to explain that data analysis entails separation of data into constituent parts or elements, and examination of data to distinguish its component parts or elements separately and in relation to the whole. Data was analyzed by use of frequency distributions, calculating the percentages and tabulating them appropriately.

### **3.11 Ethical Considerations**

Permission to take photographs of the ECDE centre in session and physical facilities was sought from the head teacher and ECDE teacher. The respondents were assured that the information given would be treated with utmost confidentiality. Further the data collected would be used for the intended purposes; in addition the subjects were assured of anonymity. Respondents were informed of interview schedule dates prior to the set dates.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introductions

This chapter presents analysis of data on the Access Implications of Utilization of ECD Community Support Grants in Eldoret Municipality in Rift Valley. A general analysis of data generated from the responses of head teachers, teachers in charge of ECD centres, Centre Management Committee and Education Officers within the sample was done. Analysis of the collected data is discussed in this chapter.

#### 4.2 Respondents by Sex, Designation, Professional Qualification and Experience

The sex, designation, professional qualifications and experience of the head teachers and ECD teachers shown in table 4.1 were investigated to establish the status of the ECDE teachers.

**Table 4.1 Frequency Distribution and Percentages of Data of Study Respondents**

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>%</b>
<b>Sex</b>	Male	26	44.8
	Female	32	55.2
<b>Designation</b>	Head teacher	29	50
	ECDE teacher	29	50
<b>Professional Qualification</b>	ECDE short course	08	13.8
	ECDE certificate	12	20.7
	P1 Certificate	23	39.7
	ECDE Diploma	13	22.4
	ECDE Degree	02	3.4
<b>Teaching Experience</b>	1-5 years	20	34.5
	6-10 years	18	31
	Over 10	20	34.5

#### **4.2.1 Respondents by Sex and Designation**

The results in table 4.1 show that there were 58 teachers of whom 26 (44.8%) were male and from this 2(7.7%) were in charge of ECDE and 24 (92.3%) were head teachers. Their female counterparts were 32 (55.2%), of whom 27 (84.4%) were teachers in charge of ECDE while 5 (15.6%) were head teachers. These results indicate that majority of the head teachers were male while a majority of teachers in ECDE were female.

What emerges from these findings is that female representation in head ship was wanting. This could be attributed to traditional perception that women were seen as less capable in all areas outside their accepted roles; it was thus accepted that men would fill decision making leadership capabilities in society leading to exclusion of women in leadership. This is in line with Dimandja (2004) who observes, in her paper on *The Role and Place of Women in Sub-Saharan African Societies*, that women are generally banished from the public spheres of power.

The fact that majority of the ECDE teachers were female was also indicative of traditional beliefs that women were seen as nurturing beings and as such were expected to be the home makers and take care of the children. These attitudes have prevailed even in current times when socio-economic changes have resulted in changes to roles women are now expected to undertake. These traditional beliefs may foster negative attitudes which limit male participation at ECD level. ECDE teachers were also poorly paid therefore the men were reluctant to take up this work.

#### **4.2.2 Respondents by Professional Qualifications**

The professional qualifications of Head teachers and ECDE teachers as shown in Table 4.1 were as follows: teachers with short course certificate in ECDE were 8

(13.8%), certificate course in ECDE were 12 (20.7%) and P1 teachers who were all head teachers were 23 (39.7%). However, 13 (22.4%) were Diploma holders of whom 4 (30.8%) were in charge of ECDE and the majority, 9 (69.2%), were head teachers. 2 (3.4%) had a degree in ECDE and composed of head teachers only.

Diploma ECDE course was established by the Government in 2006 in response to the Sessional Paper No 1 Of 2005 as one of the strategies that was adopted to address the challenges faced by the ECDE sub-sector. These challenges included low access, low participation rates and inadequate funding from the central government. A multi faceted approach was proposed which included improving access through training, provision of grants and strengthening advocacy and collaboration with communities. However, the results of this study reveal that the ECDE teachers who were targeted by these courses still had low qualifications compared to their primary counter parts. This may be attributed to the low salaries paid to ECDE teachers by the communities unlike the primary school teachers who were likely able to meet their training costs.

Education officers interviewed expressed concern that the head teachers who had trained in ECDE diploma confined themselves exclusively in primary level suggesting that the knowledge, skills, and attitudes acquired are not put in use at ECDE level.

One education officer interviewed had this to say:

“The government thought they were opening up Diploma ECDE colleges for nursery school teachers but they were actually opening them for PI teachers, who do not even step in those classes. The nursery teachers cannot afford to pay the over seventy thousand shillings required for a diploma course”

This further suggests that the primary teachers who advance their training in ECDE are more likely to be driven by their interest in promotion and consequently salary increment rather than in implementing the skills acquired. The teachers and

particularly heads have the capacity to change the attitude of the community towards ECDE education which majority of the community members view as a place where children go to pass time. If the attitude change is not championed by ECDE professionals then government efforts of fighting to ensure that all children pass through ECDE are futile.

The CMC chairmen interviewed reported that although the head teachers were more qualified in ECDE than the ECDE teachers themselves, they had little involvement in ECD management matters and that, issues of curriculum implementation and supervision depended upon the teacher in charge of ECDE. They also reported that the head teachers' participation in ECDE matters was only on collection of ECDE levies. One of the CMC chairmen expressed this concern:

“Head teachers do not step in nursery classes but since they were stopped from collecting fees from primary school children, because of Free Primary education, they have turned to nursery for collection of fees. They do not teach at nursery but they inquire from the nursery teacher how much they have collected from parents every evening”.

The CMC member suggested that they viewed the interest of the head teacher in ECDE centres as more of revenue concern than educational concern. The fact that ECDE teachers collect levies and handed over to the head teacher who decided what to pay them was demoralizing. This also indicates that after the introduction of Free Primary Education the head teachers lost a source of their revenue and therefore resorted to the ECDE centres for the little that is paid by the parents. The negative attitudes portrayed here by the Education Officers and the CMC members towards head teachers showed that there was unity of purpose and meeting the goal of the CSG was therefore difficult.

### **4.2.3 Respondents' Teaching Experience**

Teaching experience as shown from the results in Table 4.1 reveal that majority of the teachers 20 (34.5%) had a teaching experience of 1-5 years, of which 13 (65%) were ECDE teachers and 7(35%) were head teachers. Those who had taught for a period of between 6-10 years were 18 (31%). In this category, ECDE teachers were 7(47%) and 11(53%) were head teachers. Teachers who had taught for over 10 years were 20 (34%), 16 (80%) were head teachers while 4 (20%) were ECDE teachers.

The results are indicative of the fact that the head teachers were likely to be more stable in their career due to their job security being government employees. On the other hand, ECDE teachers displayed high turn over rate since they were employed by the low-income communities who struggled to provide food for their families and education therefore, became a luxury. The ECDE teachers were more likely to look for greener pastures a factor that may impact negatively on access to ECDE especially in slum areas where majority of the parents may not be aware of the importance of ECDE.

### **4.3 Top Class Enrolment Before and After the Disbursement of the Grants and Current Class One Enrolment**

This section sought to find out whether utilization implications of CSG had any impact on enrolment. It also sought to establish whether the number of children that transited from top class in a particular year were the actual numbers found in class one. The results are as indicated in Table 4.2.

**Table 4.2 Frequency Distribution and Percentages of Top Class Enrolment in 2006 (before the grants) and in 2010 (after use of CSG) and current enrolment of class one (2010)**

Categories of Enrolment in ECDE Centres	Enrolment of Top Class before grants		Enrolment of Top Class after grants		Current enrolment of class one	
	Freq	%	Freq	%	Freq	%
<b>Below 20</b>	15	51.7	8	27.6	-	-
<b>21-40</b>	9	31.1	10	34.5	-	-
<b>41-60</b>	4	13.8	6	20.7	1	3.4
<b>61-80</b>	1	3.4	4	13.8	3	10.3
<b>81-100</b>	-	-	1	3.4	6	20.7
<b>101-120</b>	-	-	-	-	8	27.6
<b>121-140</b>	-	-	-	-	6	20.7
<b>141-160</b>					2	6.9
<b>161-180</b>					2	6.9
<b>181 -200</b>					1	3.4
<b>Total</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>

Enrolment Analysis from Registers of top Class and Class One for 2006 and 2010

Results in Table 4.2 reveal that majority 21 (51.7%) of the ECDE centers had less than 20 children in top class before the implementation of the CSG. However, this number reduced to 8 (27.6) after the utilization of CSG. This implies that as the centres with less children decreased centres with high populations increased, indicative of increase in enrolment in the centres. In class one there were no schools with less than 40 children. The percentage of schools with an enrolment of 21-40 were 9 (31.1) before the use of the CSG and 10 (34.5) after CSG. This suggests that there was minimal increase in enrolment even after the utilization of CSG. Table 4.2 also indicates that there were no centres with a population of between 120 and 200 at

ECDE level. However, this formed the category with the highest number of children in class one which shows that although there was a slight increase in enrolment after the implementation of CSG there was still a large number of children joining class one without ECDE education. This may indicate that the CSG had not fully addressed the problem of low access to ECDE programmes has was intended.

#### **4.4 Number of ECDE Teachers**

This section sought to establish staffing status of the ECDE centres with a view to finding out the adequacy of the teachers.

**Table 4.3 Frequency Distribution and Percentages of ECD teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>0-5 teachers</b>	28	96.6	96.6	96.6
<b>6-10 teachers</b>	1	3.4	3.4	100.0
<b>Total</b>	29	100.		

The number of ECD teachers was varied as summarized in table 4.3. The majority of the ECDE centres (96.6%) had between 0-5 teachers while with 3.4% centres had 6-10 teachers. This shows that although the teachers were paid low wages staffing was not a problem in most of the ECDE centres because of the practice of recruiting of untrained teachers who were prepared to take low wages.

#### **4.5 Type of Houses within the Catchment area of the Children**

This section sought to find out the economic status of the households from which the children came with a view to determining the eligibility of these centres to receive the grant.

**Table 4.4 Frequency Distribution and Percentages of Type of Houses within ECDE Catchment Area**

Rating of houses	Permanent		Corrugated iron sheet roofed and wall		Corrugated iron sheet roofed and mud wall		Timber wall	
	Freq	%	Freq	%	Freq	%	Freq	%
<b>0-25 percent</b>	26	89.7	22	75.9	5	17.2	29	100.0
<b>26-50 percent</b>	3	10.3	7	24.1	4	13.8	-	-
<b>51-75 percent</b>	-	-	-	-	19	65.5	-	-
<b>76-100 percent</b>	-	-	-	-	1	3.4	-	-
<b>Total</b>	<b>29</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>

As shown in table 4.4 the respondents who indicated that permanent houses in the ECDE catchment area were below 25 percent were 26 (89.7%), while those who said that the percentage of permanent houses was between 26-50 percent were of the 3 (10.3%). Corrugated roofed and walled houses were reported by 75.9% of the respondents to be below 25 percent while 24.1% indicated that they were between 26 and 50 percent. The respondents who indicated that mud walled houses were below 25 percent were 5 (17.9%) while 13.8% showed that they were between 26 and 50 percent. The majority 19 (65.5%) reported that mud walled houses were 51-75 percent. The least 1(3.4%) indicated that they were 76-100 percent. Respondents who indicated that timber walled houses were less than 25 percent were 29 (100%)

It can be deduced from the findings that majority of the community members could not afford stone, timber or corrugated iron sheets for building materials but the most

preferred choice was mud and iron sheets typical of a slum set up. It is evident therefore that the ECDE centres within these communities needed the CSG. However, a small percentage (10.3%) of the respondents suggested that permanent houses were between 26 and 50 percent. This is an indication that Community Support Grants may have been misdirected to a small percentage of community members who may have not been very needy at the expense of more deserving communities.

#### 4.6 Amount of CSG Received by ECD centres

The CSG funds were disbursed to ECDE centres based on a per-pupil grant. According to CSG Handbook (2007) each centre was expected to receive a total of Ksh 350,000 by the end of 5 years from 2006 to 2010. The table below indicates amounts received by the various ECD centres in Eldoret in the last five years between 2006 and 2010.

**Table 4.5 Frequency Distribution and Percentages of Total Amount of CSG Received by ECDE centres**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>0-Kshs-50,000</b>	14	48.3	48.3	48.3
<b>51,000-100,000Kshs</b>	10	34.5	34.5	82.8
<b>101,000-150,000 Kshs</b>	2	6.9	6.9	89.7
<b>151,000-200,000 Kshs</b>	2	6.9	6.9	96.6
<b>201,000-250,000</b>	1	3.4	3.4	<b>100</b>
<b>Total</b>	<b>29</b>	<b>100</b>	<b>100</b>	

As indicated by Table 4.5 the total amount of CSG the centres have received since 2006 to 2010 range between Kshs 50,000-250,000. The centres which had received

below Kshs.50,000 comprised 14 centres (48.3%), while 34.5% had received between Ksh 51,000 and 100,000, Ksh 101,000 to 150,000 were 6.9% and between 151,000 to 200,000 was also 6.9%, between Kshs. 201,000 and Ksh.250,000 formed the least category with only 3.4%. The study shows that majority of the ECDE centres had received below Ksh. 101,000 within a period of five years.

This amount was far much below the amount expected to address the wide range of needs in most public ECDE centres. The needs included physical facilities, teaching learning materials, feeding programme and supplementing of teachers salaries among others. The amount provided was based on the number of children in the school (per pupil grant). This has meant that most centres continued to register low enrolment despite the provision of support grants. This situation will defeat the goal of the CSG if intervention measures are not put in place.

#### **4.6.1 Knowledge of the Management Committee to Utilize the Community Support Grant**

Actions or decisions taken by the CMC are expected to facilitate useful outcomes geared towards improving access to ECD programmes in all the centres that were targeted by the grant. The management of the CSG will determine the end result and compare it with what was originally envisioned. This section sought to determine the ability of the CMC to utilize Community Support Grant.

#### **4.6.2 Training Status of CMC on the Use of CSG**

Human development is one of the most important aspects of a programme. In regard to utilization of CSG, training of CMC, as emphasized in the CSG Handbook, forms a very important component. The training of the CMC is considered particularly important because it equips them with relevant knowledge, skills and attitudes which

help them to carry out the various roles assigned to them. The guidelines acquired help the managers to decide what should be done to accomplish given tasks and to handle issues which may arise in management and thus ensures efficiency. In regard to CSG, each CMC member who attended management training was provided with a CSG handbook which acted as ready reference to the CMC to check whether their decisions were appropriate. Besides, the handbooks defined managerial activities in practical terms. They tell what a manager is expected to do in a specific situation. This section sought to determine the training status of the CMC in regard to utilization of the CSG. The results are displayed in Table 4.7

**Table 4.6 Training Status of CMC on the Use of CSG**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Trained</b>	15	51.7	51.7	51.7
<b>Not trained</b>	14	48.3	48.3	100.0
<b>Total</b>	29	100.0	100.0	

As shown in Table 4.6 respondents who had received training on the use of CSG were 51.7%, while those who had not received were 48.3%. While these results indicate that more than half of the respondents had received training on the use of CSG, 48.3% who had not received training was still a high number considering that effective management by ECD Centre Management Committees is central for the overall success of the Support Grants programme. Training enhances the skills, capabilities and knowledge for doing a particular activity and leads to quality performance and ensures efficiency and high productivity. It implies therefore, that the Management Committees who managed the CSG without training were more likely to be ineffective. CMC member interviewed cited the following concerns:

“I joined the management committee in 2008 and training of committees was in 2006. Although I perform my duties as chairman well, I and chairmen of other nursery schools are still waiting for training for two years now”

These results imply that training needs of the CMC members were less likely considered important by education authorities. This is contrary to what Ong’ong’a (2009) believes in. He argues that training is crucial for organizational development and success. An individual will become more efficient and productive if he is trained well. He is supported by Reh (1997) who stresses that new members who join the committee are given training which familiarizes them with the organizational mission, vision and rules and regulations. Training therefore enhances the possibility of achieving the set organizational or school goals. Management Handbook (2007) points out that a well trained CMC member will be well acquainted with his or her roles and will need less of supervision. Thus, there will be less wastage of time and efforts. Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job, asserts Okumbe (1999).

#### **4.6.3 Regularity of Training on Implementation of CMC**

Training or capacity building is a long term continual process of development that enhances existing knowledge and skills. It is important in strengthening the competencies of communities so that they can overcome the courses of their exclusion and suffering (UNDP 1991). Training helps in optimizing the utilization of human resource. Good management practices ensure continual trainings which help in identifying the areas of management in which existing and future managers should be trained. This section sought to establish if there were continual training programmes on CSG to cater for the new members joining the management committee, the results are in Table 4.7.

**Table 4.7 Regularity of Courses on the Use of CSG**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Once</b>	22	75.8	75.8	75.8
<b>Termly</b>	-	-	-	-
<b>Yearly</b>	1	3.4	3.4	3.4
<b>Have no idea</b>	6	20.6	20.6	20.6
<b>Total</b>	29	100.0	100.0	100.0

The responses on how often in-service courses were mounted are shown in table 4.7 as follows: respondents who said that training had been done once since the initiation of the programme in 2007 were 22 (75.8%). Those who indicated that it was done on yearly basis were 1(3.4%) while those who had no idea about the training were 6 (20.6%). Through interviews, majority of the management committees expressed concern that they were managing the grants without any guidelines as was revealed by one member:

“The parents who were in the committee before the disbursement of the grants were lucky to have been trained and given books to read by the MEO. Those of us who joined later were promised to be trained by our fellow members who had trained but that has not happened. The headmaster decided to photocopy the book that teaches on how to use the grant from our neighboring school. Not all of us have read the book and those who have read say it has many things to follow.”

The results suggest that there were no structures established by the education office and by the schools to ensure that new members joining the management committee were inducted on how to utilize the grant. However, this is contrary to what Reh (1997) points out in the Study Management Guide. He quotes in the guide that training process is continuous and never ending in nature. When training is made continuous and a never ending process training gaps will be avoided among the CMC members. As earlier noted the education level of majority of the CMC members was

low and being made to be trainers of trainees would be taxing them. The above quotation also suggests that the distribution of CSG Handbooks had been given only to those who had attended the initial CSG training in 2006. From the interview it was evident that the CSG Management Handbook had many procedures that may have been difficult for some of the CMC members to follow. It may have even been more difficult for those with low level of education.

The training gaps among the management Committee resulted from two factors; one was that new parent representatives joining the committee were not inducted. The second factor was the transferring of head teachers who had not trained to schools with grants. Since these positions are not dynamic constant review was necessary to ascertain the training status of CMC members and head teachers. And as Reh (1997) points out training should be a continuous processes to address the training gaps in the new membership. The high number of untrained CMC members was more likely an indication that most of them did not understand the goal of the grant and consequently difficult to achieve increased access to ECDE programmes.

#### **4.6.4 Managerial Abilities of the Centre Management Committee**

Whenever objectives are to be achieved through organized and cooperative endeavor, management becomes essential for directing and unifying the group efforts towards a common purpose. The purpose of CMC was to provide leadership in ECD centres. This section sought to establish whether the CMC possessed basic management skill to utilize the grant successfully. This was done with special focus on establishing: the ability of the parent representatives to read, managerial skills of the CMC, level of sensitization of the CMC and ability to complete projects within the stipulated timeframe. The results are displayed in Table 4.8.

**Table 4.8 Management skills of the Centre Management Committee**

	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
All CMC members are able to read and interpret the CSG Handbook.	5	17.2	6	20.7	1	3.4	10	34.5	7	24.1
Most of the committee members possessed expertise and managerial skills needed to manage CSG.	4	13.8	4	13.8	7	24.1	3	10.3	15	51.7
All committee members had been sensitized on the use of CSG	7	24.1	8	27.6	1	3.4	8	27.6	5	17.2
The projects were completed in one year as specified by the handbook.	14	48.3	7	24.1	1	3.4	3	10.3	4	13.8

From the findings of this study, 17(58.6%) of the head teachers indicated that the committee members were unable to read and interpret the ECDE management documents, while 1(3.4%) of them were undecided and 11(37.9%) agreed that all the CMC members were able to read and interpret the CSG Management Handbook as shown in table 4.6.

The head teachers who indicated that the committee members possessed expertise and management skills were 14 (37.6%), 7 (24.1) were undecided while 18 (62%) disagreed. Slightly more than half of the head teachers 15 (51.7%) agreed that the committee members had been sensitized on the use of CSG, 1 (3.4%) were undecided and 13 (44.9%) were of the contrary opinion. Majority of the head teachers 21(72.4%) agreed that the projects were completed in one year, while 3.4% were undecided and 24.1% disagreed.

These results indicate that slightly more than half of the CMC members were unable to read and interpret the management handbook. This is what School Management Handbook (2007) argued against. It warns that illiterate school committees cannot cope with technological, economic and cultural changes in our country. It continues to emphasize that illiterate school committees cannot readily grasp policy provisions that relate to public finance, human resource management and organizational management. Collins (!989) also asserts that having a population that has strong literacy skills places a community in a better position to meet the complex social challenges because a highly literate population will be better able to deal with issues of governance in their communities.

The CMC members interviewed reported that most of the community members were illiterate and unemployed, or if employed were in jobs that paid little or offered poor hours and working conditions. One member of CMC reported this

“Most parents are night guards, house helps, casual labourers, informal traders and others engage in prostitution and illicit brewing to earn a living.” He expressed concern that that “school going age children are forced by their parents to contribute to family income through collection and selling of paper, plastic and metal wastes. These children do not attend school for lack of school fees and uniform.”

From this observation it emerges that the probability of incorporating an illiterate parent into the CMC from such a community is high. It is also evident that parents who were illiterate and poor had an increased chance of having poor and illiterate children. National Center for Educational Statistics in the United States (2010) supports this and adds that the level of literacy of an individual is proportional to his or her income level and the ability to meet basic needs.

The CSG Management Handbook (2007) asserts that informed debate by CMC is needed to help communities determine how best they can allocate scarce resources across competing priorities. Okumbe (1999) also asserts that:

“In order to perform its role effectively, a school and by implication its managers, must be able to afford a foresighted educational leadership which is based on sound management principles and techniques”

Collins (1989) adds that knowledge and skills are regarded as underpinning performance. And Management Journal (2008) expresses concern that Management Committees composed of members who do not possess managerial skills, expertise and experience are a major source of discontent among parents today. Bakhad (2004) summarizes by indicating that good management practices are essential if goals of any organization have to be achieved.

From the arguments presented, it is implied that more than half of the CMC members who lacked literacy skills did not make any effective contributions as members of the CMC. In effect therefore, the goal of the CSG to attract 100% participation in ECDE as was envisioned by the Ministry of Education was not achieved. This also implies that the number of ECDE children out of school was still high and that the grant made very little impact in ensuring that children enrolled in ECD centres.

#### **4.7 Community Involvement in Use of the CSG**

The findings in this section are shown on table 4.9 and will be presented under the following headings: Community Sensitization on Provision of CSG, involvement of the community in the Development of the Improvement Plans, Financial, Support Given by the Community to the ECD centres and Sourcing of materials by the Community.

**Table 4.9 Level of Community Involvement in the Use of Grant**

	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The community was sensitized on the provision and purpose of the grant	3	10.3	6	20.7	1	3.4	9	31.0	10	34.5
The community was presented IP for their input and approval	2	6.9	6	20.7	1	3.4	9	31.0	11	37.9
The community provides voluntary services to the ECDE centre			3	10.3	2	6.9	1	3.4	23	79.3
The community has sourced for supplementary material from well wishers			1	3.4	2	6.9	3	10.3	23	79.3

**4.7.1 Community Sensitization on Provision of CSG by ROK**

People will voluntarily participate in a community activity when they have better knowledge of an issue or situation. Dresbach, (1992) points out that community participation can be improved by stressing participation benefits. People are reluctant

to participate in community activity when they do not have enough information to act responsibly.

Table 4.9 depicts that 9(31%) of the head teachers indicated that the community was sensitized on the provision and purpose of grants. While 1(3.4%) were undecided, 19 (65.5%) disagreed. The role of the community is critical in contributing to the success of any project. The results show that only a few community members were aware of the provision and purpose of the grant by the government. For effective support the entire community needed to have been made aware through sensitization programmes. As indicated by On'gong'a (2009) sensitization enlightens and educates a community on their needs, resources, strengths and weaknesses. It is important in triggering the community into action towards bettering their own lives. Through these programmes positive attitudinal changes are achieved in the community.

However, the table indicates that 65.5% of the community members were not aware of the presence of the grants. Dresbach, (1992) contends that communities members will voluntary participate in an activity when they have better knowledge of an issue or situation. This implies that the 65.5% of the community members who claimed they had no idea about the provision of the grant may have not taken any role in supporting the project. Dresbach, (1992), adds that people act only after they have time to think about and discuss an issue. Only after attending the sensitization meetings would the community have decided on whether to contribute towards the grant or not. When they do not understand, the community acts on limited information and opposition will occur.

Training Manual for Community Mobilizers (2005) gives reasons which might have led to only a few members of the community being aware of CSG. The manual

explains that the poor and illiterate in a community are normally suspicious of innovation and not friendly to change agents. When such people finally adopt an idea, the idea has already been superseded by another. Dresbach (1992) examined data from two surveys conducted in America by the National Opinion Research Centre. His findings revealed that people with lower incomes, less education, less occupation status, and lower levels of living are less likely to participate in voluntary associations than persons of higher brackets.

#### **4.7.2 Presentation of the Improvement Plan (IP) to the Community**

Communities are often faced with the challenge of making a choice of needs that require immediate action than others. In regard to the grants, the CSG handbook stipulates that recipient communities must be allowed to prioritize their needs through the Improvement Plans so that the most pressing ones are given priority. The results indicate that less than one third of the head teachers 8 (27.6%) agreed that community members were presented the IP by CMC for their input and approval, while 3.4% were undecided and 20 (68.9%) disagreed.

According to CSG Management Handbook (2007), once the draft IP has been completed the CMC must hold a meeting with the community members to get their feedback and endorsement for the plan. It further explains that the meeting should be held at a time that is convenient for community members to attend. It is very important for as many community members as possible to attend this meeting.

The reason for the small number of community members contributing to the development of the Improvement Plan may be attributed to fear as Murray et al. (1954) noted. They identify fear as a condition that undermines community participation. They explained that conditions associated with fear often cause people

to feel uncomfortable in group activities. First, they sometimes feel inferior. This is a fear of exposing ones ignorance whether real or imagined. The CMC members may have feared to expose their ignorance by declining to contribute towards developing their priority areas through Improvement Plans. The high value that has been placed on education causes people with less educational achievements to feel inferior. Reasons often given are that they are too busy or don't have time.

However, the community can be convinced to support their efforts through intensifying sensitization campaigns (RoK, 2005). Community participation can also be facilitated by stressing the benefits to be gained. But the gains of ECDE education are intangible and may not become obvious to the poor communities. This then requires adequate time for sensitization and appropriate means of diffusing the new knowledge to convince the poor communities to take their children to school. It also requires concerted effort by all stake holders to mobilize and build the capacity of these communities to understand their needs. Persistent community awareness and consideration of community participation principles can greatly reduce these concerns as is indicated by Okumbe (1999). Since it has emerged that participation in community betterment projects does not usually occur by chance but because certain principles of organization are observed then, these principles should be taken into consideration.

#### **4.7.3 Financial Support given to ECD by the Community**

In order for communities to develop a sense of ownership for the CSG initiated projects, they are encouraged to contribute towards the projects (CSG Handbook 2007). The community is expected to make deliberate efforts to raise additional funds. Table 4.9 however, shows that less than a fifth 5 (16.9%) of the community members

had raised additional funds to supplement CSG, while 1 (3.4%) were undecided and 23 (79.3%) disagreed.

A UNDP Report of 2008 explains that failure of low income families to participate in community projects regardless of whether financial contribution is demanded or not is a common phenomenon among the poor. The Report observes that poor communities are characterized by lack of participation in decision making, and in civil, social and cultural life. The Catholic Campaign for Human Development (2009) ([www.usccb.org/cchd/povertyusa/](http://www.usccb.org/cchd/povertyusa/)) gives reason for non participation by poor communities through the article “Struggling to Hang on.” The article explains that the poor struggle in making hard choices between hunger, housing and health care for their families”

One CMC member indicated that a majority of parents of ECD children were young unmarried girls,

*“A big number of ECD parents are young and single girls. They do not attend parents meetings because a majority of them look for manual work on a daily basis. They cannot pay fees for their children let alone making other financial contributions.”*

This affirms the research findings of a study carried out in America in 1999 by Centre on Budget and Policy Priorities which found out that marriage tends to be associated with lower rates of poverty. According to the study, in 1998, the poverty rate for female-headed households with children and no husband present was 29.9%. By contrast, the poverty rate for married couples was just 5.3%. This therefore, explains reasons for lack of financial support towards the grant by the communities that benefited.

#### 4.7. 4 Sourcing of Materials to Supplement CSG

Sourcing of materials is an approach for raising capital for new projects by soliciting donations from friends, stakeholders and charitable organizations. Table 4.9 indicates that the community's role in sourcing of materials was very minimal. 1 (3.4%) of the community members had sourced for supplementary materials from well wishers, while 2 (6.9%) were undecided and 26 (89.6%) had not participated. Through an interview one CMC member indicated that parents who were unable to make financial contributions were encouraged to offer services.

“We encourage community members to contribute towards the grant by asking for donations from well wishers but we have not succeeded in this. The only services that centres sometimes get from parents are preparation of snacks for children in schools with feeding programme. The parents offer these services in place of payment of school fees.”

On whether the community offered voluntary services or not is further reaffirmed by results in Table 4.9. They indicate that 1/5 (10.3%) of the community members provided voluntary services to the ECDE centres, 2 (6.9%) were undecided and 24 (82.7%) did not. This is contrary to what is emphasized in [www.csv.org.uk/](http://www.csv.org.uk/) that low-income communities should give donated services or source for materials towards their projects for purposes of ownership.

These findings suggest that as much as poverty might have contributed to lack of community participation, community sensitization and mobilization may have not been effectively done. These findings are in line with findings of UNICEF (1992) which revealed that the contribution of parents and members of the community in the development of their facilities and services for children was found to be closely related to their awareness and level of mobilization. It continues to point out that

economic factors seemed to also influence the contribution of parents to the pre-school centres and to the use of the resources.

One CMC member felt that when parents understand what is required, they are very supportive. However, poverty and too many competing demands on finances limit the community's abilities on what they can do for their children. (UNESCO 2004) adds that Education imposes substantial financial burden to low-income parents, who on the average tend to have more school age children than higher income families. Many centres, for example, discontinue feeding programmes during the periods of food shortages because parents cannot afford to pay for school feeding programmes and at the same time buy food for their families.

#### 4.8 Support Given to the CMC in Implementing CSG by the Education Office

This section sought to establish the extent to which the education officers supported the CMC in implementing the Community Support Grant. The results are displayed in Table 4.10.

**Table 4.10 Support provided by Municipal Education Office to the ECD centre**

	Excellent		Good		Fair		Poor		Very poor	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Advisory visits to the Centre by QASOs	2	6.9	4	13.8	6	20.7	15	51.7	2	6.9
Supervision of ECDE curriculum implementation by education officials	1	3.4	2	6.9	7	24.1	14	48.3	5	17.2
Guidance on selection of eligible projects	2	6.9	10	34.5	7	24.1	8	27.6	2	6.9
Supervision of CSG implementation	4	13.8	4	13.8	6	20.7	5	17.2	10	34.5
Guidance on legibility of potential CMC members	4	13.8	11	37.9	4	13.8	4	13.8	6	20.7
Monitoring and evaluation of CSG projects	2	6.9	6	20.7	5	17.2	9	31.0	7	24.1

The rating of advisory visits to the ECDE centres by education officers was as follows: the respondents that rated the visits to be good were 20.7% and another 20.7% also rated the visits to be fair and 58.6% to be poor. This implies that although

the Education officers visited the centres for assessments, supervision and monitoring the visits were not adequate, further indicating inadequacy of professional guidance received by the centres. Respondents who rated supervision of curriculum implementation by education officials to be good comprised 10.3%, while 24.7% were rated to be fair and 65.5% rated it to be poor. This indicates that education officers did not assess ECDE teachers on curriculum implementation as often as was required.

The education officers interviewed reported that most visits to ECDE centres were for purposes of assessment of teacher trainees on teaching practice rather than on general advisory visits.

“ECD lecturers, who also double up as education officers, continuously monitor ECD teachers during field experience. This monitoring ensures that the teachers are able to put into practice what they have learnt and give on the job assistance to the teachers. These trainers are normally interested in curriculum implementation by the teacher- trainees”

In addition, document analysis revealed that education officers visited the primary schools more often than ECDE centres. This was affirmed by the visitors and the log books which showed that primary schools were visited up to six times a term as opposed to only one visit per term to ECDE centres.

On the item on whether the education officers guided the CMC on selection of eligible projects was viewed as good by 41.4% of the respondents, 34.5% to be poor, and 24.1% rated it to be fair. The supervision of CSG implementation was identified by 27.6% to be good, while 51.7% be poor and 20.7% as fair. On whether the community was guided by education officers on selection of eligible CMC members was rated by 51.7% of the ECD teachers to be good, while 34.5% to be poor and 13.8% of them rated it to be fair. The monitoring and evaluation of CSG projects was rated by 55.1% to be poor, 27.6% rated them to be good, while 17.2% to be fair.

The results indicate that the officers did not make frequent supervisory visits to the schools. This is in contrast to the definition of supervision as stated by Hovde (2009) in a World Bank Review. According to him, supervision is regular/periodic oversight of individuals or entities which uses the results of evaluation (and sometimes inspection) to inform and direct action of those supervised. NACECE, (2009) on the other hand points out that close liaison between the education officers and heads of schools will enable schools to gain professional advice. RoK (2002) observes that quality in educational institutions is achieved through regular visits to schools by education officers. They identify institutional needs for improvement. The ECDE Service Guidelines (2006) stresses that education officials play the professional role of liaising with the management committees for the purposes of attaining the required educational standards.

In Kenya QASOS are charged with the responsibility of promoting quality in educational institutions through assessment, monitoring and evaluation to ensure that all intuitions of learning are committed to meeting national standards of quality. However, according to RoK, (2005) the QASOs are not adequately equipped to handle inspection and assessment of ECDE centres. This explains the reason for inadequate advisory visits to the ECDE centres.

The less frequent visits to the centres by education officers, as indicated by these results meant that projects were implemented without the necessary professional guidance of the officers. The consequences were provision of unsuitable and inappropriate facilities in the ECD centres. In some centres, small classrooms were constructed against specifications provided for by the policy (8x6ft). Toilet apertures in some centres were too wide for the ECDE children and in some cases the furniture

was not age-appropriate. If adequate training of the CMC had been conducted and professional guidance given through close supervision and monitoring, these problems would have been avoided.

Another area where CMC expressed concern was the length of time that it took the government to disburse the grant. Over 1/2 of the centres received the grant a year after development of the IPs (budgets). The delay had a number of implications on the overall management of the grant as reported by one education officer:

“Prices of most items had since changed; in addition, the composition of the management committees had also changed to include trained and untrained CMC. Changes in headship in schools were liable to take place. This meant head teachers who had not been trained on implementation of the grant moving to centres with the grant which may explain the reason for the high number of untrained CMC members.”

#### **4.9 Policy and Practice in implementation of CSG**

Policy is important in making of critical educational decisions. It is important in identification of different alternatives and choosing the best among them on the basis of the impact they have. Table 4.11 shows the outcome of this section.

**Table 4.11 Adherence to Policy in provision of Physical Facilities and Teaching/Learning Materials**

	Strongly Agree		Agree		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
The ECD classrooms are of standard size	2	6.9	2	6.9	9	31.0	16	55.2
Classrooms are well lit and ventilated	2	6.9	4	13.8	19	65.5	4	13.8
There are separate toilets for boys and girls	9	31.0	5	17.2	10	34.5	5	17.2
Toilets apertures are suitable for the age of learners	-	-	6	20.7	14	48.3	9	31.0
The furniture used by ECD children is appropriate to their ages	5	17.2	6	20.7	5	17.2	13	44.8
The play/learning materials in ECD centres are adequate			1	3.4	10	34.5	18	62.1

Results from questionnaires subjected to head teachers revealed that (13.8%) the ECD classrooms were of standard size, and (86.2%) disagreed. The percentage of head teachers who indicated that the classrooms were well lit and ventilated were (20.7%) but (89.3%) disagreed. The head teachers who indicated that there were separate toilets for boys and girls were (48.3%) while (51.7%) disagreed. The head teachers who agreed that the toilets apertures were suitable for the age of the learners were

(20.7%) while (79.3%) disagreed. Head teachers who indicated that furniture used by ECD children were appropriate to their ages were (37.9%) but (62%) disagreed. Few head teachers (3.4%) indicated that play materials in ECD centre were adequate but (96.6%) disagreed.

The results depict that children in public ECD centres were deprived of the most basic learning necessities. This is in line with the findings of a study by NACECE (1992), which established that in majority of the public ECDE centres physical facilities and teaching/learning materials were inadequate and that the few that were available were not provided based on ECDE policy requirements.

The most hit area was provision of play materials where 3.4 % of the respondents indicated that there were adequate play materials. According to Sessional Paper No.1 of 2005, focus on young children should be to provide a holistic and integrated programme that meets the child's cognitive, social, moral spiritual, emotional and physical needs. The parents and the community should provide time, space, and facilities such as play materials, swings, slides and see-saws. NACECE, (1992) adds that children should be provided with plenty of activities with relevant, adequate and appropriate materials to manipulate. Okumbe (1999) stresses that effective utilization of funds is pegged on acquisition of appropriate resources and setting favorable conditions in ECD centres to ensure maximum learning experiences for the young children and consequently increase access.

The findings further show that 89.3% of the head teachers indicated that the classrooms did not have adequate space. This is contrary to the Manual for ECD Teachers and the Community (2007), which points out that ECD level is the stage

when the children have abundant energy and are very mobile and this mobility requires space.

Diverse studies (Reeves 2000, Stipek 2005 and Scott 2009) indicate that the most cost-effective human capital investments take place in the first five years of a child's life therefore intervention measures should be taken seriously at this period of growth. However, it is apparent that living in circumstances of deprivation, children do not get the necessary conditions to cope with demands of school.

As indicated by the conceptual model diagram, achieving 100% access to ECDE services requires the input or participation of all parties concerned i.e. a knowledgeable Centre Management Committee that is able to utilize the Community Support Grant in projects that would target high enrolment. Also necessary for effective utilization of the grant is the support from the community. The community was the main beneficiary of the grant and their goodwill was very important for the success and sustainability of the projects initiated through the grant. Municipal Educational officers also had an important role in ensuring increase in access to ECDE services through monitoring the use of the grant and giving the necessary advice through supervision of the teachers. Failure of any of the parties to execute their duties well meant failure of the grant to meet its objective as indicated by the findings.

## **CHAPTER FIVE**

### **5.0 DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The purpose of this study was to investigate Access Implications of Utilization of ECD Community Support Grant in the study area. The study sought to come up with best practices in regard to the utilization of the grant with a view to addressing low access to ECDE in Eldoret Municipality. This chapter presents the summary of findings, conclusions thereof and recommendations arising out of the findings.

#### **5.2 Discussions of the Findings**

The presentation of the discussion is in accordance with the research questions posed in chapter three as follows:

- 1 How knowledgeable is the Centre Management Committee in utilizing the Community Support Grants to target increased access to ECDE programmes?
- 2 To what extent is the community involved in utilization of the Community Support Grant?
- 3 To what extent does the Municipal Education office support ECD Centres in utilization of the grant to increase access?
- 4 To what degree does the Centre Management Committee adhere to ECD Policy Guidelines in utilization of the CSG to increase access to ECDE programmes?

### **5.2.1 Knowledge of the Centre Management Committee to utilize the CSG**

The ability to read and write has an impact on an individual's ability to participate in society and understand important public issues ([www.csv.org.uk/](http://www.csv.org.uk/)). However, findings indicate that slightly more than half of the CMC members were unable to read and interpret the management handbook. Having a population that has strong literacy skills places a community in better position since a highly literate population will be better able to deal with issues of governance in their communities (UNDP 2009). Informed decisions are needed by CMC to help communities determine how best they can allocate scarce resources across competing priorities. This then implies that since more than half of the CMC members lacked literacy skills they were unlikely to have made little contribution towards addressing the problem of low access to ECDE programmes due to ignorance.

The findings indicate that 48.3% of the CMC members had not been trained on utilization of the grant. This should be seen against a backdrop where 58.6% CMC were illiterate. Strong literacy skills are closely linked to access to training opportunities. This is because literacy provides the foundation upon which skills needed in management and the labour market are built. Literacy levels of the CMC, therefore, influence ability of training to yield any meaningful impact to the CMC members.

Before CSGs were disbursed, the benefiting communities were trained on the utilization of the grant in terms of eligible expenditure, supervision and procedural transactions. They were also trained on preparation of an Improvement Plan that basically showed the current enrolment, proposed expenditure and general narration of the expected impact on the learning environment and enrolment. Training courses

mounted were designed to empower communities with skills that would enhance their participation in implementation of the grant. They also aimed at increasing participant's knowledge and ability to manage or utilize the grants through evaluation of government policies and programmes in the context of increasing access to ECD programmes. According to study conducted by in (On'gong'a 2009 on Management Abilities of School Management Committee training inspires and creates confidence in leaders through acquisition of up to date knowledge and skills including the ability to initiate, communicate, and direct. Okumbe (1999) adds that a leader who cannot provide professional leadership will not be a credible person in the eyes of those he leads.

Findings also indicate that Centre Management Committees who had trained on the use of CSG were 51.7%, while 48.3% had not. The CMC chairpersons interviewed also reported that fewer CMC members had gone beyond primary school education. Identifying learned members in these communities to be in the CMC in the slum communities was difficult and incorporating parents with low levels of education was inevitable. The dilemma of this situation appears to be what Ndani and Murungaru, (2009) found out in their study on Household Poverty. They noted that it is difficult to disentangle poverty from the low levels of education.

Pansiri, J. et al. (2008), point out that School committees composed of members who do not possess managerial skills, expertise and experience are a major source of discontent among parents today. The Education Act 1968 revised in 1980, which should inform all educational operations, does not enumerate the skills a person should possess to qualify for the appointment into a management committee. Another problem that may have led to illiterate and semi-illiterate parents joining the CMC is

that service in the school committee is not remunerated and consequently most professionals opt to stay away from it. The result is that most CMCs are old and unenergetic retirees, semi-literate business people or other semi skilled non professionals.

A part from low level of education and lack of adequate training among the parent representatives, one other factor that affected the utilization of the fund is delay by ROK in disbursement of the grants to schools. The less than Ksh 200,000 that about half of the centres 14 (48.3%) received as shown in Table 4.6 was disbursed in three installments within a period of three years. The amount received was far below what had been budgeted for. The CMC chairmen interviewed also reported that majority of the centres received the first installment six months after the training. Within the six month, many changes could have occurred in the composition of the CMC which may have likely created gaps in training status. Trained head teachers and ECD teacher may have been transferred to schools that did not benefit from the grant rendering the knowledge and skills they acquired useless. The changes may have also resulted in untrained teachers being transferred to schools that were eligible for the grant. Other training gaps may have been created through parent representatives relocating to other areas or their children moving out of these schools. Some of the Chairmen interviewed expressed concern that they had not been trained as they joined the committee later after others had been trained and that there were no subsequent trainings to cater for them.

The implication is that the CMC's low level of education coupled with lack of training on the utilization of the grant meant that they were not able to read and interpret the CSG Handbook. They were, therefore ill-prepared to mobilize and

sensitize the communities on the importance of enrolling their children in ECDE they themselves did not understand. The problem was also compounded by poverty where parents face the dilemma of choosing between educating or feeding their children. As was noted a big percentage of children come from poor households. The CMC chairmen also reported that pre-school-going age children participated in generation of family income. The common activity among these children was begging in the streets with instructions from their parents, a factor that had increased the number of street children who would be in school.

The implication therefore is that due to the low level of education of the majority of the CMC and a majority having not attended management training courses meant that they were not adequately prepared to convince the communities on the importance of enrolling their children in ECDE. It means that they also lacked skills to prioritize children's needs, and no expertise in general management. This was also hampered more by poverty where to feed or to educate are hard choices for the extremely poor.

### **5.2.2 Level of Community Involvement in the Implementation of CSG**

Since over 80% of ECD centre are owned and managed by communities, it is important to mobilize people at grass root level and to get them involved in their own projects. It is only with greater awareness and understanding of the benefits of ECDE education by the community that transformative change can occur. This section sought to establish whether the community was effectively involved in utilization of the Community Support Grant. It was found out that a large number of community members were not aware of provision of the CSGs by the government. On'gong'a (2009), points out that the community is a key stakeholder in the provision of ECDE programmes in partnership with other development agencies. According to the researcher's knowledge, initiating any project without involving the community for

whom the project was started would be difficult for them to acknowledge ownership even after completion of the project. When the community gets involved, it identifies itself with and owns such projects with pride as “our school”, because they participated towards their establishment, either through decision making, or provision of labour or funds.

Supplementing the CSG among the poor communities would mean identifying a variety of strategies and approaches that lead to awareness among people about the value and need of pre- school education for their children. When the need would be felt by the community and the demand for inputs comes from them that would then be a right time to intervene and design programmes that would best meet the felt needs. However CMC chairpersons who were interviewed reported that it was very difficult to mobilize the community, especially members who did not have children in the centre to make any financial contribution. This implies that the burden was left by the community to those who had children and since the enrolment in these centres was low, the participation was minimal which calls for other intervention measures to assist children from the slums enroll in ECD.

The CSG was meant to target parents whose children did not attend ECDE but these results prove that it was hard to mobilize parents from the slum areas since most of their activities were based in town. This fact suggests that CSG programme may have not been the best intervention measure to attract children to school among the slum communities. The small amount of grant given to the centres was an indication that the greater percentage of funding of initiated projects was expected to be met by the community. However, demanding a lot from the poor communities implied passing the burden to an already overburdened population. This was evidenced by the

Improvement Plans (IPs) which indicated that even the most basic facility, such as a toilet, was placed as an urgent priority to be addressed by the grant.

As earlier noted only 5 (16.9%) of the respondents indicated that the community had raised additional funds to supplement CSG and 1(3.4%) indicated that the community had sourced for supplementary materials from well wishers while (10.3%) of the head teachers indicated that the community provided voluntary services to the ECDE centres. It is apparent from this investigation that there was very minimal participation from the community. This was supported by CMC chairpersons and education officers who were interviewed. They reported that classrooms that were constructed using the little CSG funds expecting to be completed by the community had since stalled for about four years. This means that the grant did not help the targeted children and using it for other affordable pressing needs like teaching/learning materials would have been a better option. This is also an indication of lack of prioritization skills among the CMC which led to failure by the grant to serve the purpose of increasing enrolment of ECD centre. The researcher established that the problem of poverty was compounded by single very young and low educational level of the parents. A big percentage of parents had no formal education at all.

It is evident therefore that slum communities were unable to take their children to school or support community development projects by supplementing small grants from the government. As much as inadequate community sensitization 48.3% and high poverty levels may be attributed to the minimal support of the grant by the communities, even mobilizing them to give voluntary services was not forthcoming. This is likely an indication that these communities were not aware of the importance of ECDE education.

### **5.2.3 Support Given to Centre Management Committee by the Municipal Education Office.**

Being the custodian of standards, the Education Office plays the role of a supervisor, which ensures that procedures are followed and national goals are achieved. This is done through assessment which is a process of comparing performance against the standards and expectations of the Ministry of Education (RoK, 2002). Assessment results are used to inform planning and areas in which teachers and children may need support. This section sought to establish the extent of professional support given by education officers. Special focus was on awareness creation and interpretation of policies through trainings and routine supervision and assessments visits.

Respondents who indicated that the advisory visits by QASO were frequent and hence rated good were 20.7%, those who said that they were fair were 20.7% and 58.6% indicated that visits to the centre were less regular and therefore rated as poor. On supervision of ECDE curriculum 10.3% indicated that they were satisfied and hence rated the exercise as good, 24.1% rated it as fair and 65.5% rated the visits as poor. Monitoring and evaluation of CSG implementation was the worst performed area with only 27.6 % respondents rating it as good. Generally, the respondents who indicated that they were satisfied with the advisory visits by the education officers were not more than 30%. This implies that the visits were not frequent and that it was more likely the CMC implemented the CSG without any monitoring and supervision.

The education officers interviewed reported that Quality Assurance and Standards Officers (QASOs) visited primary schools up to 6 times per year unlike only once in ECDE despite the two being on the same compound.

“The ECDE children have been isolated in terms of assessments and monitoring because the QASOs do not understand ECDE programmes. We

visit primary schools up to six times a term but ECDE centres are visited once”

The major problem hindering them, they reported, was that they were not acquainted with ECDE curriculum and the ECDE policy guidelines. It also became apparent that the QASOs were not inducted on the new ECDE Policy Standard Guidelines of 2006. Visits to ECDE centres were more likely left to the ECDE lecturers whose main mandate was to train and assess ECDE student- trainees. However, the lecturers were not trained on matters of Quality Assurance which indicates that there was a gap in quality assurance at ECDE level. The officers also reported that other challenges included means of transportation. There was only one vehicle for education department which served five zones and 30 education officers. The same vehicle was, in most cases, borrowed by other departments.

#### **5.2.4 Adherence to ECD Policy in Utilization of Community Support Grants**

The GOK (2005) has spelt out its mission which provides and promotes equal access to quality life long education. Programmes and projects that are initiated should be geared towards realizing the Ministries mission and vision to expand the provision of education to children who have not been reached. However, this has not been achieved among low socio-economic population. This section sought to establish whether lack of adherence to policy contributed to this.

Fewer head teachers (13.8%) indicated that the ECD classrooms were of standard size (8 x 6ft) and (86.2%) had contrary opinion. One fifth of the head teachers (20.7%) indicated that the classrooms were well lit and ventilated, while (79.3%) disagreed. The head teachers indicated that there were separate toilets for boys and girls as opposed to (51.7%) who objected and (20.7%) of the head teachers indicated that the

toilet apertures were suitable for the age of learners while (79.3%) disagreed. The head teachers who indicated that furniture used by ECD children was appropriate to their ages were (37.9%) but (62%) disagreed. Very few head teachers (3.4%) indicated that teaching learning materials in ECD were adequate and (96.6%) disagreed.

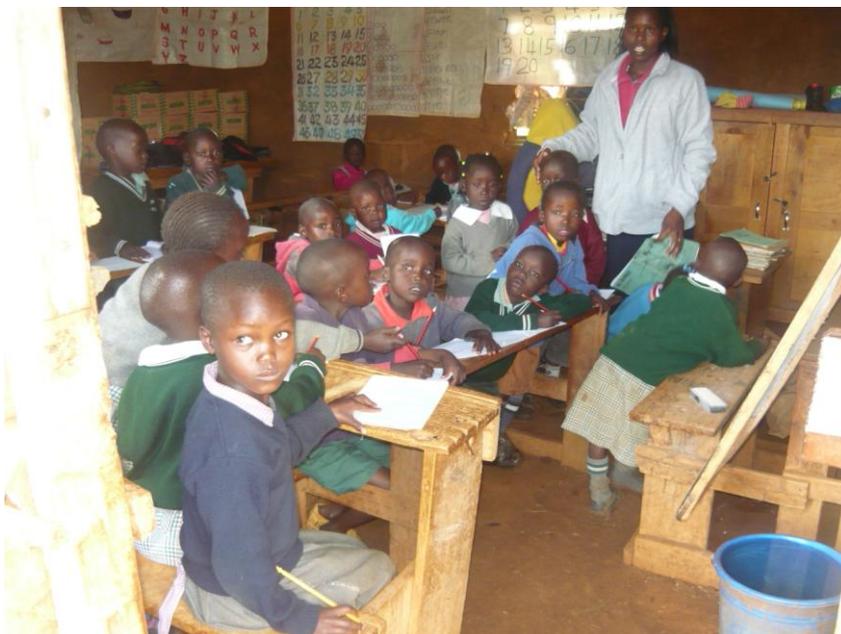
EFA Assessment Report of 2000 indicated that the quality and relevance of education offered has not been up to the required standards and a decade later the situation had not changed. The results of this study highlight the fact that physical facilities lacked in majority of the public ECD centres. The few that were available were in very poor condition and were not in line with ECDE Service Standard Guidelines. The researcher through observation found out that in some public ECDE centres children occupied dilapidated, isolated and abandoned buildings as shown in figure 5.4.2.1 below.



**Fig. 5.4.2.1 ECDE Centre building**

The researcher also observed that there was multi-grading where children of different age and ability were lumped together in one room for lack of classrooms. These children were attended to in the same room by different teachers. This is contrary to the Service Standard Guidelines which specifies that a standard size of an ECD classroom shall be 8 x 6 feet to accommodate a maximum of 25 children. The condition of the building suggests that the children were at risk of contracting diseases such as tuberculosis and jigger infestation because of the tiny classroom and dusty mud floor.

A Manual for ECD Teachers and the Community (2007), emphasizes that ECD level is the stage when children have abundant energy and are very mobile and this mobility requires space. However, some centres had very tiny classrooms and the children were congested. The furniture in some centres was not appropriate to the age of the children as shown in figure 5.4.2.2. Appropriate furniture for children allows free movement of children for them to participate in different activities that often require a lot of mobility.



### **Fig. 5.4.2.2 ECDE Classroom**

On the same compound there was a big contrast between the environment in primary section and ECDE section. The buildings in the primary section were permanent, classrooms were spacious, and the children were in full school uniform and looked cheerful as shown by the class one east in the figure 5.4.2.3



### **Fig. 5.4.2.3 Class One East Building**

One CMC member interviewed reported this:

“The primary section receives a lot of donations from Nairobi, Municipal and banks compared to nursery which as been forgotten. The only donation we have received for our nursery is this community grant”

As indicated by this CMC member the primary school benefited from Free Primary Education (FPE) fund, uniforms were provided to schools in slums and pockets of poverty by well wishers through Orphan and Vulnerable Children (OVC) programme. The local banks had also contributed in putting up classrooms to supplement parents’ efforts in Langas, Kapkenduiwo and Racecourse primary schools. The CMC member interviewed also indicated that Constituency Development Fund (CDF), Local Authority Transfer Fund

(LATF) have assisted to improve infrastructure in the primary section. This suggests that the community participated more in primary school projects compared to their involvement in ECDE. This is an indication that funds were likely available for improving the conditions in both ECDE and primary sections. But the problem could be attributed to lack of awareness of the communities on the importance ECDE leading to concentrating only in primary.

However, the researcher established through observation and interviews that amongst all the projects implemented, although inadequate, the construction of toilets was the single most successful project funded through the CSG. The Figure 5.2.4.4 shows an ECDE toilet funded through the grant. The ECDE toilet was a contrast of the ECDE building a few metres away.



**Fig. 5.4.2.4 A Toilet constructed through CSG**

The learning/teaching materials were inadequate and the few that were available had accumulated dust an indication that they were not in use. This portrayed lack of motivation on the part of teachers and that curriculum implementation was

compromised. This is because at ECDE level children require plenty of concrete materials to manipulate in order for the children to understand the concepts taught. Kerich, (1999) argues that when children are offered variety of objects and materials, they learn easily because these learning resources attract attention and curiosity.

In environments with adequate variety of teaching/learning materials children's understanding of new concepts is enhanced. A major part of the success of a good school, therefore, is the provision of adequate materials that aid teaching and learning. It was evident that the learning conditions in majority of the ECDE centres were not conducive and consequently discouraged access. The conditions prevailing in these centres also showed that policy guidelines were not followed and frequent supervision was not carried out by Municipal Education Office.

### **5.3 Conclusions**

#### **5.3.1 Summary of Conclusions.**

The findings of this study reveal that 100% access to ECDE programmes after the implementation of CSG in Eldoret Municipality as was envisioned by the Ministry of Education was not achieved. As earlier indicated, before the implementations of the CSG the children who were out of school in the slums of Eldoret were as follows: Langas (83.1%), Huruma (79.2%), and Kamkunji (73.6%). The study revealed an average increase of 8.7% in enrolment after the utilization of the grant as shown by the following figures: In Langas slums, children out of school had reduced from 83.1% to 75%, Huruma 79.2% to 66.4%, and from 73.6 to 68.3% in Kamkunji. The study findings attributed the following as having hindered the attainment of 100% increase in enrolment as was envisioned by GOK.

The Centre Management Committee lacked the necessary knowledge; skills and attitudes to utilize the grants in order to increase access to ECDE programmes. Consequently the grant made very little impact in increasing enrolment. There was inadequate community awareness, sensitization and capacity building in regard to utilization of CSG. This resulted in the communities not acknowledging ownership of the CSG programme and thus leading to lack of support, involvement and participation in utilization of the CSG. There was insufficient professional support from the Municipal Education Office. This is because QASOs had not been inducted on ECD Service Standard Guidelines for Kenya, 2006 and National Early Childhood Development Policy Framework, 2006. The Officers, therefore, were ill-prepared to give professional advice in regard to utilization of the CSG.

The Centre Management Committee did not adhere to the policy guidelines in the construction of physical facilities and provision of learning resources. The classrooms were inadequate and were not spacious enough. The learning teaching materials were also inadequate and the furniture used was inappropriate for the age of the children.

### **5.3 Recommendations**

The following recommendations emanated from the findings of this study and are as follows:

To address the problem of illiteracy among the management committee, a policy specifying the knowledge a person should possess to qualify for the appointment into a management committee should be developed by the Ministry of Education. This will prevent semi-literate non professionals from managing learning institutions.

Mobilization and sensitization campaigns should be intensified among the low socio-economic communities on the importance of ECDE and on supporting projects that

target the education of their children. This should be done through Provision Administration to ensure that all community members attend the sensitization meetings. This can also be done through radio programmes on various issues on ECDE.

All officers, and particularly QASOs, should be inducted on the ECDE Service Standard Guidelines and ECD Policy Framework. This will ensure that every project initiated is informed by policy through the supervision and assessment of informed education officers. In this way the projects are likely to meet the goals for which they were initiated.

### **5.5 Suggestions For further Research**

This study cannot be said to be exhaustive in discussing the major areas of focus.

Further research can therefore be done in the following areas:

The grant was given to support disadvantaged communities in the arid and urban slums in Kenya. Since this study targeted the slums, a similar study can be conducted in the arid semi-arid areas.

The sufficiency of the amount of CSG provided to address ECDE needs among the low socio-economic communities. Community Support Grant was meant to supplement the efforts of the community in provision of physical facilities and teaching learning resources. However, poverty deterred the community from participating especially in regard to financial support which was among the reasons the grant did not address the problem of access. A research should be conducted to determine the extent to which poverty is a factor in the failure of the grant to address the problem of low access to

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## APPENDICES

### Appendix A: Letter of Introduction

Sally J. Biwott,  
Moi University,  
P.O Box 3900,  
Eldoret.

Dear Respondent,

I'm a post graduate student in the School of Education, Department of Educational Management and Policy Studies, Moi University. As part of the requirements for my course, I'm conducting an academic research on *Access Implications of Utilization of ECDE Community Support Grants in Eldoret Municipality* I therefore request for your kind participation in the study by responding to the questions attached.

Your response will be treated with utmost confidentiality and that the findings will be used strictly for academic purposes. To ensure confidentiality, please do not write your name anywhere in this questionnaire.

Yours sincerely,

**Sally J. Biwott**  
**School of Education**  
**Moi University**

**Appendix B: Questionnaire for the Head Teacher on Knowledge of Committee to Use Grants.**

**Section A: This section is concerned with general information.**

**Please indicate by a tick whichever is appropriate in the boxes given.**

1) State your gender

Male ( )

Female ( )

2) What is your highest professional qualification?

P1 ( )

Diploma ( )

Degree ( )

Masters ( )

Others specify \_\_\_\_\_

3) For how long have you served as a head teacher?

1-5 years ( )

6-10 years ( )

Over 10 years ( )

4) Indicate the current enrolment of ECDE children in your Centre:

boys.....girls.....total.....

5) Indicate the enrolment of ECDE children before disbursement of the support grant in your Centre:

boys.....girls.....total.....

6) Indicate the enrolment of class one children in your school:

boys.....girls.....total.....

7). Comment on the % prevalence of the type of houses within the pupils' catchment area under the following

Permanent ( ) %

Corrugated iron sheet roofed and wall ( ) %

Corrugated roof and mud wall ( ) %

Timber walled ( ) %

8). indicate by % occupation of parents in your school

Civil servants ( ) %

Jua kali ( ) %

Mama mboka ( ) %

Hawking ( ) %

9). what is the total amount of community Support Grant the centre has received since the start of disbursements Ksh.....

**Section B: This section seeks to establish the knowledge and skills of Centre Management Committee to use the Grants.**

10) Have you received any training on use of the Community Support Grants? If no, skip question 10.

Yes ( )

No ( )

11). If yes, how regularly do you receive in- service on the use of Community Support Grants? Tick as appropriate.

Termly ( )

Yearly ( )

After two years ( )

**With regard to the managerial ability of the Centre Management Committee, to what extent do you agree with the following statements?**

		<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
13	All the Committee members are able to read and interpret the ECDE management documents.					
14	Members consider the needs of young children in prioritizing areas to be addressed by grants.					
15	Membership adheres to the Ministry of Education regulations.					
16	Most of the Committee members possess expertise and managerial skills needed.					
17	The Committee members have been sensitized on the use of Community Support Grants.					
18	The project was complete in one year.					

**Key**

**SA** strongly agree      **D** disagree      **A** agree      **SD** strongly disagree      **U** undecided

**Section C: The Degree to which the Management Committee adheres to ECD Policy in implementation of ECD programmes.**

		SA	A	U	D	SD
19	The ECD classrooms are of standard size (6mx8m).					
20	Classrooms are well lit and ventilated.					
21	There are separate toilets for boys and girls					
22	Toilet apertures are suitable for the age of learners					
23	The furniture used by ECD children is appropriate to their ages.					
24	The play materials in ECD are adequate.					
25	The teachers' salaries are supplemented through Community Support Grants.					

**Section D: Level of Community Involvement in the use of the Grants.**

		SA	A	U	D	SD
26	The community was sensitized on the provision of the grants by ROK and purpose.					
27	The community members were presented the IP by CMC for their input and approval.					
28	The community has raised additional funds to supplement Community Support Grant					
29	The community provides voluntary services to the ECDE centre					
30	The community has sourced for supplementary material from well wishers.					

**Key**

SA strongly agree D disagree

A agree SD strongly disagree

U undecided

## Appendix C: Questionnaire for the ECD Teacher.

### Section A: General Information.

Please indicate by a tick where appropriate for the questions below.

1) State your gender

Male ( )

Female ( )

2) What is your highest professional qualification?

Short Course ECDE ( )

Certificate Course ECDE ( )

Diploma Course ECDE ( )

Degree Course ECDE ( )

Others specify \_\_\_\_\_

3) Indicate the enrolment of ECDE children in the Centre

boys.....girls.....total.....

4) Indicate the enrolment of class one children in the primary school:

boys.....girls.....total.....

5). what is the total number of ECDE teachers in the centre? .....

6) How long have you served as an ECDE teacher?

1-5 years ( )

6-10 years ( )

Over 10 years ( )

**Section B: knowledge and skills of the Committee Members in use of the Community Support Grants**

7. Does the Improvement Plan address the needs of EDCE children in your centre?

Yes ( )

No ( )

8. In your opinion are CMC members knowledgeable on issues that concern children?

Yes ( )

No ( )

**Knowledge of Community Management Committee to prioritize ECDE needs.**

Indicate areas that should have been given urgent priority in regard to use of the grants.

		SA	A	U	D	SD
9	Construction of classrooms.					
10	Construction of toilets					
11	Purchase of teaching/learning materials					
12	Purchase of indoor/ outdoor play equipment					
13	Payment of ECDE teachers salaries					
14	Purchase of furniture for ECDE children					

**Key**

SA Strongly agree                      D Disagree

A Agree                                      SD Strongly Disagree

U Undecided

**Section C: Support Given to Management Committee in Regard to use of the Grant by the Education office.**

To what extent has the Municipal Education Office facilitated the management of the Community Support Grants in terms of the following:

<b>Duties</b>	<b>Excellent</b>	<b>Good</b>	<b>fair</b>	<b>poor</b>	<b>Very poor</b>
15. advisory visits to the Centre by QASOs					
16. Supervision of ECDE curriculum implementation by education officials					
17. Guidance on the relevance of centre projects.					
18. Guiding and supervision of CSG implementation.					
19. Guidance on legibility of potential CMC members					
20. Monitoring and evaluation of CSG projects.					

**Appendix D: Interview guide for the Municipal Education Officers**

1. To what extent has the Community Support Grants improved access, quality and equity in ECD?
2. How adequate are the grants to meet the needs of the ECD centres in the Municipality?
3. What is the level of involvement of the community in regard to supplementing the Grants?
4. Comment on the Committees' preparedness in terms of knowledge, skills and attitude to manage CSG?
5. Have all the serving CMCs members been trained in the management of the Community Support Grants in Eldoret Municipality?
6. How regular do you mount management in-service courses for CMCs?
7. What are the challenges that the Municipality has encountered in regard to implementation of the CSG?
8. Do you think the QASOs are empowered in terms of knowledge, and skills by the ROK to assess and supervise ECDE programmes?

**Appendix E: Interview guide for the Chair Person Centre Management Committee.**

1. What is your highest academic qualification?
2. For how long have you served as a member of the Centre Management Committee?
3. Have you received any training regarding the management of Community Support Grants?
4. Comment on the suitability of the training
5. What kind of support do you get from the Municipal Education Office in regard to the management of the Grants?
6. What challenges do you experience in the Management of the Grants?
7. Suggest ways in which such challenges can be addressed.
8. What do you think the head teacher can do to assist you in improving the management of the Grants?
9. To what extent has the community assisted the ECD Centre in supplementing the Grants?

**Appendix F: Document Analysis on level of knowledge of the CMC**

1. Minutes of the 1<sup>st</sup> management meeting on briefing on the Management Handbook, confirmation of the SCG and pre-qualifying artisans/ Small contractors/Suppliers
2. Minutes of the 2<sup>nd</sup> Management Committee Meeting on contracting works.
3. Minutes of the 3<sup>rd</sup> Management Committee Meeting on Evaluating Quotations, awarding of work and meeting with the contractor to review and sign the contract.
4. Minutes of the 4<sup>th</sup> Management Committee Meeting on supervising artisans/ small contractors/suppliers.
5. Minutes of the 3<sup>rd</sup> Management Committee Meeting on payment of completed work.
6. Improvement plan document.
7. Display of the budget on the notice board.
8. The admission registers against available resources.
9. Training programmes.
10. Attendance lists for workshops.
11. Sample certificates of attendance.

## Appendix G: Research Authorization Letter

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref:

NCST/RR1/12/1/SS/924/4

Date:

4<sup>th</sup> November 2010

Ms. Sally Jesang Biwott  
 Moi University  
 P. O. Box 3900  
 ELDORET

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Implications of utilization of community support grants on access to Early Childhood Development and Education: A case of Eldoret Municipality*" I am pleased to inform you that you have been authorized to undertake research **Uasin Gishu District** for a period ending **31<sup>st</sup> December 2011**.

You are advised to report to **the District Commissioner and the District Education Officer, Uasin Gishu 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  
 Uasin Gishu District

The District Education Officer  
 Uasin Gishu District

## Appendix H: Letter of Authorization

### Municipal Council of Eldoret

OFFICE OF THE MUNICIPAL EDUCATION OFFICER

Email: [info@eldoretmunicipal.go.ke](mailto:info@eldoretmunicipal.go.ke) or  
[emcmun@gmail.com](mailto:emcmun@gmail.com) or  
[mceldoret@localgovernment.go.ke](mailto:mceldoret@localgovernment.go.ke)  
 Website: [www.eldoretmunicipal.go.ke](http://www.eldoretmunicipal.go.ke)  
 Wireless: 020 2329037  
 Fax: +254-053-2062884



P.O BOX 40,  
 Eldoret, 30100,  
 KENYA.  
 Tel: +254-053-2061330  
 +254-053-2032603

OUR REF:

YOUR REF: EMC/ED/A.1

10<sup>TH</sup> NOV, 2010.

TO WHOM IT MAY CONCERN:

**RE: AUTHORITY TO CARRY OUT RESEARCH:**

This is to certify that **Mrs. Sally J. Biwott** post graduate student of Moi University (Reg. EDU/PCA/69/05) has authority to carry out research in schools within the Municipality for the period ending February, 2011.

Her topic of research is Access Implications of Community Support Grants on Early Childhood Development and Education: A case of Eldoret Municipality.

Kindly accord her the necessary support.

Yours faithfully,

Chris Mulumia

**FOR: MUNICIPAL EDUCATION OFFICER.**

**Appendix I: Research Clearance Permit**

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... SALLY  
..... JESANG BIWOTT

of (Address) MOI UNIVERSITY  
P.O. BOX 3900, ELDORET

has been permitted to conduct research in .....

.....Location,  
.....ELDORET.....District,  
.....RIFT VALLEY.....Province,

on the topic...Implications of utilization  
...Of Community Support Grants on  
access to Early Childhood Devt...  
and Education...: A case of Eldoret  
Municipality.....

for a period ending...31ST DECEMBER, 20 11.....

Research Permit No. NCST/RRI/12/1/SS/924  
Date of issue... 04/11/2010  
Fee received... SHS 1,000



.....  
Applicant's Signature Secretary  
National Council for  
Science and Technology