AN ASSESSMENT OF FACTORS INFLUENCING THE IMPLEMENTATION OF   EARLY CHILDHOOD DEVELOPMENT AND EDUCATION POLICY IN BUNGOMA COUNTY, KENYA

BY

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DECLARATION

Declaration by Student

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ABSTRACT

The early years of a child are extremely important because it is the fastest and most critical period of child growth. From birth to six years, the child's brain should have fully developed. Hence, the central value of quality and well implemented Early Childhood Development and Education (ECDE) policy. The purpose of the study was to assess the factors influencing the implementation of ECDE policy in Bungoma County, Kenya. Study objectives were; assess the human resource capacity in the implementation of ECDE policy in Kenya, determine the nature of resources available in the implementation of the ECDE policy in Kenya, establish the nature of monitoring and evaluation in the implementation of the policy of ECDE in Kenya and the challenges influencing the implementation of the ECDE policy in Kenya. The study was based on the Contextual Implementation Theory (CIT) whose proponent is Toole. The study used a mixed research design, combining both qualitative and quantitative approaches, grounded within the pragmatism philosophical paradigm. The study population comprised, Quality Assurance and Standards Officers (QUASOs), the Head teachers, ECDE teachers and the non-teaching staff in respective Early Childhood Development Centres (ECDCs). The sample size of the study comprised 9 QUASOs, 27 head teachers, 81 teachers of ECDE and 27 non-teaching staff from selected public primary schools. The study utilised simple random sampling, stratified sampling and purposive sampling in choosing its study sample. The tools for data collection comprised the questionnaire for head teachers, non-teaching staff and QUASOs, focussed group interview schedule for the ECDE teachers, and the observation and document analysis schedules. The quantitative data was analysed using descriptive statistics: means, frequencies and percentages obtained through Statistical Package of Social Sciences and presented in tables and graphs. Qualitative data was analysed using content analysis procedures and then presented thematically according to the research objectives. The study established that ECDCs in Bungoma County had sufficient, qualified and trained ECDE teachers and head teachers had good leadership skills although ECDCs did not have enough non-teaching staff. Regarding the nature of resource materials used, the study established that they were not sufficient and the families were major sources of funding to ECDCs making it very difficult to run the programme effectively. Further, head teachers monitored the activities at the ECDCs closely leading to improved teaching and enrolment. QUASOs had increased their visits at the centres although they did not cover all the required areas of supervision. The study also identified a number of challenges that hindered policy implementation that included inadequacy of teaching/learning resources, socio-economic factors such as ill health of children financial constraints and lack of government good will. Based on the above findings, the study concluded that there are a number of factors affecting the implementation of the ECDE policy in Bungoma County. The study therefore recommends the following: County and the Central governments should fund ECDE to improve transition from ECDCs to class one, hire ECDE teachers on permanent and pensionable terms. Further, they should facilitate QUASOs to cover vast areas with ease and increase the number of visits to the ECDCs. They should also revise the Education act to cater for trained ECDE teachers with regard to their level of training. Lastly, the government should train non-teaching staff on safety operations and above all hire a qualified nurse for every ECDE centre.

DEDICATION

I dedicate this work to all those educators who are in pursuit of quality education in the field of Early Childhood and Primary Education in Kenya, my dear daughter Sharon Nekesa, my sons Brian Wekesa and Bramuel Walela, my husband Sylvester Wangila, my son in-law Phinehas Wanjohi and finally my sweet granddaughter Keira Wambui. She is the source of joy to our families and the symbol of unity between two communities with very distinct cultures. "Prof. Wambui," as I refer to her from time to time, I hope this study inspires her to skyrocket to the greatest educational heights.

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OPERATIONAL DEFINITION OF TERMS

Challenges: These are obstacles or hindrances against the Implementation of ECDE Policy

Childcare   It refers to the practices of caregivers in the household that day by day, attentively and warmly, translate available resources into survival, growth and development of the child between conception and eight years.

Development: Biological, psychological and emotional changes in a child between   birth and end of adolescence

Early childhood Early years of a child

ECDE   Education give to children in their early years. It between 0-7 years.

Evaluation   It is a periodic assessment of the relevance, efficiency, effectiveness, impact and/or sustainability of the ECDE policy.

Funding   It is a financial support in the ECDE policy Implementation.

Implementation: It is the process of turning ECDE policy into practice

Kindergarten   A place where children who are aged three to five years are prepared   before joining lower primary.

Madrassa   An Islamic religious school is often part of a mosque.

Monitoring   It is a continuous oversight of the ECDE policy in Kenya.

Nursery   It is a place where children are prepared before transition to standard one.

Policy   It is a guiding principle that provides coordination mechanism and explicitly defines the role of parents, communities various Ministries and departments, development partners and other stakeholders in the provision of ECDE services.

Pre- primary   It is a term that is used to refer to the two mandatory years of schooling before joining standard one.

Pre- unit   It is the last year of formal pre-school or pre-primary schooling.

Pre-school   It is all formal activities offered to or carried out by children through organised supervision or care.

Private ECDCs   Pre-school units whose management falls under other proprietor other the government.

Public ECDCs   These pre-school centres are under state owned institutions of learning.

Stakeholders   This is a collective term for all persons with interest in affairs of learning institutions or organisations. At school, they include teachers, parents, educational officers and pupils.

Teachers' capacity   It is the knowledge base of content and Pedagogy; a sense of Self- efficacy and reasoning skills to make informed individual decision in the implementation of the ECDE policy.

ABBREVIATIONS AND ACRONYMS

ADEA: Association for the Development of Education in Africa

AIDS: Acquired Immune-Deficiency Syndrome

CBOs: Community Based Organisations

CIEM: Curriculum Instruction and Educational Media

CRT's: Community Resource Teams

CTRs: Community Resource Teams

ECCD: Early Childhood Care and Development

ECDCs: Early childhood Development Centres

ECDE: Early Childhood Development and Education

ECDNA: Early Childhood Development Network in Africa

ECDU: Early Childhood Development Unit

ECDVU: Early Childhood Development Virtual University

EFA: Education for All

EPZ: Export Processing Zone

FPE: Free Primary Education

GER: Gross Enrolment Rate

GES: Ghana Education Service

GOK: Government of Kenya

GRADIF: Grassroots' Development Initiatives Foundation-Kenya

HIV: Human Immuno-Deficiency Virus

IECD: Integrated Early Childhood Development

KCPE: Kenya Certificate of Primary Education

KCSE: Kenya Certificate of Secondary Education

KESSP: Kenya Education Sector Support Programme

M &E: Monitoring and Evaluation

MDGs: Millennium Development Goals

MI: Multiple Intelligences

MOE: Ministry of Education

MOEST: Ministry of Education Science and Technology

MPP: Madrasa Pre-school Programme

NAP: National Action Plan

NEEDS: National Economic Empowerment Development Strategy

NER: Net Enrolment Rate

NGOs: Non-Governmental Organisations

NPA: National Plan Action

NWP: National Writing Project

OECD: Organization for Early Childhood development

OECS: Organization of East Caribbean States

PGDE: Post Graduate Diploma in Education

PR: Poverty Reduction

PRSPs: Public Poverty Reduction Strategy Programme

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF: United Nations Child Emergence Fund

US: United States

USAID: United States Agency for International Development

WB: World Bank

WGECD: Working Group on Early Childhood Development

ZMRC: Zanzibar's Aga Khan-supported Madrasa Centre

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Early years of a child are very essential without any question. This is a period when the child's brain is supple and could easily be moulded to any desirable character. It is also affluent to inculcate social norms, values and habits in to the life of a child. Early childhood development and education is very crucial since it would enhance the child's entire life. It is believed that children enter the world with a limited range of skills and abilities that need to be nurtured. This hence calls upon the education institution to implement ECDE, which is one of the ways through which a child can be nurtured. For ECDE to be effectively implemented, it is very important that the ECDE policy be followed to the latter. Therefore, this chapter presents a brief look at the factors that affect the implementation of the ECDE policy in Bungoma County, Kenya. A background of the study will be stated, statement of the problem indicated, and objectives of the study spelled out as well as outlining research questions. Further justification of the study will be affirmed. The chapter will briefly highlight the studies' significance while stating the scope of study and its limitations. Besides these, the chapter will clearly discuss the theoretical framework of the study relating it to the current study. It will also come up with a self-constructed conceptual framework, which will elaborate the variables of the study and finally outline the operational definition of terms.

1.2 Background of the Study

According to the GOK, (2007; 2006; Child Act Cap 586, 2001) in Ruto, Ongwenyi, and Mugo, (2010), Kenya upholds education as a fundamental human right and recognises it as a turning point for achieving self-fulfilment and national development. There have been persistent efforts to address issues of access, equity and relevance of education. At the national level, Commissions of Education have repeatedly been set up to review educational provision. The government has put up measures like Free Primary Education (FPE) and tuition waiver for secondary schools to enhance access. However, the big question in this study is based on the process and progress of implementation in Early Childhood Development Education (ECDE). Many researchers and scholars have found out that early years' experiences play a very essential role in later developmental stages.

Manoj, (2011), states that ECDE generally encompasses the first eight years in the life of an individual. Education given during these years of life plays an important role and helps in the child's development. He asserts that during this phase, the brain develops and much of its "wiring" is laid down. The education experiences and relationships it has along with nutrition can actually affect the Childs' mental growth enormously. It is a vital phase of life in terms of the child's intellectual, emotional and social development and it is the key element that helps in building a good foundation for a child's educational success.

Wangechi (2012), states that the Early Childhood Development and Education (ECDE) make a positive contribution to a child's long-term development and learning, echoed this. It facilitates an enabling and stimulating environment in these foundation stages of lifelong learning. A shaky foundation subsequently affects the

child's opportunity for holistic learning and growth. She asserts that ECD refers to the care, development and learning of young children of ages 0 to 5 years and consists of the following major services: Nursery School, Pre-Unit Class, Kindergarten, Day Nursery, Playgroup, Madrassa and Home-Based Care Centres. Elliot, (2006), in his article "pathways to the quality and equity for all children", states that the early years to children's life are essential without any question. A good beginning to Elliot is well recognised as the foundation for future development, health and well-being not only in early years but throughout life.

Kendra, (2013), in her article on "An overview of early childhood development (ECD)" says that early childhood is a time of remarkable physical, cognitive, social and emotional development. She asserts that infants enter the world with a limited range of skills and abilities which need to be nurtured. World Bank, (2011) states that, early childhood is the most rapid period of development in a human life. All children progress through identifiable sequence of physical, cognitive and emotional growth and change. Karanja and Githinji, (2011), generally agreed that the concept of ECD takes into account the child in the mother's womb soon after conception, through pre-school and the transition period into the first three years of primary education. Gharam, (2010), acknowledges that beginning of primary school represents the true beginning of formal education for all children and their families.

Mwaura and Marfo, (2013), state that several forces have converged to increase the prominence of ECDE programs in Africa. Dramatic socio-cultural change is altering traditional patterns of child care, (Njenga & Kabiru, 2013). Subsistence economies are losing viability, mobility and settlement patterns are reducing the role of extended family members in child care, and enhanced schooling opportunities

for children have diminished older siblings' involvement in traditional socially distributed child-care systems, (Kipkorir, 2013). Alternative arrangements for child care have become necessary and communities are increasingly looking to pre-schools as a realistic option. With schooling perceived broadly as the ultimate remedy for socio-economic problems facing families and communities, preschool programs have gained importance in their own right; even among poor and uneducated families, there is growing conviction that children exposed to such programs have a better chance at succeeding in school. Atmore, (2011), describes how community involvement in the early childhood programme serves as an element in community development.

According to Vargas-Baron,(2013), UNESCO (2014) and Young and Mustard (2013), in East Africa (Kenya, Tanzania, and Uganda), governments have long recognized the importance of ECDE for later school success, although programs have largely been funded not by governments but by local non-governmental organizations (NGOs) and International charitable agencies. It is insinuated that in all the three countries, preschool centers are mostly owned and managed by communities. ECDE programs have received an additional boost from international agencies especially UNESCO, UNICEF, and the World Bank (WB) promoting these programs as a necessary part of the broader strategy for national development and poverty reduction (PR). GoK, (2012), also brings out the essence of early years of the child. According to the world conference on Education for All (EFA) that took place in Jomtien, Thailand, in March 1990, early years are significant as a foundation for the life of an individual. The deliberation has been upheld by research on brain development especially (Shore, 2013; Mustard, 2013; O'Donnell, 2013; Stephen, 2014), which stresses that

the six years of life are extremely important. This is because the environmental experiences during this period are significant in influencing one's life.

The government through session paper No. 1 of 2005, a policy Framework on "Education, Training and Research," recommended the development of a comprehensive ECDE policy framework and service standard guidelines. The policy provides a co-ordination mechanism and explicitly defines the roles of parents, communities, various government ministries and departments, development partners and other stakeholders in the provision of ECDE services. Development of this policy framework has taken into cognizance the critical role of investing in young children in order to achieve the MDGs, Poverty eradication, child mortality rate and morbidity, universal school enrolment, maternal mortality and creation of gender equality.

The MOE in the GOK, (2006), said that implementation of this policy would ensure enhanced financing, access, quality, equity and efficient management of ECDE services. This would put development of infants and young children as an urgent priority in the development agenda of our country Kenya. Karanja, (2015), states that, the policy makes it clear that by 2010, the ECDE programme should be mainstreamed into primary education. It shall be two compulsory years at the school and the government shall take responsibility of employing teachers at this level, play a role of registering ECDE institutions, supervisions of ECDE services, training and employment of ECDE personnel among others. In St Kitts and Nevis in the USA, the state has a strong tradition in the area of ECDE development , (UNESCO, 2014). According to UNESCO, (2014), despite the state's achievements in policy implementation by, there are still obstacles that stand in the way. Challenges experienced include limited technical/ human resource capacity

which has led to delays in meeting some targets such as completion of various building projects by public works department, the movement of key personnel through transfer, retirement or voluntary departure, lack of appropriate institutional framework which makes inter-sectorial collaboration difficult and funding by donors. Cuts in funding from major donors contributed to delays.

The 2003 introduction of free primary education (FPE) negatively affected the ECDE programs in Kenya. Parents and other stakeholders have a feeling that ECDE is not a government priority and hence many parents have pulled out their children to stay at home, until they are of age to join FPE. Other parents have failed to pay fees for the pre-school administrators. This has affected the feeding programme and ECDE salaries. The prior enthusiasms that had been instilled in parents, teachers and other stakeholders on ECDE have declined, (Karanja, 2015). Xinxhua, (2013), in an article posted on the internet said that the Kenyan government had plans for ECDE to be mainstreamed into the primary cycle by the year 2010. Mainstreaming would make it easy to monitor the centres, where children will be joining from the age of four, and hence a comfortable transition from the centres to Standard 1. Over 20,000 teachers would be employed for nursery schools. It said that the proposal to have funds for mainstreaming early childhood development centres (ECDCs) was already on the table.

However, this was contradicted by the ministry, which said the programme to be mainstreamed, had been hampered by lack of resources but noted that its proposals had been presented before the Treasury, to have it incorporated in the next fiscal budget. On the contrary, efforts by the Ministry of Education (Kenya) to make Early Childhood Development Education part of the primary school system flopped in

2010. It is therefore for this reason that the research seeks to establish the factors affecting the implementation of the early childhood development and education policy in Kenya.

1.3 Statement of Problem

According to Wangechi, (2012), the draft Policy Framework for Education, Aligning Education and Training to the Constitution of Kenya 2010 and Kenya Vision 2030 and beyond asserts that the ECDE's levels are still low. This is with Net Enrolment Rates (NER) of 42% in 2009 and 50% in 2010. It is a clear indication that only between 40-50% of the young children were enrolled to ECDCs to attain early childhood education. In effect, about 50% of the pre-school age children were not in school in 2009 and 2010, respectively.

Chetty, Raj, John, Friedman, Jonah, and Rockoff, (2014), assert that exposure to superior pre-school environments lead to higher achievement test scores, higher grades at school, higher rates of high school graduation, higher rates of employment, better jobs, lower exposure to crime, more healthful lifestyles, lower rates of teenage pregnancy, and higher rates of marriage. It was also affirmed that children who learn more in kindergarten, mainly from better teaching, enjoy higher earnings by age 27, likelier to attend college, likelier to become homeowners by age 28, likelier to save for retirement, and less likely to become single parents. Furthermore, UNSECO, (2014), acknowledged that Children who start education late in their ages and directly join primary schools skipping the nursery and kindergarten are characterised by low quality education in later stages, high-grade repetition and high dropout rates. Similar ideas were echoed by Currie and Thomas, (2013), Case and Paxson, (2014), Mucous, (2013) and Heckman, (2013).

Based on this understanding, in spite of the great importance and available literature studies have accorded ECDE, not much has been done to enhance this programme in Kenya. The question is why is it so? What could be the cause of this insensitivity? What could be hindering the investment in this field? What should be done? Nyakwara, (2014), asserts that areas of research in ECDE that have elicited concern for research include child rearing practices (Ray, 2011), transition from pre-school to primary, community involvement in the early childhood programmes (Atmore, 2011), challenges and solutions of ECDE programs in Kenya (Karanja and Githinji, 2011), current issues in ECDE in Kenya, (Felicity & Kanga, 2011), progress and prospects of Early Education in Ethiopia and Bridging Culture, Research and Practice in Education (Hoot, Szente, & Mebratu, 2011). Mwaura and Marfo, (2013), looked at what child rearing practices are and the indulgence of parents in these practices. Similarly, (Ray, 2011) echoed the study by discussing the effects of parent's indulgence in child rearing practices.

From the above examples, very little research has been carried out on policy especially at regional and even national levels. Most literature review in this study has been derived from outside Kenya. It is hence clear that more research need to be carried out on ECDE policy and implementation in Kenya with reference to policy implementation in Bungoma County which forms the location of study to this research. It is to this effect that this research seeks to look at the factors affecting the implementation of the ECDE policy in Bungoma in Kenya.

1.4 Purpose of the Study

This study was envisaged to assess the factors affecting the ECDE policy implementation in Bungoma County, Kenya.

1.5 Research Objectives

The research objectives of this study were to:

1. Assess the influence of human resource capacity in implementation of the ECDE policy in Kenya.

2. Determine the nature of resource support available in the implementation of the Early Childhood Development and Education policy in Kenya.

3. Establish the nature of monitoring and evaluation in the implementation of the policy of Early Childhood Development and Education policy in Kenya.

4. Establish, the challenges influencing the implementation of the Early Childhood Development and Education policy in Kenya.

1.6 Research Questions

1. What is the influence of human resource capacity in the implementation of the ECDE policy in Kenya?

2. What is the nature of resource support available in the implementation of the Early Childhood Development and Education policy in Kenya?

3. What is the nature of monitoring and evaluation in the implementation of the Early Childhood Development and Education policy in Kenya?

4. What are the challenges facing the implementation of the Early Childhood Development and Education policy in Kenya?

1.7 Justification of the Study

The study was based on the dwindling performance in K.C.P.E and K.C.S.E in Bungoma County just like many counties in Kenya. Previous studies explicitly explain the effects of early years' education to later performances. Studies purport that children who did not go through the early years education were prone to low scores at advanced education levels. In the recent years, Bungoma County has had worrying performance compared to its sister Counties Kakamega and Busia, which formed the former Western Province. Bungoma County has been lagging behind whenever the results have been announced for both K.C.P.E and K.C.S.E. Could this be due to poor ECDE implementation in the County? This study therefore was justified to be carried out in Bungoma County.

1.8 Significance of the Study

According to previous studies, it turns out that many researchers have found out that ECDE is very important as a foundation to the lives of most if not all successful scholars. The Kenyan government believes that early childhood education is one of the milestones to achieving the MDGs. The MOE in the GOK, (2012) notes that implementation of the ECDE policy would ensure enhanced financing, access, quality, equity and efficient management of ECDE services. This study is therefore valid as its findings would be used to put development of infants and young children as an urgent priority in the development agenda. The study would also enable the government to come up with strategies that would enable the country to attain its goals for EFA and the MDGs. Similarly, the teachers of ECDE, the parents and the community will be in position to contribute positively towards the development of the child.

All the above are possible because suggestions will be made to the government on how it should be involved actively in the ECDE policy implementation process. Since the policy provided a coordination mechanism and explicitly defined the roles of parents, communities, various government ministries and departments, development partners, teachers, head teachers and other stakeholders in the provision of ECDE services, this study would play a role in enhancing their participation. The study will also come up with the best ways and means that can be used by all the stakeholders for instance, the head teachers, teachers of ECDE, the QASOs and non-teaching staff. This will ensure the implementation of the ECDE curriculum and general programme since it is clear that it is one thing to have a bright idea and another to put it to use.

By so doing, the stakeholders will have to ensure they exhaust all means of implementing the ECDE policy. The study will also identify the challenges encountered in the implementation of the ECDE policy. The resolutions to the challenges will be used by the government to ensure that the programme is effectively and fully implemented at the ground level.

1.9 Scope of the Study

This study was carried out in Bungoma County between May 2014 and Jan 2017, covering the nine sub-counties in the region. The study needed to ascertain how effectively the county implemented ECDE policy. It looked into how the policy was being implemented hence assessing the effects of the human resource capacity in the implementation of the ECDE policy in Kenya. The study sought to ascertain the nature of resource support in the implementation of the ECDE policy in Kenya, establish the nature of monitoring and evaluation in the implementation of the ECDE

policy in Kenya and finally establish the challenges that could be hindering the implementation of the ECDE policy in Kenya.

The study covered all the nine sub-counties in Bungoma County, therefore, targeting the nine QUASOs, one from each of the 9 sub-counties. The research sampled three ECDCs from each sub-county giving 27 ECDE centres in the study. Three head teachers were randomly selected from each sub-county. The study further involved 27 non- teaching staff; one from each ECDE centre who were purposively selected. The study engaged 81 ECDE teachers, 3 from each of the 27 ECDCs.

1.10 Limitations of the Study

One key limitation in conducting the study was the reliance on self- report by the QUASOs on their perceptions on factors influencing the implementation of the ECDE policy and thus limiting the possibility of establishing the uprightness of their responses. However, the possible effects of the limitation were alleviated by triangulation of the research instruments. The research relied on information from other educational stakeholders such as ECDE teachers, head teachers, and non-teaching staff. This made it easier to ascertain the effects of their capacity of the policy, the support resource used in the implementation of the policy, their role in monitoring and Evaluation of the ECDE policy and the challenges encountered in the implementation of the policy. Secondly, since the study's sample population was from one county, the statistical significance of the collected data could be biased in nature, thus making it difficult to infer about other regions in the country. However, this was ruled out by incorporating random sampling technique at the sampling stage, thus ensuring that the chosen sample is representative of the entire study population for purposes of generalization of the study findings.

Thirdly, tools of data collection might not have yielded accurate results. However, this was countered by utilizing the test retest factor. Piloting was done from Mombasa County. Piloting was very important in ensuring consistency of the results that give the tools credibility of yielding good results. Mombasa and Bungoma County are far apart from each other. Credibility of tools from a pilot study in Mombasa County definitely gave weight on the results that would be attained in Bungoma County where the research was carried out. It also made generalization of the results attained more credible. Another possible limitation was the size of the study location since it is large enough to attract more cost as well as a lot of time. To this effect, prior arrangements were made for research assistants to assist in data collection, except in cases like the focussed group interview where the presence of the researcher was fully required for purposes of clarification. The research also ensured that enough funds were set aside to avoid delays in the exercises of data collection. Furthermore, the use of stratified sampling, abetted the researcher to draw a sample from the whole region thus ensuring adequate representation.

1.11 Theoretical Framework

According to Kerlinger, (2013), a theory is a statement that explains a particular segment of phenomena by specifying certain relationships. This study was based on the Contextual Interaction Theory (CIT) whose proponent is Toole, (2014). To gain the understanding of the underlying factors that influence the implementation process, USAID designed and conducted a policy implementation Barriers Analysis (PIBA) to create and field test a methodology that sought to systematically answer the following questions:

i.   If a policy has been written and approved and includes up- to- date guidelines, why is it not being implemented?

ii. What are the barriers to implementing the policy?

iii. Which approaches and interactions can be recommended to improve policy implementation?

These were the same questions that were carried throughout the research in relation to the ECDE policy implementation in Kenya. With regard to the study, despite the curriculum having been documented and up-to-date was it being implemented, what were the hindrances and how can they be worked through? According to Toole, (2014), the CIT uses a deductive, social process approach that employs explicit considerations of several variables including the policy tool and strategic interactions between implementers and target groups over extended periods of time. The basic assumption of the CIT is therefore that the course and outcome of the policy process depends not only on the inputs but more crucially on the characteristics of the actors involved.

In this case, the study sought to find out how the ECDE policy implementation was affected by the human resource capacity, the resource support, monitoring and evaluation and the accompanying challenges. Tool states that all the other factors that influence the process do so by so far influencing the characteristics of the actors involved. The theory did not deny the importance of a range of possible factors, but was only comprehensive after assessing their impact on motivation, information and power of the actors involved. The discussion focused on actors on the role of the ECDE teachers and head teachers, non-teaching staff and QASOs who were the ultimate target groups of policy programs and thus major policy implementers.

According to Toole, (2014), one of the key assumptions of CIT is that, factors influencing the implementation process are interactive. Their influence whether positive or negative, depends on the particular contextual circumstances. The theory distinguishes a set of core circumstances related to actors involved, which jointly contribute to the implementation process. The constructs included the following:

a) Motivation: This is the level of importance that actors place on a policy, and the extent to which the policy contributes to their goals and objectives. This affects implementation in such a way that if the actors are lowly motivated they may ignore the policy. The policy will not be supported by serious commitment of resources or in some cases, the participants work actively to undermine the policy. In the case of this study the ECDE policy would only be well and fully implemented if the government through various arms works towards motivating the implementers. The QASOs need tools and resources to ensure proper supervision of the policy. The ECDE teachers need the capacity and they need to be provided with resources for instruction and facilities to carry out the programs comfortably. Above all, they need to be well remunerated in order for them to be more committed to their work. A poorly paid teacher living in poor conditions would do very little to successfully carry out what is required of him which is part of the policy implementation. Non-teaching staff on the other hand are supposed to be involved in decision making. They also need the capacity in terms of what they should do at the respective ECDE centers. They need proper remuneration and above all need to be facilitated with appropriate facilities to carry out their duties appropriately. Similarly the government need regular examination and motivation which would help the stakeholders understand the perspectives and their belief system, value priorities and perceptions of the importance and

magnitude of specific policy implementation challenges and solutions. This often reveals the courses of implementation barriers. There should be funding in ECDCs, facilities, and proper infrastructure which leads to enhanced enrolment in the centers.

b) Information: Successful policy implementation requires that those involved should have sufficient information. Information in this case includes technical knowledge of the matter at hand as well as levels and patterns of communication between actors. For instance, do those responsible for implementation know whom they should be working with and who the process is supposed to benefit (Target groups)? Do they know the departments assigned to lead the implementation process and how the process will be monitored and evaluated? Do they know the culture and processes of other organizations in their network? Have readily available protocol and guidelines been developed? How is information and communication between actors coordinated? In the case of this study, it was very crucial for the government to ensure that all the stakeholders were well informed of the ECDE policy through KICD. For instance, the teachers of ECDE should be imparted with skills and knowledge on how to handle the ECDE children (Teacher's capacity). They should be accorded proper teacher education in ECDE and recruitment of the teachers and non-teaching staff should be based on individual competence and preparedness. The government should prepare and plan for seminars and workshops to sensitize the ECDE teachers, head teachers, QASOs and non-teaching staff on the importance of the ECDE policy and how it can effectively be implemented. All the government's educational departments involved should be fully engaged and well-coordinated. They should be well informed of what should be done at each level of the policy implementation

process. Further, the non-teaching staff ought to also have knowledge about the policy. They need to understand their role in the centers hence contribute towards the implementation. They should be aware of all the activities at the center and know how to relate well with the learner something that will boost the morale of the rest of the stakeholders.

c) Power: According to Toole, (2014), it is important to know who is empowered to implement a policy and to what degree they can implement it. Toole affirms that, power may be derived from formal sources such as legal or regulatory systems or informal sources such as being dependent on another party for achievement. In this study, the power sources revolved around leadership in ECDCs and in all the other departments involved. Therefore, it was possible for the ECDE policy to stagnate due to poor leadership both at the national and grass root levels. Leadership should go hand in hand with resource provision and support, supervision and monitoring and evaluation. Are the ECDE teachers, head teachers QASOs and non-teaching staff each playing their mandated roles? Coordination should be done well and every individual play his/ her role well in the implementation process.

d) Interaction: Interaction between actors must be considered to further curtail barriers to implementation. Toole affirms that, there are various types of interactions such as:

   i.   Cooperation: This occurs when both parties share a common goal (including the goal of blocking the implementation of the policy). It could be a passive approach to implementation when one or more actors adopt a relatively

dormant approach to implementation of the policy and forced cooperation which is a form of passive cooperation imposed by dominant actor.

ii. Opposition: This occurs when one actor tries to prevent implementation of the policy. In the implementation there should be cooperation by all stakeholders. They should work cooperatively with each other, each playing his or her role so that the implementation is facilitated. In a team, each person has to be involved. Any form of opposition especially from the ECDE teachers, head teachers QASOs and non-teaching staff will hinder the implementation of the policy.

iii. Joint learning: This occurs when multiple stakeholders overcome a lack of information standing in the way of implementation. There is no way one can implement what they do not know. The ECDE teachers, the head teachers the QASOs and non-teaching staff should all be aware of what the policy entails and the role each of them needs to play prior to the onset of implementation of the policy. Knowledge is power and thus the policy should be made available to them, (Hoot, *et. al*, 2011).

In a nut shell, in this study, the theoretical framework looks at important components entailed in the implementation of any policy. The study deems this theory functional and embraces it for ECDE policy implementation in Kenya. The various stakeholders should embrace the constructs discussed in the theory such as motivation, information, power and interaction. The government therefore should ensure proper funding of the ECDE policy implementation programs, proper remuneration and improved living standards for its staff. Proper leadership should be exercised by head teachers, and empowerment of the teaching and non-teaching staff through training,

workshops, and seminars, (capacity building). It should participate in provision of teaching and learning materials in ECDCs. QASOs on the other hand should provide good leadership in supervision, monitoring, and evaluation as far as coordination of the policy implementation process is concerned. They should supervise and advice teachers on how to best run the ECDCs. They should be facilitated to so that they access the ECDE centers easily and above all be well remunerated to be motivated to work committedly. ECDE teachers likewise should take part in the implementation of the policy by ensuring effective use of teaching and learning materials, proper preparation of the necessary documents, good conceptualization of ECDE policy, have quality interaction with the pupils and should be mentors in a bid towards realizing effective instructional process. Moreover, non-teaching staff should also take part in the implementation by attending to children. They should attend to learners at the same time carry out duties assigned to them effectively. They need to have good rapport with the learners and at the same time participate in decision making in the various activities carried out at the ECDCs. They should also act as watchdogs so as to ensure effective curriculum implementation and transparency during the process.

1.12 Conceptual Framework

Conceptual framework is a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation, (Bryman & Bell, 2015). This study has two kinds of variables the independent variables (IVs) and the dependent variable (DV). The independent variables in this case are the factors that influence the policy implementation process. These factors include the effects of human resource capacity, the nature of resource support in ECDE policy implementation, nature of monitoring and evaluation in the implementation of the ECDE policy in Kenya and the challenges influencing the implementation of the

ECDE policy in Kenya.   The DV in this study is effective ECDE Policy implementation. ECDE Policy depends solely on human resource capacity, nature of resource support, monitoring and evaluation and the challenges for its implementation.

HUMAN RESOURCE CAPACITY
Teachers; training, their teaching approaches and strategies, delivery skills, subject knowledge, leadership skills and experience
Head teachers; qualifications, leadership and management skills and experience.
Non-teaching staff; training in child care, attitude towards children, their roles
QASOs; qualification, knowledge about the programme and management skills attitude

RESOURCE SUPPORT
Teaching and non-teaching staff sources of remuneration
Sources of funding from government, families, social organizations private sector, international organizations and innovative funding schemes.
Recruitment of teaching and non- teaching staff; Qualification, Experience and gender.
Teaching and Learning resources and facilities; quality and quantity

MONITORING AND EVALUATION

Assessment of teaching and learning processes
Enrolment of pupils.
Resource utilization at the centre
Coordination and supervision of the ECDE program at school and class level.
Assessment of the feeding program activities at the Centre.
Assessment of the health records of the pupils.
Enrolment rates,

CHALLENGES

Inadequate funding, culture, ignorance, negative attitude, FPE, poor remuneration, lack of government good will, lack of training and knowledge.

NATURE OF THE IMPLEMENTATION OF THE ECDE POLICY

Independent Variables, (IVs)   **Dependent Variable, (DV)**

Figure 1.1 Conceptual Frame work (Researchers personal Resource)

1.13 Chapter Summary

This chapter has discussed and presented the preliminaries of the study as a preparation for the remaining chapters of the study. The rest of the study has chapter two which deals with literature review relevant to the study, chapter three which is concerned with the procedures that will followed in conducting the study. Chapter four of the study provides analysis, presentation interpretation and discussion of presentation of findings. Lastly, chapter five provides conclusions, recommendations and suggestions for further studies

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter discusses the literature review. The review has been divided into four parts. The first part is about the prospects of ECDE in the whole world inclusive of Kenya. Secondly, it discusses the implementation of the ECDE policy in Kenya. The factors affecting the implementation of the ECDE policy are discussed including the effects of human resource capacity, the nature of resource support, the nature of monitoring and evaluation as stipulated in the ECDE policy as well as challenges affecting the implementation of the ECDE policy in Kenya. Human resource capacity has been examined in terms of the ECDE teacher training, skills of delivery, knowledge about the programme, head teachers' leadership skills and their general knowledge and abilities about the ECDE policy. The third part has discussed general related literature focusing on researched materials, policy documents and reports on ECDE policy. The Summary of the chapter has been given by stating and discussing related studies and later identifying the existing gap in knowledge, to situate this study with existing knowledge of ECDE policy in Kenya.

2.2 Early Childhood Development and Education

Early childhood development and education (ECDE), has been defined in various ways with different scholars. Manoj, (2011), states that it is the education that is given to children at their early age. According to him, these years of a child are very crucial in the child's development and hence education given during these years plays a very essential role especially in the development of the child's life. He says that a good early childhood education helps the brain develop in a healthy way. The

experiences of a child during these first years support their entire life. During this time, children gain a sense of self and learn to associate with people around them. Elliot, (2015), asserts that the importance of early years of a child is beyond question. A good beginning is well recognised as the foundation for future development, health and wellbeing not only in early years but also throughout life. Kendra, (2013), in her journal on the overview of remarkable early childhood development, contends that the early childhood is a remarkable physical, cognitive, social and emotional development. UNESCO Policy Review Report (2005), professes that early childhood development refers to an area of study that concerns the care, development and learning of young children of ages 5+ to 6+ and Mucous, (2013) champions early childhood education and development as the period from age of two years up to six to seven years. According to Wikipedia, there are three simultaneous development stages physical growth and development. This stage is a significant growth of the brain. In two years, the brain is already 75% the size of a full-grown adult and in five years, the brain is 90% of the adult brain size. The growth of the brain is followed by surge in cognitive abilities. We also have the cognitive growth and development stages as well as social emotional growth and report development.

Tanner, Jeffery, Tara, and Odden, (2011), in the World Bank report of 2011, affirm that, early childhood is the most rapid period of development in human life. All children progress through identifiable sequence of physical, cognitive and emotional growth and change. The ECD approach is based on how young children respond best when caregivers use specific techniques designed to encourage and stimulate progress to the next level of development. The ultimate goal of ECDE is to improve the young children's capacity to develop and learn.

A child who is ready for school has a combination of positive characteristics. He or she is socially and emotionally healthy, confident and friendly; has good peer relationships, tackles challenging tasks and persists with them. The child is good in a language that is, listens and communicates well. The effect that ECDE programmes have can change the development trajectory of children by the time they enter school. A child who is ready for school has less chances of repeating classes/grades, being placed in special education or dropping out of school. Karanja and Githinji, (2011), generally support that the concept of ECD takes into account the child in the mother's womb soon after conception, through pre-school and the transition period into the first three years of primary education.

Wangechi, (2012), stresses that Early Childhood Development (ECD) refers to the care, development and learning of young children of ages 0 to 5 years and consists of the following major services: Nursery School, Pre-Unit Class, Kindergarten, Day Nursery, Playgroup, Madrassa and Home-Based Care Centres. Atmore, (2011), in his article "pathways to the quality and equity for all children, claims that the early years to children's life are essential without any question.

2.3 Importance of the Early Years of Development

Early childhood development and education is very important in the life of any community. Various theorists and researchers have come up with theories, which explain the implications of early childhood education. The EFA conference articulated the importance of early years in forming the foundation for the individual in life. These deliberations have been corroborated by various researches especially the current researches on the brain development which emphasize that the first six years of life are extremely important because of the following reasons. First, the

environmental experiences during this period significantly influence one's life. These experiences will either foster or deter the realization of one's potential in life. This is also the fastest period of growth and development in all aspects. The development of the brain is most rapid. By the second year of life the brain of the child is 70% of adult brain and at 6 years it reaches 90%. In addition, by the end of 6 years the brain of the child has already developed maximum connections more than required in a life time. All that is left, is to make these connections permanent through providing early stimulation, (UNESCO 2006)

Secondly, all the critical windows of opportunity are open during this period. This is the period when children are able to learn and acquire certain knowledge, skills and attitude quite fast. Parents, teachers and other care-givers should utilize this window optimally because children learn quickly and efficiently. It is the period when the brain is most malleable and also highly impressionable. Environmental factors surrounding the child especially care have the greatest impact on the brain. It is very easy to mould the character of children by inculcating social norms, values and habbits. This is according to (Shore, 2013, Mustard, 2013, & Stephen, 2014). Manoj, (2011), acknowledges the fact that the early years are crucial since during this phase wiring of the child's brain is laid down. The experience and learnig during this time support the child's entire life.

Leslie, (2014), established that ECDE was important for all children since it was more than just paying significant returns to our future citizen. They also benefit taxpayers and enhance economic vitality. Basing on some of the above arguments, the following Early Childhood educators have also given their various views on the importance of Early Childhood Development and Education

2.3.1 Maria Montessori's views on ECDE.

 Montessori was the first woman doctor to address issues related to early childhood of retarded children. She believed that what children learn from birth and early years are most important in influencing the life of an individual. She advocated for the sequential learning as children develop through stages. To her children, should be catered for in all needs for them to grow and learn properly. According to Montessori, teachers had a role of facilitating learning by providing materials and demonstrations. Montessori's theory had various implications but the most important was that teachers would provide opportunities for children to use all their senses and that activities and opportunities should be availed for learners' holistic development. ECDE curriculum should be tailored to cater for all needs of the learners, (Gichuba, Opatsa, and Nguchu, 2014)

2.3.2 John Dewey's views on children's holistic development

According to Gichuba, Opatsa, and Nguchu, (2014), John Dewey was an American Philosopher who put more emphasis on learning through activities and by doing. He believed that children were valuable and childhood was equally an important phase in life. He fought against child labour since he felt children should not be forced to grow. Stages in child development were valid by Dewey. He advocated for education that could prepare children to live in the society by helping them to develop human relations and social skills. To Dewey, children are naturally learners and the environment in which they live only contributes to the learning process. He advocated for sequential learning since children grow through stages. He believed that children are little scientists and thus should therefore, be trained to think reason and question. He stressed on cooperative learning to prepare children to be better citizens and great leaders. He advocated for individualised teaching to cater for individual differences

and emphasized that the role of the teacher was to mould children for social life. Thematic learning has to be used in order to facilitate development of the whole child according to Dewey. Dewey's theory has had quite a number of implications on education today. Firstly, children's learning should be based on characteristics. ECDE teachers should ensure that they understand children and their background to provide relevant learning. Secondly it should be realised that children learn best when they put all senses into use. ECDE teachers should provide activities that facilitate this kind of development. Nevertheless, the question is; are our teachers well prepared for this? The curriculum for children should be thematically prepared to ensure holistic preparation of the learners. Learners should be given an opportunity to experiment, solve problems and discover new ideas. All these need proper facilitation. Is this happening? Is the government fully involved in this course through funding, M&E and looking in to the fact of teacher capacity or not? Finally, the school should provide opportunities for children to practice social and cooperate living.

2.3.3 John Pestalozzi and ECDE teaching methodology

Karanja and Githinji, (2011), stated that Pestalozzi was a German educator who believed that children's education was necessary in improving their lives. He was the first educator to start and organize ECDE program. His ideas have continued to influence ECDE curriculum development. He emphasized the use of natural environment to teach children; as he believed that they learn best when they use their natural and immediate environment. He advocated for the children to use all their senses in learning as this leads to acquisition of knowledge and skills and enhances their learning. He advocated for group learning; since he believed that children acquire a lot of skills, knowledge and positive attitude using this method of group work. He emphasized the importance of parents in their children's learning

developing guidelines for mothers to use at home to help children learn. Pestalozzi also advocated for holistic method of learning as he saw this could not only develop children cognitively but also his or her practical skills and emotions. According to Pestalozzi, the role of the teacher is to give guidance, through exercises and opportunities to develop their senses as they interact with the environment. Applications and implications of his theory include parent's vital role in children's learning. Children's curriculum should give opportunities for children to interact with their environment. The curriculum should also be integrated to develop children holistically. All these suggestions require learners to have enough materials and resources. Has the government taken an initiative to support the ECDCs to implement the suggested policy document content?

2.3.4 Friedrich Froebel father of kindergarten.

He was a Germany educator who saw children with innate ability to attain knowledge. He was the father of "kindergarten" (Children's garden) as he believed that children are gardens to be taken care of for optimum learning to occur. He stressed on the importance of early years' learning since this could shape individual life hence the essence to provide favourable learning environment to children at this stage. Teachers should provide children with a lot of play material as play would make children enjoy their learning, be creative, express themselves, discover, explore and develop concepts while playing. According to Froebel, children's teachers need to be trained to effectively cater for children's' educational needs; Froebel started first training of ECDE teachers. The teachers for young children, according to Froebel, should act friendly and facilitate children as well as guide them. The most crucial point in the theory as proposed by Froebel is the training of ECDE teachers. Teachers need to be properly trained to handle competently the early childhood learners. The major role of

teachers in this case is to facilitate the children's education. Children are supposed to be provided with appropriate materials then, guided on how to use them. They should be allowed to explore the environment and then come up with answers to very many of their unanswered questions. However, do the teachers have the capacity to handle these issues competently? This is a question should be answered as we assess the independent variable of the effects of teacher's capacity, (Gichuba, *et. al*, 2014).

2.3.5 Jean Piaget's cognitive theory and ECDE.

He was the pioneer of the cognitive theory of development. According to Piaget, there exist four stages in which human beings should go through in order to attain cognitive development. The first stage is the sensory-motor which occurs between 0-2 years. At this stage, the child understands the world through the use of his or her senses. The next stage is pre- operational stage which takes place between two to seven years. Children are egocentric and they cannot see things in another individual's eye. There is also a concrete operational stage. This is a stage between seven and twelve years. Children at this stage think logically and solve problems presented to them in a concrete form, (Gichuba, et. al, 2014). At this stage children can reverse operations unlike in the former stage. The last stage is formal operational stage which occurs from twelve years and above. Children at this point can think abstractly. They can also perform more complex activities. They can think logically and hypothesize in the absence of concrete presentation. This theory is very important. It encourages children to be handled differently at every stage. They should be accorded chances to explore, experiment, manipulate observe and ask questions for them to acquire knowledge which enhances their mental development. He also advocates for curriculum that puts into consideration the developmental stages. ECDE teachers should be children's facilitators by providing guidance, listening to them and provision of a favorable

environment for learning. Piaget's theory clearly recognizes the essence of each stage of the life of a human being thus makes it clear that ECDE should be taken with a lot of seriousness.

2.4 Benefits of Investing in the Early Years

Because of the proven importance of the early years, Kenya would reap substantial benefits if she invested in early childhood programs. Some of these benefits include: raising children who are healthy and will grow up to be productive assets to their families, communities and nation. Because of quality care given to the children by parents, they will be healthier and less prone to diseases which are cost casing. Children will also perform better academically, minimal chances of dropping out and almost zero repetition rates in school as a result of stimulating learning experiences both at home and in the ECD centers. This reduces expenses. The money saved by families and the government in health care and education services will be channeled into other development programs. Shore, (2013), affirm that investing in early years will also lead to poverty eradication and reduction of social inequalities where children from disadvantaged backgrounds are exposed to stimulating early childhood experiences and in turn, their chances of performing well in school are significantly improved. This means that they are able to get better paying jobs on finishing school.

Early childhood education for the girl child implies better chances for formal education. Girls who enrol in the early childhood centres often proceed to primary school and higher levels of formal education. This is because, parents are sensitised on the importance of formal education when their children are enrolled in early childhood centres through the parental and community education programmes carried out by DICECE trainers and others. It also enhaces improved moral values in the

community since the window of moral and values training is open during the early years. Children exposed to valuable moral values during the first six years of life are more likely to grow into disciplined and morally upright adults. Finally, both parents and communities stand to benefit whenever the program is effective since they acquire more knowledge, skills and positive attitudes on various issues especially those related to the needs and rights of children as well as families and community development as a result of parental and community education trainings carried out within the early childhood programmes. This helps them to improve the welfare of their children and families therefore leading a happier and healthier life.

2.5 Early Childhood Development and Education Policy

The policy framework provides coordination mechanism and explicitly defines the role of parents, communities various government ministries and departments, development partners and other stakeholders in the provision of ECDE services. The implementation of this policy would ensure enhanced financing, access, quality, equity and efficient management of ECDE services as implementation would also put the development of infants and young children as an urgent priority in the development agenda of our country, (GOK, 2012).

2.5.1 Rationale for Integrated Policy Framework

The needs of children are complex and diverse, and involve catering for all areas of development, including physical, mental, social, emotional, moral and spiritual. For the child to be healthy, the child requires health, nutrition, stimulation, protection, care and training. Only one partner cannot adequately provide services that sufficiently safeguard the rights and meet the needs of the young children. Consequently, GOK has emphasised the importance of partnership in safe-guarding

the rights and provision of the services to meet the holistic needs of young children (Sessional Paper, 1988; MOH, 2005). The partners involved in service provision for young chidren include various parents and communities, Government ministries and departments, NGOs, faith based organisations, civil society, charitable organisations, CBOs, private sector, bilateral and multilateral partners. Also, due to the adequate awareness of holistic development of young children and their rights, there is need for constant advocacy and lobbying in order to increase investment in early childhood services and programmes.

The Integrated Policy Framework for ECD policy in Kenya is based on principles that are universally accepted as the forming cornerstone of quality early childhood development services and programs. The policy ensures that holistic needs of young children are met to maximise the realisation of their full potentials, the rights of the child as per the Children's Act, Cap. 586 are safeguarded and the involvement of all government ministries and other partners are taken care of. Policy being child-centred, recognising that children are voiceless and are also active participants and learners, there must be recognition and appreciation of parents and families as the primary caregivers of their children and hence they must be empowered and supported in their roles. Policy must support and strengthen the community based management of early childhood services as the most effective sustainable development, must address the issues of vulnerable and marginalised children, and provide affirmative action for them. It   must ensure non-discrimination of children and families on basis of gender, race, colour, religion, economic status, health status and disability and also recognise that life begins at conception and learning before birth.

2.5.2 Contents of a holistic ECD Policy

The policy spells out with absolute clarity the roles and responsibilities of key players, particularly government departments and create a coordinating body, such as an inter-Ministerial committee. It then defines members of the coordinating committee which should be at a high enough level to make decisions without reporting back. A lead Ministry or an organization answerable to government is necessary for the policy to be represented in parliament, the funding of the policy is the most crucial issue and must be addressed, explicitly in the policy and in particular the necessary contributions from government departments. According to UNESCO, (2010), the implementation issues included, monitoring and evaluation of the policy and its implementation was supposed to be formalized. Apart from government funding, other sources of funds should be explored, decentralized funding to local governments and/or NGOs as the main implementers of policy should take high priority. Government sectors were likely to retreat to the sectoral approach to ECD, and safeguards were to be developed.

2.5.3 Policy Planning for ECD in selected African Countries

In December 2001 the Working Group on Early Childhood Development (WGECD) held a consultative meeting to discuss the results of the Policy Studies Project. This discussion led to expressions of interest for support to draft Intergrated Early Childhood Development (IECD) policies on the part of three Francophone countries. These were; Burkina Faso, Mauritania and Senegal, (Vargas-Baron, 2013) in (UNESCO, 2010). In June 15, 2002 this second, significant ECD policy related study commenced and was concluded by the end of November 2003, with a final report dated February 29, 2004. While the objectives of the second WGECD project were not the same as the first, there are considerable similarities between concerns raised in

the first set of reports and the recommendations contained in the second study. Vargas-Baron, the consultant hired by Association for Development of Education in Africa (ADEA)-WGECD to undertake this second ADEA-supported ECD policy-oriented project, identifies six inter-related sets of challenges to achieving comprehensive and participatory national IECD policy planning in the three countries. These challenges include; institutional challenges, environmental challenges, health, nutrition and sanitation challenges, education challenges, conflict challenges and prevalent challenges for children.

With the above-noted challenges as in the context, and with several positive attributes added to the picture such as; highly dedicated to their children, hard-working, skilled in specific professional areas, and very collaborative, the Project undertook to address four objectives. It aimed at supporting selected countries in conducting their policy planning processes and provide assistance in preparing their policies for future implementation. The Project sought to strengthen national networking, partnerships, cooperation and policy dialogue among practitioners, communities, NGOs, trainers, activities, government representatives and other stakeholders in IECD. Finally, it targeted enhancement of methodological and analytical skills for policy development as well as analysis in the field of IECD. Therefore, it strengthened the institutional capacity within the government and other institutions, identified strategic areas of action in the fields of advocacy, mobilized of public and political support as well as capacity building and resource mobilization for IECD in sub-Saharan Africa.

According to Baron, (2010), Ghana took over a decade to move from a completed ECD policy to adoption by government, and Namibia has yet to achieve effective implementation of an exemplary policy eight years post-adoption. Vargas-Baron identifies 15 'major lessons that have been learned' as a result of the three-country

policy planning project, with sub-point elaborations under each lesson. Each of the points and sub-points is useful in better understanding the challenges faced and how this initial phase of the policy process might effectively move forward. A theme that runs through many of the points is the importance of working intersectorially and multi-organizationally within country and of working towards achieving enhanced synergy and cost-effectiveness by involving several countries in the process at the same time.

2.5.3.1 Ghana

According to Pence, (2014), Margaret Amponsah was the National Coordinator for ECCD within the Basic Education Division, Ghana Education Service (GES), Ministry of Education. While Kameka, from his more senior position, focused primarily on 'reaching across' Ministries and sectors, Amponsah focused on her own Ministry and the degree to which ECCD was well understood amongst her own division heads, as well as 'down the line' to service delivery. Her work highlights additional key impediments to realizing quality ECD re and education in an African context. As with Kameka, staff exposure to well conceptualized IECD information is part of the problem, but the governmental system dynamics themselves pose additional problems, within Ministries as well as across. Amponsah's research highlights important gaps in her Ministry's handling of ECD including the absence of policy statements regarding the coordination and supervision of ECD programs.

In addition, division head familiarity with ECD generally, with the need for coordination of planning and services and with provisions in the draft policy, is weak. As a result, in the districts surveyed, there was the absence of a comprehensive operational plan and a systematic training program for ECD coordinators, head

teachers and teachers of preschools. She also notes that because ECD was relegated to the background some years back, most of the regional coordinators were withdrawn and reassigned to handle other schedules, which has also impeded the smooth running of the program within the public sector. The picture that emerges is that of a program that has been marginalized within the system, lacking visibility, priority and coordination from more senior levels through to the delivery of services on the ground. In addition, basic data regarding enrolment numbers were difficult to collect, further impeding future planning efforts. The very recent (August 2004) approval of the long-awaited Ghana policy on ECD may have provide the impetus for reformation of the ECD systems in the country. But Amponsah's study of ECD in one Ministry indicates how fundamental and systemic those challenges will be. It is therefore true to say that Ghana has had challenges that have seen ECDE not to progress according to the policy stipulated.

2.5.3.2 Malawi

According to Chalamanda, (2013), National Coordinator for ECD based in the Ministry of Gender, Child Welfare and Community Services entered the Early Childhood Development Virtual University (ECDVU) program at a time when the government of Malawi was considering enacting a National Policy on Early Childhood Development. That policy, and a policy on Orphans and Vulnerable Children, were approved by Cabinet in February 2003 and officially launched March 1, 2004, (UNESCO, 2004). The focus of Chalamanda's major project was supporting the coordination and implementation of a National Action Plan (NAP) for the Survival, Protection and Development of Children in Malawi from 2003 to 2013. Chalamanda's work focused on an essential key to forward movement in ECD in African countries: He further stated that not only must policies be developed, but

action plans must be developed, coordinated, monitored and updated as needed in order for the intent of the policies to be realized. Malawi's 2004 NAP was the second in its history (the first one was referred to as an NPA). The first one was developed in 1992 for the period 1992-2002. Progress on the implementation of that plan was reported to the UN General Assembly in 2002 ,and the nine main challenges to implementation formed the background for the 2004 NAP, along with a UNICEF 2002 Situation analysis to assess the implementation of the 1997-2001 programme for children and women . Chalamanda saw NAP as central to the future of ECD in Malawi and chose it as the focus of his major project in order to:

a) Identify strategies that facilitate implementation of the ECD policies and other sectoral strategic plans.

b) Outline mechanisms, processes and strategies for coordinating the development and implementation of the NAP; and,

c) Outline operational linkages and networks between the two policies and other existing child care policies, sectoral strategic plans and institutions. Towards the completion of his major project work, Chalamanda flagged the following as some of the significant challenges he faced in his coordination work

   i. Limited number of committed partners taking part in the development of the NAP.

   ii. Limited capacity of some partners to follow systematically the agreed-upon framework.

   iii. Achieving synergy across the 12 thematic areas of the NAP is challenging.

iv.   Some partners are challenged by the role of children and caregivers in the process of developing the NAP.

v.   Inadequate resources in terms of funds, transport, books, stationary and computers to be used by the partners in their work.

The challenges noted in Malawi have a familiar ring: a small nucleus of concerned, committed and informed individuals; bureaucratic challenges to working across sectors; inadequate resources of various types; inadequate knowledge in the public domain regarding the importance of ECD; marginalized importance of ECD within government. At the same time, there is progress across countries: a growing, inter-organizational critical mass in Tanzania; approval of ECD policies in Ghana and Malawi; the potential for greater resources for ECD in some jurisdictions; efforts to link and coordinate ECD with related movements While the challenges are great, the indicators of progress are not isolated. The work of several other ECDVU participants feeds and supports these inter-related policy-associated advances.

2.5.3.3 Eritrea

According to Pence, (2014), Abeba Habtom was the Section Head for Early Childhood Development and Special Needs in the Ministry of Education in Eritrea. Under Habtom's leadership, the last three years had seen the finalization of a curriculum for both formal and non-formal community-based children's programs, linked with an outreach services model reaching all districts in the country. The curriculum had been translated into eight mother-tongue languages. In addition, she sought to address long-term community capacity building through the implementation of a multi-media Parenting Enrichment Strategy utilizing a training of trainers model. Habtom's work in Eritrea provided useful insights into ways in which in-ministry

dynamics could become more supportive of ECD activities and, through such support, had greater impacts at regional and local levels. The parenting enrichment strategy was designed to enhance local-level awareness of the importance of the early years, providing at the same time a stronger and more informed 'social will' supportive of ECD issues. This made Eritrea to look like it had better plans in running the ECDE in the country. ECDE seemed to enjoy alot of the govedrnment's support due to great organisation.

2.5.3.4 Tanzania

UNESCO (2004) notes that Tanzania's ECDE project was under Asha Mohammed Ahmed. She was the Project Director for Zanzibar's Aga Khan-supported Madrasa Resource Centre (ZMRC). Her project focused on capacity building for Madrasa Preschool Program's (MPP) Community Resource Teams (CRTs) in Zanzibar. The MPP had gone through two phases with the aim of supporting poor communities to establish, manage and own quality preschools. During this time, there had been capacity building for different sectors of communities. However, there was no support system. This project described the process of empowering CRTs who were to be responsible for ensuring that the existing technical expertise in communities was sustained. Ahmed's major project describes training and support given to CRTs in order to affect these objectives. This includes centre- and site-based training for CRTs, monitoring and evaluation (M&E), as well as developing support materials for use by communities and CRTs.

To a certain degree, Kameka's project and development of an ECD Network were complementary activities as each involved information sharing, consultation and networking, one with a primary focus within government and the other, the ECD

Network, looking at government as one of the key ECD stakeholders. Both issues, networking across key stakeholders in a country and working within government to promote intersectoral cooperation, coordination and communication, were identified as critical in the ADEA-WGECD Case Studies, Project and the Francophone Policy Planning Project.

The idea for a Tanzanian ECD Network grew out of ECDVU's request to organize an intersectoral, multi-organizational ECD Committee. Following a series of meetings to discuss Tanzania's participation in the ECDVU programme, the Tanzanian ECD Network was formed in December of 2000 to coordinate the development of an active national ECD coalition. Tanzanian ECD Network Newsletter, (2003). Approximately 18 individuals from 11 organizations attended the first meeting in August 2000, and subsequent meetings led to the completion of a proposal to join and the nomination of the four individuals to participate, one from government (Kameka) and three from NGOs Leoncia Salakana with PLAN International, Asha Mohammed Ahmed with the Aga Khan Madrasa programs, and Ben Missani, initially with Save the Children but completing with the NGO Basic Needs UK.

Between August 2000 and 2004 the Tanzanian Network became a reality. In June of 2003 the Network held a well-attended ECD Forum focused on Tanzania's ECD EFA Action Plan for 2003-2015. The success of that work led to others in 2004. The Network undertook official registration as an NGO and appointed an interim secretariat and steering committee; district level ECD Networks became functional; and the Network played a key role in supporting a planning meeting for National ECD and HIV/AIDS that took place in April of 2004. Out of this meeting, it was learnt that achieving greater coordination, cooperation and communication across Ministries responsible for various aspects of ECD is no less time-consuming and complex.

Kameka hence chose to focus his project activities largely on information-sharing activities, as he came to more fully understand the holistic purpose and intent of ECD. Through approaching other senior officers in other Ministries with 'ECD sensitization' materials, Kameka not only served as a source for information sharing but also served as a role model for cooperative work across sectors, placing the interests of the child ahead of sector foci. According to him, such sensitization activities would be increasing intersectoral cooperation months in a nutshell, Tanzania took ECD as a very crucial stage in any person's life hence they had to put forth the various mechanisms into place to ensure the success of the programme.

2.5.3.5 Uganda

UNESCO, (2004), asserts that just like other African states, Uganda had an ECDE programme that was directd by Hilda Nankunda. Her major focus was on the project work on an analysis of existant policies and programs designed to address the child care needs of working families in Uganda. Nankunda's work represented a seldom-seen focus for ECD research in Africa, but one that would be undoubtedly become more common in the years ahead as labour laws advanced to address a changing labour force dynamic. Nankunda reviewed collective bargaining documents, trade union and worker association materials, and laws related to employment in both the private and public sectors and conducted a number of interviews with key individuals and opinion leaders. Her findings were that "existing policies and programs are inadequate.

2.6 Challenges Facing the ECDE Policy Implementation in Kenya

According to Manoj, (2011), in spite of the great importance ECDE has on the child, there have been challenges that to some extent have crippled this kind of education. This had could be negatively affecting the child. The major challenges that have been identified in this study are human resource capacity, resource support monitoring and evaluation (M&E) and other challenges of the policy's implementation. This paper, in the next section, will therefore discuss the factors that have influenced the implementation of the ECDE policy in Kenya. It will also look at some other states and assess how they have overcome these challenges to make the ECDE policies work for them.

2.6.1 Funding

Financial support is the in thing for any important programme to assume shape. ECD investments should be increased to expand service coverage, improve services, and ensure they are sustainable, high in quality and cost-effective. Indicators measuring investments as inputs and their outputs and outcomes should be included, (Vargas-Baron, 2013). Early Childhood Education receives very little funding in Kenya. Manoj, (2011), has observed that funding in Kenya is only through payment of ECDE teachers' trainers. The parents who have been the main sponsors of the programme run many ECDCs. Parents are supposed to pay fees for their children. It is out of these funds that the teachers of ECDE are paid, facilities acquired and any other necessary resources be availed to the teachers. Because of poverty and even negativity of attitude towards the programme, many parents do not pay these services and hence making it difficult for the learners to access quality education, (Manoj, 2011). He also associates high costs of ECDE and Primary education provided by Private ECDCs

and primary schools to have posed a big challenge to learners in public ECDCs and public primary schools. They cannot afford the amount and hence still get poor quality education from institutions that are not well funded.

According to white paper on Education and Training (1995), inadequate funding of ECDE for Black communities has resulted in ECDE in these communities to be characterized by lack of financial resources for salaries for practitioners, equipment and food for children. It has also lead to de-motivation of ECDE staff and high turnover of non-formally trained ECDE practitioners. Leslie, (2014), in his article "Early Childhood for all; the Economic Impacts of Child Care and Early Education", says that in the time of scarce resources, the care and education of young children will continue to fall to the bottom of the priority list until there is a shift in the public about the economics of raising the next generation. He asserts that quality education for early childhood is too vital to be brushed aside as a social service, too expensive to consider in tight budgetary times. Investments in quality childcare and early childhood education do more than pay significant returns to our future citizens and they benefit taxpayer and enhance economic vitality.

The Regional Early Childhood Development Policy Review Seminar; sustainable policies (2009), says that policy makers, service providers and communities must ensure access to human resources, organizational resources and financial resources to sufficiently address the policy development process and the gap between the policy adoption and implementation. Britto, Cerezo, and Ogbununga, (2014), assert that to improve the sustainability of ECDE policies, stakeholders must consider all aspects of policy process. Eggers and Leary, 2014), also point out that a good idea, strong policy design, political and public supports are required in adopting the policy and strong implementation. They believe that the basic elements are like a chain where

every step in the process must work. Occurrence of failure of any step causes a shortfall. It has also been pointed out that weakness in any of the basic elements in policy implementation process increases the chances of policy failure (Policy Review Seminar in Singapore 2009). The basic requirements according to this paper include definition of clear governance in the pointing out the partners, provision of consistent and innovative financing and funding, creating valid and reliable monitoring and evaluation mechanism and identifying measurable goals and outcomes and conducting an initial needs assessment to support the policy planning process among other things.

2.6.1.1 The ECE Funding System in New Zealand

According to the Social Journal Policy of New Zealand (2007 issue 32), the government Vision for Early childhood education is for all children to have an opportunity to participate in quality ECE no matter their circumstances. The new ECE funding system, implemented in April 2005, changed the way the Ministry of Education funds ECE services. The overall goal of the funding system was to make high-quality ECE more accessible and affordable to families by funding based on costs and supporting improvements in quality. Since 1 April 2005, funding had been linked to the major cost drivers faced by particular types of ECE services, so that the structure of funding rates is based on the structure of various ECE services.

The Ministry of Education's research into cost-drivers established that staff qualifications and daily hours of operation are the biggest determinants of cost. All-day services were eligible for higher funding subsidy rates because they had higher costs than session services because all-day services had to meet better staff--child ratios. In teacher-led services, funding rates increased as the proportion of registered

teachers in the service increased, recognising the costs of employing these teachers. These funding rates also supported teacher-led services to move towards having all staff registered by 2012. The availability of 20 hours Free ECE (for three and four year olds) to teacher-led services and eligible kōhanga was also based on cost-drivers. Free ECE, implemented from 1 July 2007, was about increasing children's ability to participate in ECE by removing cost barriers, and teacher-led services usually have higher costs than parent-led services. The funding rates available to parent-led and session services reflects the lower cost of provision in these services, and are not related to any government policy about encouraging parents into the workforce, or about discouraging the use of parent-led services.

There is no intention to reduce payments to parent-led services through the funding system as government had agreed to a "no losers" approach in which no services would have their funding to be lowered. Each year, since 2005, the government increased the funding subsidy rates for all services to reflect increases in costs. The Ministry of Education would survey and monitor changes in costs and advice the government on what increase in the rates should be considered. The government has made specific increases to funding subsidy rates for play centres and kōhanga to support their sustainability. Funding rates for play centres were increased in the Budget 2006, by between 8.7% and 9%, with further increases in Budget 2007. For kōhanga, their funding rates were increased by between 13.2% and 13.7% in Budget 2007.

Under the new funding system, parent-led services continued to be funded at a rate that meant they could charge low fees. The Ministry of Education was carrying out policy work into how quality would be achieved in parent-led services. A first step of this work was the completion of a research project into quality in parent led services,

which would be used to inform policy decisions. Regulation did not constrain how ECE services operated their programmes and there was existing flexibility in the system. The outcomes in the early childhood policy were broad and enabled services to bring their own philosophical perspective to the operation of the service. Early childhood services were encouraged to respond to the needs of the children participating, and were expected to develop their programmes in collaboration with parents. This expectation was expressed in the Statement of desirable Objectives and Practices, which all chartered services must meet, and was included as licensing requirement in the proposed Criteria. The regulatory system, furthermore, provided for the operation of parent-led playgroups without having to be licensed. This system recognised that these groups helped to fill gaps in ECE provision and would better meet the needs of some families than other types of provision.

The Ministry of Education funded playgroups and provided playgroup parents with advice and support for them to deliver a range of learning opportunities for children. Funding and support for eligible playgroups continues in the new regulatory system. In conclusion, the development of ECE policies in New Zealand has been underpinned by the government's vision that all children have the opportunity to participate in high-quality ECE. Funding and regulatory policies seek to balance a range of ECE-related goals and other government goals, while facilitating diversity in the ECE sector to allow them to continue to meet the diverse needs of parents. Even though work on teacher-led services appears prominent, particularly through the teacher registration goals, this does not reflect a policy favouring towards these types of services. Further policy work on how to support parent-led services is continuing, and ECE centre-based PSD is being piloted, with on-going evaluation, to help government find best ways of supporting these developments in the futures.

2.6.1.2 Early Childhood Development and Educational Funding in Kenya

UNESCO, (2014), brings out St Kitts and Nevis as the smallest State in Americas Sovereign States. Accordingly, it adopted an Early Childhood Policy in 2009 and has made a very a big commitment to the development of ECD sector. The Government is responsible for funding key aspects of the policy reforms, and sources new funding for a number of activities. UNICEF provides major financial and technical assistance and supports overall coordination of the policy implementation. Funding also comes from theVenezuelan government, the Organization of American States and UNESCO. It has made a valuable policy analysis within the Caribbean region and beyond. Despite the various achievements observed, there are inevitable obstacles. The challenges include Limited technical/ human resource capacity, which has led to delays in meeting some targets such as completion of various government projects such as introduction of certification of ECD practitioners' demands assistance from external institutions. Delays Cuts in funding from major donors have caused delays.

The funding challenge has led to re adjusting certain activities such as completion of the costing study introduction of ECD associates requiring considerably longer preparation time than expected. The white paper of education (2010-2014) has considerably revisited the timeframes outlined in the ECDE policy implementation, (Otieno, and Colclough, 2014). Lack of support for Early Childhood Education (ECD) has led to the transfer of early childhood lessons to the primary section because many parents are not willing to pay any money for ECD while FPE is free, (Kariuki, 2014).

Xinxhua, (2013), in his article "Kenya to integrate ECDE in primary cycle," says that the Kenyan government had said that plans were at an advanced stage to have Early Childhood Development (ECD) education mainstreamed into the primary cycle.

Kenyan's education minister Sam Ongeri said the programme, which was to be mainstreamed in 2011, had been hampered by lack of resources but noted that its proposals had been made to the Treasury, to have it incorporated in the next fiscal budget (2012/2013). However, Ongeri said the government had been providing substantial grants to ECD centres countrywide, which had assisted in upgrading the centres to competent institutions. He said over 20,000 teachers would have been employed by 2012 for nursery schools. The proposal to have funds for mainstreaming ECD centres was already on the table.

According to Ongeri, it would be easy to monitor the centres, where children would be joining from the age of four, adding that there would also be a comfortable transition from the centres to Standard 1. The minister added that the Kenyan Constitution clearly spelled out that the ECDCs would be a function of county governments and once operational, they would be managed at the county level. All they were going to do was to move the ECDCs to the county levels and ensure that part of their budget goes to the centres. ECDE centres are critical in shaping the life of children. Ongeri also expressed optimism that the 2015 Education For All (EFA) deadline would be achieved, given the transition rates from Primary to Secondary Schools, which currently stand at 74%. He says Kenya is one of the countries in Africa that had made remarkable progress towards achieving the EFA goals. To cover the remaining 26%, Ongeri said the ministry would come up with policies to ensure all children are incorporated into the learning system. The government wants to ensure all boys and girls are able to complete a full course of primary schooling by 2015.

Similar efforts by the Ministry of Education to make Early Childhood Development Education part of the primary school system flopped in 2010 due to financial constraints. To increase access to quality primary education, the ministry had planned to integrate more than 2.5 million children aged between four years and five years into the primary school cycle. For many years, the ministry, through the Directorate of Basic Education, had been grappling with the challenge of making the early education segment part of the primary education cycle. Government commitment to the sub-sector had been articulated in the National Development plans and the Sessional Papers No 6 of 1988 and No 1 of 2005. These statutory documents provided a broad policy framework for the provision of ECDE. Further, ECDE is one of the 23 investment programmes being implemented by the Ministry of Education under the Kenya Education Sector Support Programme (KESSP) running from July 2005 to 2010. Ministry of Education (MOEST 2005) in Karanja and Githinji, (2011), states that ECDE had been recognised globally as a crucial programme that lays a foundation for a Child's holistic life and integrated education. She has however observed the programme is entirely under the care of parents, community non-governmental organizations (NGOs) and other private providers.

The United Nations Educational Scientific and Cultural Organization (UNESCO), made a declaration on Education for All (EFA) by 2015. Early Childhood Development Education is the first formal agent of socialization. Kibera and Kamotte, (2013), call the attention of all stakeholders to critically address the challenges related to issues of access, equity, quality and relevance of ECDE programmes. However, the private sector seems to have monopolized most of the ECDE centres compared to the government. Thus, the public education sector opportunities for ECDE are lacking, yet available data shows that at later formal education primary schools, public

education cater for well over 90% of Kenya's school going age. This paper therefore puts into question why the public education sector is missing out in this very important domain of education in its children at this tender age.

According to Karanja and Githinji, (2011), ECDE is currently facing challenges related to the funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others. Further, of importance to note is that lack of the Ministry's funding and implementation initiatives complicates the provision of ECDE. World Bank, (2011) in an article through http://go.worldbank.org/WV3ZCBX650 has stated various means through which funds for early childhood can be acquired. Issues in financing Early Child Development (ECD) programs relate to which parties will contribute to the costs, to how much the various stakeholders will contribute (that is, the relative share they finance) and how these relative contributions change over the life of the program.

2.6.1.3 Sources of funding

a. Government: The most common source of financing for early childhood programs is the regular budget of the government. Budgets for ECD usually come out of Health, Education or Social Services budgets. At times funds will be assigned through budgets for women's development, rural development, agriculture, or employment. Sometimes, governments earmark funds for ECD programs through special payroll or other taxes, or trust funds instead of the regular budget. The trend to decentralize social services to local government levels shifts responsibilities for financing of ECD programs to sub-national or local levels.

Most national governments share the cost of early childhood interventions with sub-national Governments' and program beneficiaries. Kenya's central government, for instance, funds the training of caregivers, while local authorities provide and maintain preschool program sites. India's national government pays for everything except supplementary feeding, which is financed by the states, (Myers, 2013).

b. Families: Most countries have instituted user fees to finance at least part of their early childhood interventions. Parents participating in Colombia's Community Child Care and Nutrition Project, for instance, are expected to contribute on a sliding scale according to family income. In Bolivia's Integrated Child Development Project, parents pay a flat monthly fee equivalent to US$2.50 (in 1993 prices) for the first child and a decreasing fee for each additional child enrolled. Parents often pay for the costs of caregivers' salaries or honorariums. Families and communities can also contribute in-kind, such as construction and rehabilitation activities, voluntary work, and food preparation among others. Cost recovery strategies that aim to cover most or all of the costs through user fees have several drawbacks. Especially the poorest families that would need ECD services most are unlikely to be able to pay enough contribution. From a poverty reduction and equity point of view, subsidizing childcare is very much recommended. Moreover, a healthy development of the children living in a country will provide benefits not only to the participating children, but also to society as a whole through a better-educated, healthier, more productive population. As such, the government could bear at least some of the costs. Indeed, many developing countries heavily subsidize childcare services to make sure that they are available to poor families, who already spend almost all of their income

on food, housing, and transportation. Colombia's government, for instance, finances 85% of the costs of its Hogares Comunitarios de Bienestar program, primarily through a payroll tax.

c. Social organizations**:** they include bodies such as community, charitable, religious and other non-governmental organizations. They can play an important role in financing ECD programs. They might provide the entire of services or pay part of the costs, either in money or in kind such as time and labour, donation of materials or the location for a childcare centre.

d. Private sector: The role of the private sector in financing ECD services varies. Some childcare centres are run as private, for-profit businesses. Usually, either they target the richer children in order to receive the required fees to cover costs, or the government to provide for lower-income children subsidizes them. Private sector contributions can also consist of the employer financing a day-care centre at or close to the workplace for the children of its employees.

e. International organizations: They might contribute relatively large amounts of money at the start of a project. This money is generally used to set up the program, try out pilot or small-scale projects, and lay the base for implementation on a larger scale. The funding would cover (part of) the initial investment costs. Funding for operating or recurrent costs will usually be decreased over time. Ultimately, international organizations often expect ECD projects to become sustainable and rely on national and local rather than external support.

f. Innovative funding schemes: A relatively new alternative for financing ECD programs is the creation of micro-enterprise projects. Loans are granted to women who want to start up a home-based day care centre to earn income. Usually the

start-up funds will be accompanied by training and support to the women to ensure quality day care services. Another way micro-finance can be used as a mechanism to fund ECD-programs is by financing (separate) income-generating projects, such as a garden attached to the preschool, or the production and sale of handicraft by the women who enrol their children in the child centre during working hours. A percentage of profits will be allocated to support the operation of the day-care canter. Finally, women could obtain loans from micro-enterprise projects to earn income and be able to pay for childcare services themselves. In Vietnam, such a program was set up through establishing Home-Based Day Care Centres in conjunction with a Rotating Savings and Credits Association for women. Thailand has worked out a funding scheme in which loans paid back to village loan funds (financed by the Christian Children's Fund) are funnelled into a capital fund to support early child development programmes in the community on a continuing basis. Similarly, in East-Africa (Kenya, Tanzania and Uganda) the Madrasa preschool program is experimenting with the creation of an endowment that would provide funds on a more continuing basis. The endowments consist of funds raised by the community and the Madrasa program. The annual income generated by the endowment would supplement the participating schools' finances hence more regular payment of teachers' salaries.

In Mauritius, the government created the Export Processing Zone Welfare Fund as a concession to EPZ workers, who make up 20 percent of the country's labour force but do not benefit from the more advantageous labour regulations that apply outside the zones. Created to finance social services for EPZ workers and their children, the fund derives its revenues from a tripartite system of monthly payments from the state, employees, and employers. The EPZ social service fund gives start-up and operating

grants to non-governmental organizations to create and run day care centres and subsidizes preschool fees for the children of EPZ workers. Under this tripartite funding system, the national government contributes about 10 percent of EPZ social service fund revenues.

Yulu, (2013) in her article said that the Ministry of Education had released Kshs. 1.6 billion for disbursement in financing of Early Childhood Development and Education (ECDE). This followed the Government's commitment as per the new Constitution to provide free education for all Kenyan children. The funds which were the first phase of disbursement that term would enable about three million ECDE pupils get capitation grants of ksh 1,020 each. The then Ps for education Prof. George Godia said that in order to assure quality and competent teaching in nursery schools, the Ministry had requested the Treasury for Kshs.6.7 billion to recruit 25,000 ECDE teachers to manage the Early Childhood Development Education. Prof Godia confirmed adding that there was need to strengthen the quality of teaching at the foundation stage for young learners to guarantee their successful graduation in higher classes.

Otieno, and Colclough, (2014) in their article "Financing Education in Kenya: Expenditure, outcomes and the Role of International Aid," Kenyatta University and University of Cambridge acknowledges that Kenya has done very little as far as funding of ECDE is concerned. They say that ECDE, Special Education and Technical Education have always received the least attention. The small share for Special Education arises from fewer institutions while ECDE is due to low priority, given that the number of ECDCs in the country is larger than the number of Primary schools, which receive quite a large portion of funding. A lot of attention and allocation has been directed towards Universities and Primary schools due to FPE. They also assert

that External Support to education has played a very significant role in meeting the expenditure especially of the neglected sectors and subsectors. Funding from these bodies might not be high proportion but aid has often provided the only significant source of funding for specialised programmes such as NFE and ECCD that receives little government attention. (Kariuki, 2014) has observed the fact that despite the great essence that ECDE carries, the government has always concentrated to offering FPE. Despite FPE, lack of support for ECDE has led to the transfer of Early Childhood lessons to the Primary section because many parents are not willing to pay any money for ECD while there is FPE.

2.6.1.4 Teacher capacity building

Teacher capacity is defined as the sum of a strong knowledge base of content and pedagogy; a sense of self efficacy; reasoning skills to make informed individual decisions; and ability to evaluate, reflect and adjust decisions. It defines the critical elements that the teacher uses to influence student learning and success, (Paul and Linda, 2013). They affirm that teacher Capacity consequently is meant to improving quality of early childhood services. According to Odundo, (2013) in his paper "Determinants of Effective policy Implementation in Early childhood Development and Education in Nakuru Municipality," limited institutional capacity is a hindrance to proper implementation of Early Childhood Development and Education policy. The quality of instructional material is unreliable, inadequate, and therefore posed as a significant challenge affecting the implementation of ECDE program. Paul and Linda, (2007), concede that, Professional development is more than just a series of workshops or work sessions for teachers. It is a diverse process that nurtures teachers' self-efficiency. It is a knowledge base that is meant for equipping them with teaching skills and expertise to make informed decisions in the classroom. It also provides the

support those teachers need while taking risks associated to creativity or new knowledge. Time is of the essence. Teachers cannot afford to take time for professional development activities that just meet certain requirements. Professional development must be targeted and supported by the school administration. Schools must provide the resources to implement a teacher support system that values teacher input and decision-making. Informed action toward increased student achievement must be the order of the day. According to Egbo, (2013) teacher capacity building entails training policy and pedagogy, Infrastructure Development and Teacher Welfare and Empowerment. This has been summarized in a conceptual diagram under figure 2.1.
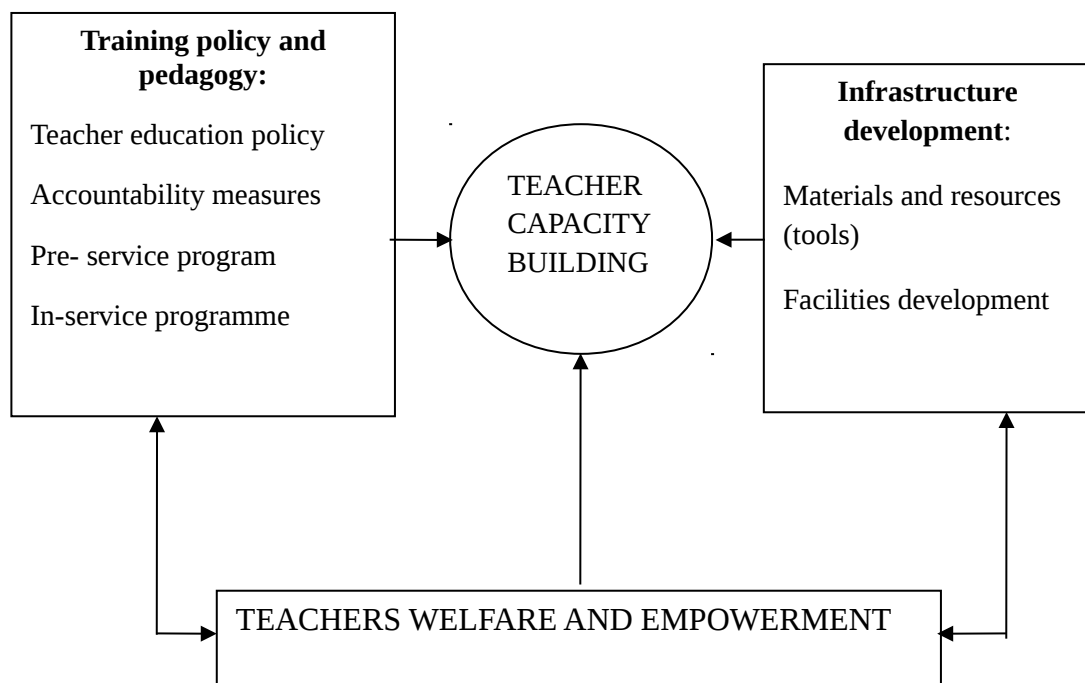
Figure 2.1: Education system in Nigeria

Egbo, (2013), declares that capacity building is important since it impacts on the teaching and learning and subsequently educational success of students. He says that there is a general discernment that a noteworthy number of teachers are not equipped

to deliver quality education for a number of interconnected reasons among them being training, infrastructural limitations and low morale. He affirms that much of the developed world, has renewed emphasis on the quality of teachers and teacher education. Notably no one can build a strong and effective educational continuous appraisal and consequent improvement of its teachers training system without the pillars of the system, (Egbo, 2013). He also alleges that in developed countries, major resources are committed to capacity building as a crucial aspect of developing the best possible system. For instance, even though education is a provincial affair in Canada, the various provincial governments make concerted efforts to support teachers in their work including policies and legislation that consents continuous professional learning for teachers. This in itself is evidence enough on how other regions have valued ECDE and hence made concerted effort to support teachers for better implementation to a programme that lays a foundation to later learning stages. The next part of this paper will now look at some of the most essential components that facilitate teacher capacity.

2.6.1.5 Policy, Training, and Pedagogy

According to Egbo, (2013), the government of Nigeria is aware of the importance of the availability of qualified and effective teachers if the nation is to achieve its national development objectives as well as meet its commitments to such international initiatives as Education for All (EFA) and the Millennium Development Goals (MDGs). As a recognition of the importance of appropriate teacher training in developing a feasible education system, the National Policy on Education (2004) stipulated that all teachers in educational institutions should be professionally trained based on clearly specified goals and objectives. Also, one of the stated education sector goals in the centrsalised government's previous socio-economic development

framework, the National Economic Empowerment and Development Strategy (NEEDS), was to Enhance the efficiency, resourcefulness, and competence of teachers and other educational personnel through training, capacity building and motivation. The government had to ensure that 80 percent of primary school teachers acquire the minimum teaching qualification (the National Certificate in Education) and 90 percent of secondary school teachers obtained professional qualifications (B.Ed., PGDE), NEEDS, (2014). Unfortunately, despite extensive policy ratification and legislation, teacher education and the teaching profession remained problematic subsectors within the education system, (Osuji, 2014; Udofot, 2013). They stated that perhaps only the right kind of people should be recruited into initial training programmes since one cannot justify allocating resources to building the capacity of those who lack the basic foundation for a positive outcome from such an investment.

With regards to in-service practitioners, some teachers continue to adhere to the traditional tutorial orientations that informed their training. The popular allegation that teachers generally teach the way they were taught is not entirely groundless. Indeed, some teachers are reluctant to think outside the box preferring instead to see their role as one of simply transmitting the official knowledge that they were mandated to teach. Sometimes, even those who want to adopt empowering strategies as routine practice are constrained by a lack of the pedagogical knowledge to do so.In effect, in-service and continuous professional development for teachers programmes should be geared towards the following : Using local materials to support teaching, Integrating technology across the curriculum; Learner-centred approaches to teaching and learning, (experiential and inquiry learning, critical pedagogy), Teaching for sustainability, Effective classroom management, Teaching for social justice and Strategies for upholding the standards of the profession.

Egbo, (2013) expresses that building teacher capacity means that the government and policy makers must provide the necessary resource materials and 'tools' that are required to teach effectively. He states that it is impossible to deliver 21st Century education with 19th century tools. Similarly, he asserts that it is unrealistic to promote teaching excellence in environments that distort both teachers and learners to failure. However like everyone else, he says that teachers vary in their abilities and personal characteristics. Similarly, availability of basic infrastructure and materials, makes it more likely that majority will succeed in their teaching and pedagogical practices. Further, research evidence emphasizes the fact that school environments that promote effective teaching and learning are those that are adequately equipped with educational materials and infrastructure.In Nigeria, many teachers teach in large classes that make individualized instruction at all levels of the system virtually impossible. Larger classes are unfavourable to effective teaching and learning.

According to Gharam, (2010), people are not the same; they do not all have the same kinds of mind; and education works most effectively if the differences are taken into account rather than denied or ignored. At the practical level, it suggests that any uniform educational approach is likely to serve only a small percentage of children most favourably. This thus means that children should be treated differently according to their strengths and abilities. He states that teachers should have the ability to cater for this individual differences. The learning environment should create an environment that does not pose challenges. According to Gardener, many schools in Nigeria lack ICTs laboratories and collective equipment. They also lack libraries which are critical to student success especially given the fact that a majority of the student population does not have access to reading materials at home. The school library is, therefore, the only space where they can access reading materials besides

the required textbooks. Obviously, students, who cannot read or write effectively, cannot be successful in examinations or in school more generally just as teachers cannot teach students with low literacy and numeracy levels, Gharam, (2010). This is also a case that prevails in Kenya. Teachers in Kenya go through the same. They have no ability to handle the large classes especially in public ECDCs which is an alternative to poor parents who can not afford high ECDE costs in Private ECDCs.

2.6.1.6 Teacher Welfare and Empowerment

The provision of quality education cuts across the curriculum and the teaching and learning process. It must include security interventions. While this should not license teachers to professional slugishness and misconduct, research has shown that there is a correlation between teachers' perception that their basic needs for survival are being met and their tendency to act in professional and committed ways. In every education system, low morale and motivation often leads to poor teacher performance Udofot, (2013) in (Egbo, 2013). This sentiment has been echoed by Egbo, (2013). He asserts that in Nigerian education system, teachers are the most distressed and the most de-motivated in the world from pre- primary to the tertiary level. He alludes this happens right from the time they are recruited into the profession through their training to the period of deployment. Even when they retire from the service they are not paid their retirement entitlement. This phenomenon does not only affect their job performance as the Nigerian teacher but also their psyche, (Udofot, 2013).

Effective capacity building hence means that all those who are charged with educating the nation's children and, successively implementing educational policies at the lower level must be treated in ways that are compatible with the principles of social justice. Their welfare must be accorded the importance it deserves. It should be emphasized

that teachers and other educationalists always have choices. They can either continue to transmit outdated knowledge or go beyond what is mandated by the policies to ensure the success of all their students despite enduring challenges within the education system.

In line with the Kenyan teachers, there has been very little effort that has been put forth to motivate teachers especially those at the ECDE level. Despite the policy document which stipulates the governments recognition of ECDE, efforts to employ and even cater for the teachers welfare has been futile. An ECDE teacher continues to languish in poverty. The parliament in one of the dailies were even threatening to come up with a bill to nullify the employment of the ECDE teachers that has been going on in various Counties. The quesition therefore is whether the government is supporting or is out to undermine this crucial progamme. Is ECDE valid in Kenya? If yes, then what could be the problem for lack of support for such a crucial policy.

2.6.1.7 Teacher Self Efficacy and Decision Making Ability

This entails the decisions made by the teacher in the process of his or her instruction. Decision-making is about making informed choices for solutions to classroom problems and issues. It is about feeling capable to make these decisions. It is about teachers given a decision-making opportunity and getting the organizational support to implement successfully the choices Egbo, (2013). Teachers enjoy the ownership that comes with professional decision-making, the confidence to take risks without fear of repercussions and the conviction to be accountable for student achievement. Teachers' engagement in decision-making can be defined at two levels: classroom level for individual judgments and school level for collective judgments. Their involvement requires both collective and individual decision-making capacity.

Egbo, (2013), reports that teacher's experience is a greater degree of satisfaction when allowed to make individual decisions about what happens in their classrooms rather than when participating in school wide decisions that require collective input. Critics maintain that the individualistic model is unproductive to a standardized curriculum, a selected series of teaching strategies and a school-centred accountability system. He states that teachers who operate within an individualistic norm are of good intention and committed to student success and that informed individualism can promote classroom decisions and have a greater impact on student success. A substantial amount of research is pointing to a strong correlation among teacher self-efficacy, teaching performance and student achievement, (Goddard, *et. al*, (2012); Hackett, 2012), in Egbo, (2013). Tschannen and Woolfolk in (Egbo, 2013) describe teachers' self-efficacy as judgment of one's capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. Individualism and self-efficacy coexist in successful teachers and create a culture of success among students in a classroom. On the other hand, Jabot acknowledges the close relationship between individual decision-making and self-efficacy. He states that, "The impact of an increase in teacher self-efficacy in the classroom setting should be based on the pre-service teacher's choice of activities to be included as well as his or her understanding of the role of these activities in student learning" (Egbo, 2013)

The challenge to professional development is to strengthen teachers' self- efficacy. Decision-making process follows a logical series of steps that employ high levels of critical thinking skills. Significance of the issue, urgency of solution, and impact of the decision are some of the major factors that guide an educational decision. (Ray, 2011) in (Egbo, 2013) outline the four major functions of decision making: Make

informed choices among research-based strategies and techniques; plan and organize to implement changes; study and determine the reason for success, partial success or failure; and study and analyse issues that act as barriers to or facilitate school success.

The potential for professional development's impact on teacher self-efficacy, decision-making capacity and student achievement has yet to be fully exploited. The instructional capacity of teachers is critical to successful reform. In Kenya for instance, it has been very hard for teachers to make individual decisions. It is not easy to plan and implement changes since one has to consult with that in charge especially in public ECDCs. The decisions have to come from the head teachers of the primary schools on which they are attached since they are the financial officers. One needs to consult and even lie low in order to be retained in any given centre since there is no clear terms and conditions for the ECDE teachers by the government. Their jobs are not guaranteed. The following factors are central to the process:

a) Efficacy Building strategies

A challenge for an effective professional development program is to incorporate opportunities that allow teachers to develop their self-efficacy. The paucity of research that supports the validity and reliability of any efficacy-building strategy is a serious limitation of the four major sources hypothesized by Bandura, (1986). Influencing the self-efficacy of experienced teachers can be more challenging, but a long-term professional development program that integrates teachers as decision makers and contributors to school success will definitely have a positive impact on their self-efficacy. The literature identifies self-efficacy as "mastery experiences, vicarious experiences, social persuasion, and physiological or emotional arousal." Mastery experiences refer to successful classroom experiences that are recognized and valued

by others publicly. Teachers see many of their wonderful successes go unnoticed and ignored. Principals, peers and supervisors miss many opportunities on a daily basis to promote and enhance the self-efficacy of teachers. Vicarious experiences include opportunities for teachers to show their leadership ability by taking initiatives and sharing results with others. This sets trends and builds up a following by others.

b) Institutional Support

A professional development model must include a system of institutional support for teachers who are, by virtue of becoming decision makers, risk takers and innovators. Instructional support can have a negative or a positive impact on teacher performance. On the negative side, teachers have witnessed erosion of the benefits of a workshop by a supervisor who comes into their classrooms to stifle any creativity or attempt to improve instruction. On the other hand, instructional support that is designed as part of the professional development program with a set of premises that support creativity and individualism of teachers to make informed decisions can have a positive impact. Institutional support that includes peer mentoring, coaching and access to resources during predictable times of difficulty in the lives of teachers can have beneficial effects on student success.

c) Pedagogical Documentation

According to Beneke, (2014), in an article in k-2 on Capacity Building, pedagogical documentation is very vital in early years learning. Teachers should document the learners learning which act as evidence on how a learner is faring on and how the teacher should participate. Fraser, (2012) echoes the same. She believes that pedagogical documentation enhances innovativeness in the teachers own right. Similarly, Rinaldi, (2013), in the same document asserts that pedagogical

documentation in a way moderates the standardised expectations of what learning is and thus one considers topics critically. A teacher needs to put students' learning in mind as the centre. He believes that pedagogical documentation enhances growth and development. This approach transforms understanding of teaching and learning in the five distinctive ways: Shared understanding between teachers and learners, ownership of pupils in their learning, celebrates the rights of individual learners, actualizes shared accountability and provision of voice in learning for everyone.

The document also asserts that educators who are experimenting with pedagogical documentation and giving it first priority are realising that it is more than a procedural tool rather it is a way to inquire into student learning that has the potential to transform education. Pedagogical documentation therefore should be one of the major aspects that should be put in mind by any teacher at any level to monitor the learners' progress. In terms of the policy implementation, the government should ensure that teachers are given proper training in order to carry out their duties effectively. The ECDE policy carries quite substantial elements that need to be facilitated making the programme a success. Kenya needs to rally behind this programme to realise its full potential economically.

2.6.1.8 Capacity Building in Teachers

According to Wikipedia, the free encyclopaedia, community capacity building is referred to as capacity development. It is a conceptual approach to development. It focuses on understanding the obstacles that inhibit people, governments, and international organisations from realizing their development goals. Therefore, it enhances the abilities that will allow them to achieve measurable and sustainable

results. According to this article teachers capacity building can be realised in the following ways in developing communities:

a) **Engage stakeholders on capacity development**

An effective capacity building process must encourage participation by all those involved. If stakeholders are involved and share ownership in the process of development, they will feel more responsible for the outcome and sustainability of the development. Engaging stakeholder's who are directly affected by the situation allows for more effective decision-making. It also makes development work more transparent. In the case of the policy implementation, various stakeholders need to be involved. They include the government, the ministry of Education, the teachers, the parents, not forgetting the learners. Each of these stakeholders has a very big role to play. Just like policy Review in Singapore (2009) observes, the basic requirements for policy implementation include definition of clear governance in pointing out the partners, provision of consistent and innovative financing, and funding, creating valid and reliable monitoring and evaluation mechanisms and identifying measurable goals and outcomes and conducting an initial needs assessment to support the policy planning process among others.

Leslie, (2005), recognises the essence of ECDE and hence calls upon the government to invest in this sector. He says investing in quality childcare and ECDE do more than pay significant returns to children who are our future citizens. It also benefits taxpayers and enhances economic vitality. It is hence important that the government take into consideration investing into ECDE. The MOEST on the other hand need to ensure that it takes charge of supervising the policy implementation to guarantee full success. UNESCO, (2010), notes that ECDE is under the MOEST and thus has to

make certain good implementation. Lynch, (2012) also identifies the importance of ECDE and thus asserts that parents especially mothers should be allowed the opportunity to care for children during the early years. He says that non-parental care can have a negative impact on children's development. Similarly, parents should link up with teachers and other stakeholders to warrant the success of the implementation of the ECDE policy.

b) Assessing pre-existing capacities through engagement with stakeholders

This allows capacity builders to see what areas require additional training, what areas should be prioritized, in what ways capacity building can be incorporated into local and institutional development strategies. The UNDP argued that capacity building that was not rooted in a comprehensive study and assessment of the pre-existing conditions would be restricted to training alone, which will not facilitate sustained results. Training alone is not enough. Just like Egbo, (2013) observed that teachers require more than just training. They need motivation and better working conditions in order for them to implement the curriculum. UNESCO, (2010), states that, there could be loss of teachers in ECDCs due to lack of funding. The salaries fluctuate each month depending on the level of contribution from the parents.

c) Formulate a capacity development response

According to the article, once an assessment has been completed a capacity building response must be created based on four core issues: First, Institutional arrangements:- assessments often find that institutions are inefficient because of bad or weak policies, procedures, resource management, organization, leadership, frameworks, and communication. The UNDP and its networks work to fix problems associated with institutional arrangements by developing human resource frameworks "cover policies

and procedures for recruitment, deployment and transfer, incentives systems, skills development, performance evaluation systems, and ethics and values.

Second, leadership: – the UNDP believes that leadership by either an individual or an organization can catalyse the achievement of development objectives. Strong leadership allows for easier adaption to changes, strong leaders can also influence people. The UNDP uses coaching and mentoring programmers to help encourage the development of leadership skills such as, priority setting, communication and strategic planning. Any teacher at any level needs to exhibit leadership skills. One has to lead as an example for the learners to participate fully in learning. As a leader, one needs to be as motivational as possible.

Third, knowledge: - The UNDP believes knowledge is the foundation of capacity. They believe greater investments should be made in establishing strong education systems and opportunities for continued learning and the development of professional skills. They support the engagement in post-secondary education reforms, continued learning and domestic knowledge services. What is happening in Kenya now is that the government has been trying to give education the first priority. It is to this effect that we could see the jubilee government coming out strongly to even want to ensure that children as young as standard one could be allowed to have the laptops. This is a way of imparting knowledge to these children. A teacher will only command the class he/she is handling when she is well informed of the content. According to Gichubu, *et.al*, (2014), a teacher who is knowledgeable will definitely motivate the learners, develop appropriate activities, attend to their individual needs, vary the learning activities, use varied and appropriate teaching, learning materials, create a favourable learning environment, and appropriately communicate to the learners.

Forth, accountability: - The implementation of accountability measures facilitates better performance and efficiency. A lack of accountability measures in institutions allows propagation of corruption. The UNDP promotes the strengthening of accountability frameworks that monitor and evaluate institutions. They also promote independent organizations that oversee, monitor and evaluate institutions. Monitoring in Kenya has not been done in the right way. According to Wangila, Kafu, & Nyandusi, (2012), many Education officers do not carry on their duty of monitoring and evaluation effectively. Many QASOs only go to schools to cover up for the faults that are committed in schools. In schools, head teachers and other teachers are never accountable for what happens in their institutions.

d) Implement a capacity development response

Implementing a capacity-building program should involve the inclusion of multiple systems national, local and institutional. It should involve continual reassessment and expect change depending on changing situations. It should include evaluative indicators to measure the effectiveness of initiated programs. It is to this effect that the paper seeks to find out how each of the stakeholders has taken part in the implementation of the ECDE policy. The government through the responsible ministry need to ensure that the policy is given the required support. There should be an ample atmosphere to do this. All necessary mechanisms have to be employed. The officers at various levels have to play each their roles. For instance, the QASOs have to ensure proper monitoring and giving recommendations where there is need for change. Teachers on the other hand should play their role of carrying out the implementation while the parents and the community should avail children and take part in the development of the ECDCs. They are also the first socializing agents and

thus should make sure that the children are well educated. They should provide all the necessary requirements such as nutrition among others.

e) Evaluate capacity development

Evaluation of capacity building promotes accountability. Measurements should be based on changes in an institutions performance. Evaluations should be based on changes in performance based around the four main issues institutional arrangements, leadership, knowledge, and accountability. Evaluation can also be done by looking at the schools performance since according to studies that has been carried out; children with early childhood foundation perform better at KCPE and K.C.S.E, (Gumo, 2013). It is to this effect that, the programme can be evaluated by looking at the results posted especially at the primary level.

2.6.1.9 Capacity of ECDE Teachers in Kenya

Several things have affected the teachers' capacity building in Kenya. Firstly, there is lack of Schemes of Service of ECDE teachers. There has been low and irregular remuneration of pre-school teachers thus adversely affecting the morale of the teachers. To address this issue, the government should develop and implement a scheme for ECDE teachers. The government should employ all ECDE teachers in the pre-unit classes attached to public primary schools. Now community committees employ most ECDE teachers and their salaries depend on the local income of parents. Several studies have been carried out and it has been discovered that teachers' motivation is hampered by low pay and benefits as well as lack of professional development avenues. This is according to (Makoti, 2013), (Gumo, 2013), in (Karanja and Githinji, 2011). Secondly, inadequacy of ECDE qualified teachers in Kenya is also to blame for lack of teacher Capacity. The number of untrained teachers in

ECDCs is still high at 56% in Public ECDE centres. Due to high rate of attrition because of poor pay packages, many pre-school teachers are untrained and hence lack skills to enhance the holistic development and learning of children, Karanja and Githinji, (2011). (Karanja, 2015) on professional quality of teachers training in the training model (DICECE, Montessori and Kindergarten Headmistress association (KHA)) observes that such a critical observation calls for harmonization of the ECDE teacher training programmes.

According to UNESCO (2004), teachers' remuneration is poor for majority of the teachers. The salary ranges between KES 500 and 18,000 per month based on urban-rural divide and who pays salaries. The private owners of ECDCs in major towns like Mombasa, Nairobi, Kisumu and Nakuru pay trained teachers with certificate or diploma an average of 10,000 per month. The municipal council teachers are paid salaries ranging from 13,000-18000 per month. The teachers who teach in rural and slum-based, public and community get salaries that range from 500 to 3500 per month. This is indeed not motivational.

2.6.2 Monitoring and Evaluation

 Unified M&E systems should be implemented, and child data systems using unique codes, case management, referrals, tracking and interagency coordination should be developed. Indicators for MandE with respect to inputs, outputs and outcomes should be included as well as indicators related to establishing and managing child registration and tracking systems. Vargas-Barón and Schipper (2012), state that   in most countries, the two main ECD sectors of education and health (often including nutrition and sanitation) have developed statistical management information systems (MIS). In addition, all countries have some form of statistical bureau, agency or

institute assigned to collect, manage and analyse such information. Alternatively, some countries place this work in the ministry of planning. Many of each nation's best-trained planners work in these statistical agencies and departments, and they often help with ECD statistical issues. The statistical units for education and health, nutrition and sanitation usually are placed in their respective ministries. These sectoral MIS are always rich sources of indicators and data for ECD. However, many additional ECD indicators will be needed in each country in order to monitor and evaluate progress in achieving ECD inputs, outputs and outcome

a) Monitoring

Monitoring according to Kusek and Rist, (2010) in Vitiello and Kools, (2010), is the continuous process of collecting information related to policies and programmes. Further, they assert that it is the continuous oversight of the implementation of an activity which seeks to establish the extent to which input deliveries work schedules, other required actions and targeted outputs are proceeding according to plan. It calls for action to be taken to correct any deficiencies that are detected, UNICEF, (2010) in Vitiello and Kools, (2010). It involves continuous or ongoing collection and analysis of information about implementation to review progress; Compares actual progress with what was planned so that adjustments can be made in implementation. It is an internal activity that is the responsibility of those who manage implementation procedures, thus representing a good management practice. Monitoring the quality of learning environments is an integral part of the licensing process for ECDCs according to the article being examined. Efforts are being strengthened through upgraded service standards and an accompanying monitoring check list developed through a UNICEF initiative for member countries of the Organization of East Caribbean States (OECS). The upgraded licensing instruments have been piloted but

are yet to be finalized. They are based on the CARICOM Regional Guidelines for Developing Policy, Regulation and Standards in ECD Services adopted by CARICOM countries in 2008. A second, separate check list will be developed by the ECDU for the specific needs of home-based centres, (UNESCO,2012).

Vitiello and Kool, (2010) assert that there is need for a holistic, comprehensive ECDE monitoring system that covers the multiple facets (education, health social protection and social economic context in which the child is born) of public and private ECDE interventions in a country. To them such a system is essential for ensuring that all children can reap the benefits of ECDE. Monitoring serves as a means of support and oversight for monitoring the performance and planning of ECDE policies and programmes in a developing country. They believe that good governance of ECDE programme in developing countries calls for comprehesive monitoring systems of the programme.

b) Evaluation

It is a periodic assessment of the relevance, efficiency, effectiveness, impact, and/or sustainability of an activity or intervention; Is a systematic search for answers about an intervention (project, program, or policy); and Measures the effects of an intervention and compares them with the goals and objectives of the intervention. Evaluation aims to determine whether the project is achieving the intended results, and to measure the impact of the project. Evaluations are done during implementation. For example, mid- project cycle to evaluate overall project achievements; or studying a specific aspect of the project on its termination and ideally, a few years after project completion to measure the long-term effects.

2.7 Related Studies

As illustrated in the background of this study, the need for care of young children that would lead to the holistic development of the child is appreciated globally and has a corresponding right granted, (GoK, 2012). To secure this right, the conditions necessary for optimal development of children need to be secured within children's Microsystems among which are ECDE centres, (Bronfenbrenner and Morris, 2014, cited in Black and Puckett, 2011). To do this, communities need to focus on two important aspects of the pre-school Microsystems; the teachers and the physical learning environments. In particular, the teachers have been found to play a critical role in children's development. The effectiveness of the teachers on the other hand depends on the existing levels of motivation. Unfortunately, research findings in Kenyan ECDE centres have revealed some prevalent unfavourable conditions for teacher motivation. To enable ECDE communities to prioritize the areas that require urgent intervention in ensuring the conditions necessary for optimal development of children, there was a need to establish the extent, to which pre-school teachers were motivated, as well as the factors that motivated and those that de-motivated them.

Ray, (2011), carried out a study on child rearing practices. The study was carried out in American ECDCs. It was established that, majority of the Americans do well on the key parenting indicators, despite some differences by family types. America according to the study had higher proportion of poor and low-income children than other developed nations. According to the study, poverty explains differences in parenting practices than family structure. In relationship to early childhood education, the study established that most American parents had breakfast with their children at least five times a week, a bigger percentage of the parents ensured that children observed rules about television viewing and quite a number of American children participated in

sports as an extracurricular activity. It was also established that poverty rate was highest in America compared to other developed countries. In spite of all these, it was established that America had given priority to early childhood education. It ensured that children were developed at the foundational level. Kenya being a developing country, it could be facing the same problems of poverty. The bottom line is ECDE in Kenyan is not prioritized. This hence calls for research to be done to ascertain factors affecting its implementation.

Hoot, Szente and Mebratu, (2011), carried out a research on progress and prospects of ECDE. The study generally looked at ECDE in Ethiopia. It looked at the roots of ECDE in Ethiopia, its progress and prospects. The study highlighted challenges to early education in Ethiopia, which included basic economic barriers, early marriages, attitude toward education and perception of teaching as a profession. This study has some relationship with the current study although the current study has challenges of policy implementation just as one of the objectives. The current study has three other objectives being the human resource capacity, the nature of resource support and monitoring and evaluation in the implementation of the ECDE policy in Kenya.

On the other hand, Muga in his project "help us pitch this solution," focussed on building strong foundations and promoting transition between ECDE and primary to improve achievement of children and build foundations for lifelong learning. Its main idea was to provide field based support to caregivers, teachers, parents and pupils to improve classroom practices as well as teaching and learning processes for ECDE and lower primary grades. The study was based on factors that would enhance transition between the ECDE and primary education. The study was meant to improve quality of ECDE environment in Bondo and Rarieda Districts of former Nyanza province. The project began training the ECDE teachers to help in improvement of their delivery.

This study is completely different from the current study. The study is purely looking at the factors affecting the implementation of the ECDE policy in Bungoma while Muga looked at transition, which is just one of the outcomes of good policy implementation. There is a significant relationship between good policy and transition. A policy can be termed valid if only it is well implemented. It is to this effect that the study seeks to find out the factors affecting policy implementation.

Karanja and Githinji, (2011), further carried out a study on challenges and solutions of ECDE programmes in Kenya. According to their study, policies were central to provision of standards and guidelines for ensuring quality services to all children in their earliest years. The study was carried out to find out the extent to which the policy had been implemented at both the national and grass root levels citing the challenges and lessons learnt from the process. The study population comprised of the QASOs at both the national and the grass root levels. The study used a set of questionnaire to collect data. It also used hypotheses instead of the research objectives. From the analysis done, the study looked at challenges in the ECDE programmes in Kenya. The current study has looked at challenges just as one of the factors hindering the implementation of the ECDE policy in Kenya. It employed a variety of tools in collecting data that is questionnaires, interview schedules, observation schedules and document analysis in the collection of its data. This makes the current study to be well informed since the instruments tend to complement and supplement each other.

Further, Gihinji and Kanga (2011), acknowledge the recognition of ECDE globally and locally. According to their study, ECDE is a very crucial programme that lays the foundation of the child's holistic development and integrated education that meets the cognitive, social, moral, spiritual, emotional and physical development needs of the

child. There are current issues facing ECDE in Kenya. Some of the issues highlighted in their study were quality, access, equity and relevance of the programme. The paper identified loopholes in access, quality, equity and relevance in the programme where there is disparity in these issues between the private and public sectors. In relationship with the current study, the major challenges in the policy implementation of the ECDE policy in Kenya include access, quality, equity and relevance. However, this study is looking at the relevance of the ECDE programme in the development of the child holistically while current study looks at the factors affecting policy implementation in Bungoma County, Kenya. This makes the study being carried out justified since it is looking at a very different issue.

Finally, Wangila, (2012), carried out a research on the relationship between the ECDE policy and practices in ECDCs in Bungoma South District. Bungoma South District was part of the large Bungoma, which is now Bungoma County after the inclusivity of Mt Elgon District. This research is now being carried out on a larger scope. The previous study employed the Questionnaires and interview schedule the target population being the Head teachers and ECDE teachers while the current study has been beefed up with observation schedules and document analysis with the target population now including QASOs and the support staff. This makes the current study wider in the study scope. After an elaborate study, the study in its suggestions for further study indicated the need for future studies to be carried out on a large scope. It further suggested that a study should be carried out to finding out the factors hindering the implementation of the ECDE policy in Kenya. It is therefore true to say that, this study is justified.

2.8 Chapter Summary

The chapter looked at the general review covering the concepts of ECDE policy, the factors influencing ECDE policy implementation internationally, regionally and nationally. It critically looked at the important issues that affect the implementation of the ECDE policy in Kenya hence analysing factors such as, human resource capacity, nature of resource support, monitoring and evaluation and challenges facing the implementation of the ECDE policy in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used in the study. It explains the research philosophy, research design, target population, sampling procedures and sample size, research instruments, validation procedures, data collection and analysis procedures. Essentially the purpose of this chapter is to discuss the research philosophy in relation to the study focus and purpose, expound on the research strategy that was employed including the research methods adopted, introduce the research instruments that have been developed and utilised in the pursuit of the research goals. The chapter also presents data collection and analysis procedures along with the ethical considerations of the study.

3.2 Research Design

Research designs are plans and the procedures for research that spin the decisions from broad assumptions to detailed methods of data collection and analysis, (Kothari and Gang, 2014). The study adopted a mixed methods design. This is an approach that combines both qualitative and quantitative forms (Sekaran, 2013). A mixed methods design is more than simply collecting and analysing both kinds of data; it also involved the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research, (Bryman & Bell, 2015). The mixed methods approach associated with the pragmatic paradigm and strategies that were involved in collecting data in a simultaneous or sequential manner using methods drawn from both quantitative and qualitative traditions in a fashion that

best addressed the research questions, (Kothari & Gang, 2014). The basic assumption was that the use of both quantitative and qualitative methods provided a better understanding of the research problem, objectives and question than either method by itself, (Sekaran, 2013). This made this type of design an advanced methods procedure. The study adapted pragmatic philosophical paradigm thus lending itself to mixed method where data was collected through a set of questionnaire, interview schedules, document analysis schedule and observation schedule.

3.3 Philosophical Paradigm of the Study

Bryman and Bell, (2015) pinpoints a paradigm as a cluster of beliefs and dictates which, for scientists in a particular discipline influence what should be studied, how research should be done and how results should be interpreted. Paradigms are opposing worldviews or belief systems that are a reflection of and guide the decisions that researchers make. This study is informed by the philosophy of pragmatism. Pragmatists link the choice of approach directly to the purpose of and the nature of the research questions posed (Creswell, 2012). They are progressivisms who believe in the world changes and thus studies should assume the daily changes. Research is often multi-purpose and a "what works" tactic will allow the researcher to address questions that do not sit comfortably within a quantitative or qualitative approach to design and methodology. This study adopted pragmatic worldview in its philosophical paradigm in order to assess the challenges facing the full implementation of the ECDE policy in Kenya. The pragmatic option allowed for a mixed methods approach to the design of the study, engaging both qualitative and quantitative approaches.

3.4 Location of the Study Area

This study was carried out in Bungoma County. Bungoma County covers an area of about 3,032km². It is located on the southern slopes of Mt Elgon, which also forms the apex of the County. It borders the Republic of Uganda to the North West, Trans Nzoia County to the northeast, Kakamega County to the east and Busia County to the West. It is in the former Western Province of Kenya. Its capital is Bungoma Town. It has a population of 1,650,750 (806 male and 844,593 female). The population is projected to grow to 1,751,454 (856,916 male and 894, 538 female) by 2017. In 2010, the neighbouring Mt Elgon District was eliminated and its lands merged with Bungoma District to form Bungoma County. Increase in population in the County calls for more investment in Economic, social facilities, Education, Agricultural and health. The economy of the County is mainly agricultural to sugarcane and maize. The County experiences high rainfall and it is a home to several large rivers, which are used for small-scale irrigation.

The county is divided into 9 Sub Counties; Bumula, Bungoma Central, Bungoma North, Bungoma South, Bungoma West, Kimilili, Mt Elgon Webuye East and Webuye West; Webuye west being the largest Sub County. The county just like any other counties has tried so hard to make education a priority. The county has given a lot of emphasis to ECDE education since it is one of the devolved projects to the county. The county has 1,655 ECDE centres of which 718 are private and 937 are public ECDCs. The enrolment in the ECDE sector is a bit low with 62, 476 pupils and 2,120 teachers. This translates to the teacher pupil ratio of 1: 30 respectively. This compares very well with the ministry of education recommended ratio of 1:40 teacher learner respectively. On the other, Bungoma County has 933 primary schools with 705 and 228 public and private respectively. The section has a total enrolment of 398,362

pupils and with the total staffing of 8,448 teachers translating to the 1:47 teacher pupil ratio. Of this large number, only 87,047 are able to join secondary schools. The County has 264 secondary schools of which 252 are public and only 12 are private with a staff of 2,390 teachers.

However according to the report in the website, Bungoma County Governor Kenneth Lusaka at the stakeholders meeting at the Masinde Muliro stadium on the 11th July 2016, stated categorically about the importance of ECDE. He asserted his government had legislated laws concerning ECDE. The act according to him provided a framework for establishing systems of administering ECDE within the County. The act provided that every child in Bungoma County had a right to free and compulsory ECDE. The act provided for Registration of ECDE Centres, Registration of Education Centres, Conditions of Registration, Registration of Private Education centres, standards of Education and teaching staff among others. This act perhaps tried to cab down the mushrooming of the ECDCs, which were started every other day. Therefore, it was necessary to carry out this study to assess the factors affecting the implementation of ECDE policy in Bungoma County, Kenya.

3.5 Target Population

Population refers to the entire group of people or things of interest that the researcher wishes to investigate, (Sekaran, 2013). On the other hand, Kothari and Gang, (2014), assert that it is a physical representation of the population which comprises all the units that are potential members of a sample. The target population of this study was 933 primary school head teachers, 2,120 teachers of ECDE, 1,655 non-teaching staff, where at least it was expected that one would be sampled from an ECDE center and 9 QUASOs each representing a sub county. These were presented in Table 3.1.

Table 3.1: Target Population

Target Groups	Target Numbers of the Respondents
ECDE Teachers	2,120
School Head Teachers	933
Non-Teaching Staff	1,655
Quality Assurance & Standards Officers	9
TOTAL	**4,717**

3.6 Sampling Techniques and Sample Size

This section deals with the sampling techniques that were used in arriving at the sample size that was required. Consequently section also highlighted the sample size of the sample that was used in the study. Sampling in education research is generally conducted in order to permit the detailed study of part rather than the whole, of population, (Bryman & Bell, 2015). The information derived from the resulting sample is customarily employed to develop useful generalization about the population which may be in the form of estimates of one or more characteristics associated with the population. According to Kothari and Gang, (2014), there are two major sampling techniques. The researcher could opt for a probability (random sampling) or a non-probability (purposive sampling).

In probability sampling, chances of members of the wider population being selected for the sample are known whereas in non-probability chances are not clear. In the probability sampling, every member of the population has an equal chance of being included in the sample. Inclusion and exclusion is a matter of chance and nothing else. In the later, some members of the larger population would definitely be excluded

and others definitely included in the sample. Every member does not have an equal chance of being selected or included in the sample. The researcher deliberately selects a particular section of the wider population to include or exclude from the sample.

According to Bryman and Bell, (2015), there is no clear cut on the sample size to be used. However, the size is dependent on the purpose of research and in their view; the larger the sample the better as it does not only give greater reliability but also sophisticated statistics to be used. A third of the total population is the minimum number though this could be a very small sample. Thirty percent is actually regarded to as the rule of the thumb. This is thirty items per variable. The sample size is determined by the kind of analysis that would be used, the style of research/ research method and also be constraint by the cost that is time, stress, money, administrative support and number of researchers and resources (Kothari & Gang, 2014).

In this research both sampling strategies were employed. Random sampling was utilized in order to enable generalizations of the findings of the challenges facing the policy implementation in the county. It also permitted two tailed tests to be administered in statistical analysis of quantitative data. The range of random sampling techniques include: the simple random sampling, systematic sampling, stratified sampling, stage sampling and multiphase sampling. Stratified Sampling technique was incorporated in this study. This technique involves dividing the sample in homogeneous groups each group containing characters of the same characteristics, for instance male and female, students and teachers among others. One identifies first the characteristics in the wider population that must appear in the sample. This technique was used firstly to select the county in which the study was to be carried. This enabled the researcher to arrive at the study sample groups used. Secondly it was used to identify the ECDCs to be used in the research. The ECDCs to be used included both

the public and Private ECDCs. It was very important to identify categories of the schools to avoid using just one kind of the schools. Identification enabled the researcher to capture information about what goes on in either of the categories. This information was also be used for triangulation of data. Thereafter, simple random sampling was used to arrive at the schools that were used in the study as samples.

Simple random Sampling is sampling where each member of the population had an equal chance of being selected and the probability of a member being selected was not affected by selection of other members of the group. It was selecting at random from a list. The researcher kept on drawing out of the container the pieces of paper with numbers allocated to respondents until the required number was selected. According to Hopkins et al, (1996), this was complicated as a complete list of the required subjects was to be availed which was not an easy case. The technique was used to select the 27 ECDE centres 3 from each of the 9 sub-counties that were used in this research. It was the most convenient technique since the researcher listed all the 1,655 ECDE centers. All centres had an equal chance of being selected. The centers were randomly listed. Selection was then done randomly till the required sample number of the centres was acquired. This technique was also used to sample out the 81 teachers of ECDE, 9 from each sub-county and 3 from each of the 27 sampled schools. All ECDE teachers from the sample ECDE centres were listed then they were randomly picked to arrive at the required number.

On the other hand, Purposive Sampling was used to sample out the 27 head teachers 1 from each of the 27 ECDCs that had been selected. 9 QASO officers were equally picked 1 from each of the 9 sub-counties. Finally, the method was also used to select the 27 non- teaching staff; 1 from each of the sampled schools. According to Bryman and Bell, (2015), in this type of sampling, a feature of qualitative cases to be included in the sample are on the basis of judgment of their typicality or possession of particular characteristics being sought. They build up a sample which is satisfactory to their specific needs. The sample is chosen for a specific purpose of accessing knowledgeable people; those who have particular issues, usable by virtue of their professional role, power, access to networks, expertise or experience, (Ball, 1990). The particular respondents have in-depth knowledge on the ECDE policy and implementation process specifics. These are hence reasons why this technique was used to sample out the head teachers of primary schools which had ECDCs attached to them, the QASOs and the non- teaching staff since they all had knowledge and understanding of specific information that was required in this study. The following tables 3.2 and 3.3 show the summary of sampling techniques and study sample size respectively.

Table 3.2: Summary of Sampling Techniques and Study sample

Sampling Techniques	Stratification	Stratification & Random Sampling	Purposive Sampling	Purposive and Random Sampling	Purposive Sampling	Purposive Sampling
County	Sub County	No. of Schools	Head Teachers	No. of Teachers of ECDE	No. of QUASO	No. of Non-Teaching Staff
Bungoma County	1	3	3	9	1	3
	2	3	3	9	1	3
	3	3	3	9	1	3
	4	3	3	9	1	3
	5	3	3	9	1	3
	6	3	3	9	1	3
	7	3	3	9	1	3
	8	3	3	9	1	3
	9	3	3	9	1	3
TOTAL	**9**	**27**	**27**	**81**	**9**	**27**

Table 3.3 Summary of Sample Size

STRATUM	SAMPLE SIZE
School Heads	27
ECDEs Teachers	81
Non-Teaching Staff	27
QUASO	9
TOTAL	**144**

3.7 Data Collection Instruments

This section outlines the methods that were used to collect primary data for the study. These are the: questionnaire, focused group interview schedule, document analysis and observation schedules. On the other hand, secondary data was obtained from literature sources through review of published literature such as journals, articles, published theses and text books. The researcher also made use of secondary data from the Ministry of Education, and NGOs records. Further, the researcher conducted a detailed desk study of various literatures including, government reports on ECDE, reports from Non- Governmental organization and other relevant studies. These sources were reviewed to give insight in the search for the primary information. The secondary data is presented in chapter 2 of this thesis, while the primary data and analysis are presented in chapter 4 of this thesis.

The use of the four instruments for data collection was for the purpose of triangulation. According to Cohen, Manion and Morrison (2013), triangulation is the use of two or more methods of data collection in a study. Triangulation according to them explains more fully of any give phenomenon. Reliance on one method according to them may distort or bias the researcher's picture of the particular reality being investigated. Triangulation raises the confidence level of the researcher when different tools will have yielded similar results. The more the methods contrast with each other, the greater the researchers' confidence. For instance, if the outcomes of a questionnaire correspond with the observational schedule of the same phenomenon, the more the researcher will be confident about the findings. Further, triangulation to them is more suitable when a more holistic view of education is sought which is a case in this study. The four methods of data collection have been explained in the next sections.

3.7.1 Questionnaire

According to Bryman and Bell, (2015), questionnaires are useful for gathering data from respondents thought to be a sample representative of some population. Both closed ended and open-ended items were used in this study. The questionnaires were designed to ensure that responses from respondents elicited information on the main issues involved, (Sekaran, 2013). The three different sets of questionnaire developed to elicited responses from the head teachers, QUASOs and the non- teaching staff. The Questionnaires were preferred in this study because they were appropriate tools through which many respondents would be reached. They also made it possible to obtain a wide range of responses and to draw more reliable conclusion from the responses. They facilitated easy and quick derivation of information within a very short span of time as affirmed by Kothari and Gang, (2014). Each item of the questionnaire was developed to address specific objectives of the study based on the information obtained from the specific set/group of respondents.

One of the questionnaires for the head teachers sought to find out most importantly, the head teachers' qualifications, their knowledge in leadership of the ECDCs and their management skills, the sources of funding for the ECDCs they oversaw. Further, the recruitment modes for the ECDE teachers, the various facilities at the ECDE centres, the enrolment processes in their respective centres, the remuneration of the ECDE teachers, monitoring and evaluation of the programme and the general challenges incurred in the implementation of the programme. Besides, this instrument was used to gather information such as the training in handling the children by the non-teaching staff. Likewise, it sought to find out their attitude towards their work, remuneration, their roles, their qualification and the mode of employment. They were also required to provide information about the facilities they use in their respective

areas, the coordination and supervision in the area of their work and the challenges they underwent as stakeholders in the centres.

The questionnaire for the QASOs was required to ascertain the level of qualification of the QASOs and their roles as quality and standards officers. Further, their area of jurisdiction as far as monitoring and evaluation is concerned, the tools they used in monitoring and evaluation, the measures they put in place to ensure quality and the challenge they faced in their daily work of ensuring quality in the implementation of the ECDE programme. On the other hand, the questionnaire for non-teaching staff sought to establish their level of education, the kind of training they had undergone, their relationship with the pupils, ECDE teachers, and the head teachers, he facilities they use in their daily work, their remuneration and general challenges that they undergo in their workstations.

The questionnaires for the head teachers and QASOs had both closed and open-ended, predetermined and standardized set of questions while the questionnaires for non-teaching staff were open ended. These closed-ended questions were adopted since they were easier to analyze as they were in an immediate usable form, were easier to administer and were economical to use in terms of time and money, (Mugenda & Mugenda, 2007). The open ended questions gave the respondents complete freedom of response in their own words. The researcher hoped to access greater depth of responses from these open-ended questions since the respondents' responses gave an insight into their feelings, background, hidden motivation, interests and decisions, as asserted by Mugenda and Mugenda, (2007).

The questionnaire for the head teachers consisted of five main sections. Section A addressed the background of the study, section B addressed the issue of human

resources capacity, section C, resource support, section D, monitoring and evaluation and section E challenges. This questionnaire also had both open and closed ended questions. On the contrary, the questionnaires for the QASOs and non-teaching staff had only one section in which all the objectives of the study were addressed. The questions addressed the human resource capacity, the resource support, monitoring, evaluation, and the challenges incurred by each of the parties. The questions on human resource capacity, the resource support and monitoring were closed-ended while the questions on challenges facing the implementation of ECDE policy were open-ended.

3.7.2 Focused Group Interview Schedule

This is an oral administration of questions, which involve a face-to-face interaction. Kothari and Gang, (2014), observe that interview schedules are particularly suitable for intensive investigations. According to Wikipedia, the free Encyclopaedia, a focused group discussion is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes. In this study, the questions were asked in an interactive group setting where participants were free to talk with other group members. The researcher took notes and recorded the vital points he or she deemed important from the group. This study had informative and knowledgeable participants. Since the purpose of qualitative research is to understand a phenomenon in depth, it was important to select participants that would provide the richest information. One of the most reliable ways was to interview key people since they were likely to be affected by the decision. These participants are sometimes called "stake-holders". It is because they have an interest or "stake" in the question, (Bryman and Bell, 2015). They are mostly knowledgeable and participate in policies.

In this study, respective teachers of Early Childhood Development and Education who deliver and manage instruction at classroom level were interviewed. This gave more insight, probing and clarifying on policy implementation and challenges faced by Kenyan educational systems in the process of implementation of the ECDE policy at classroom level, (Creswell, 2012). The teachers were asked to provide information about their level of qualification, the methods used in teaching in their various classes, the kind of resources they used in class, their remuneration, general coordination of the classroom and leadership and management of the ECDE programme both at the classroom and school level. They were also asked to state some of the challenges that they faced in handling and implementing of the ECDE programme. It was also easy to clarify to them where there could have been a misunderstanding so that the real information could be derived from them.

3.7.3 Document Analysis Schedule

Document analysis is a form of qualitative content research in which documents are interpreted by the researcher to give meaning around an assessment topic. Analysing documents incorporates coding content into themes similar to how focus group or interview transcripts are analysed. It can also be referred to as studying content and structure of the documents. There are various primary documents, both public records and personal documents. These include documents such as calendars, incident reports, reflection journals and newspapers. In this study, various documents were analysed by the researcher in the ECDE centres. These documents included teaching timetables, syllabi, schemes of work, lesson plans, records of work covered, pupils progress records, pupil's enrolment records, immunization and treatment records. The research sought to find out their availability, adequacy and whether they are used to enhance implementation of ECDE policies and education.

3.7.4 Observation Schedule

This is another method of qualitative data. One collects data in a natural setting. The instrument of data collection in this case is the observer. The observer notes things such as what people say, their location, facilities they see and or behold among others. According to Bryman, (2001), it refers to various procedures involved in analysing and interpreting data generated from the examination of documents and relevant to a particular study. The sources of documents entail public records, the media, private papers, visual documents, minutes of meetings, strategies, policies, action plan by the public bodies or organisations. The study observed and recorded any important information at the ECDE centres that related to implementation of ECDE policies. This included the teaching process, the teachers' rapport with the learners and the general appearance of the environment. It also observed the availability of the teaching learning facilities. Further, it observed the kitchen and generally, how the entire activities were carried out. Observation was also made on the kind of physical facilities available. These included the classrooms, the desks, tables, playgrounds and play materials among others. The general appearance of the classrooms was observed and recorded. The sitting arrangement of the pupils was noted. Concisely, the instrument was used to assess and record generally about the resources and their utility in the ECDE centres.

3.8 Pilot Study

Cooper and Schinder, (2013), indicate that a pilot test is conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a probability sample. Pilot testing provides an opportunity to detect and remedy a wide range of potential problems with an instrument. By conducting a Pilot testing there will be an assurance that appropriate questions will be asked, the right data collected and data

collection methods are working. Collected data will then be examined for completeness, comprehensibility consistency and reliability, (Mugenda & Mugenda, 2007).

A pilot study was undertaken on respondents to test the reliability and validity of the questionnaire. The rule of the thumb is that 1% of the sample should constitute the pilot test, (Cooper & Schindler, 2013; Creswell, 2012). According to Cohen, Manion, and Morrison, (2013), piloting is a very important aspect in any kind of research. They assert that a pilot serves several functions. Principally, it increases the reliability and validity of the questionnaire items that are intended to be used, in a research. It further ascertains the validity of the questionnaire in that, it checks for clarity, ambiguity, accuracy as well as redundancy. It aligns the coding or classification system of data analysis among others. This research took into account the fact that the four tools used in this study were valid and reliable. (Kothari & Gang, 2014), recommend the use of 10% of the sample size for piloting. In this case, 10% of the questionnaire as well as the other instruments were piloted. Using the Cronbach's Alpha for reliability and KMO-Barlett's Kaiser –Meyer- Olkin measure of sampling adequacy and Bertlett's test of sphericity were very important measures to conclude the worthiness of factor analysis. KMO takes values between zero and one, which indicates that the sum of partial correlations is largely relative to the sum of correlation, indicating diffusion in the pattern of correlations and the factor analysis is not appropriate to be conducted. A value close to one indicates that patterns of correlations are relatively compact and so factor analysis should yield distinct and reliable factors. In other words, KMO indicates the amount of variance shared among the items designed to measure a latent variable when compared to that shared with the error. Cerny and Kaiser, (2013), recommend accepting values greater than 0.5 as

acceptable. More specifically, values between 0.5 and 0.7 are considered mediocre, values between 0.8 and 0.9 are deemed great and values above 0.9 are superb, (Cooper & Schinder, 2013). A value of more than 0.7 is a common threshold for confirmatory analysis, (Bryman & Bell, 2015).

3.9 Validity and Reliability of Research instruments

This section discussed the reliability and validity of the research instruments. These were very important aspects since the researcher had to ensure that the instruments were tested prior to data collection to ensure that the results attained were valid. It was hence very important to carry out a pilot study to ascertain reliability and validity of the research instruments.

3.9.1 Validity

Validity is the degree to which results obtained for the analysis of the data represent the phenomena under study. It indicates how accurate the data obtained in the study represent the variables of the study, (Mugenda & Mugenda, 2007). The researcher used the most common internal consistency measure known as *Cronbach alpha* (α). It may be mentioned that its value varies from 0 to 1 but, satisfactorily value is required to be more than 0.6 for the scale to be reliable (Cooper & Schinder, 2013). The recommended value of 0.7 will be used as a cut off of validity. There are various kinds of validity that should be considered in this case.

Firstly, there is content validity. According to Bryman and Bell, (2015), content validity demonstrates that the instrument fairly and comprehensively covers the domain or the items that it purports to cover. It is unlikely that each issue will be addressed in the entirety, because of time available or respondents' motivation to complete the long questionnaire. In this case, the researcher ensured the major

elements of the main issues were covered in the research for fair representation of the wider issue under investigation and the elements chosen for research sample were addressed in depth and breadth. Careful sampling of the items was required to ensure their representativeness. The instruments in this study were developed in such a way that they captured all the objectives. They answered all the key questions of the study. They addressed the human resource capacity in relation to the policy implementation, support resource, monitoring and evaluation and challenges of the policy implementation.

Secondly the research also put into consideration the Criterion-related validity. This kind of validity endeavours to relate the results of one particular instrument to another external criterion. It is guided by two principal forms predictive validity and concurrent validity. Concurrent validity case demonstrates that data gathered using one instrument must correlate highly with data gathered from using another instrument. In this case, there was need to ensure that data collected using the pieces of questionnaire highly concurred with what was collected using the focused group interview schedules, document analysis and even the observation schedules.

Last but not least, the study also used internal validity. This kind of validity sought to demonstrate that the explanation of a particular event, issue or set of data actually could be sustained by the data. To some degree, it concerned accuracy, which could be applied to quantitative and qualitative research. The findings in this case described accurately, the phenomena being researched. In the case of this study data collection explained accurately the factors that affect the implementation of the ECDE policy in Kenya based on the variables of the study.

External validity is another very important type of validity that is sought in research. It refers to the degree to which the results can be generalised to the wider population, cases or situations. The issues of generalisation are problematical. In naturalistic research generalizability is interpreted as, comparability and transferability. One has to assess the typicality of a situation- the participants and settings, to identify possible comparison groups and to indicate how data might translate to different settings and cultures. Schofield, (1990) in (Cooper & Schinder, 2013), suggest that, it is important in quantitative research to provide a clear, detailed and in-depth description so that others can decide the extent to which findings from one piece of research are generalised to another situation. This study was carried out in One County out of the 47 counties in the entire country therefore the results can be generalized. The study sought to assess the factors that affect the implementation of the ECDE policy in Kenya. It was impossible to one by one analyze the factors affecting the implementation of ECDE policy in all the counties. Hence, a sample of one county was used and there after the results obtained were generalised to all the other 46 counties thus Kenya.

Factor analysis was used to check validity of the constructs. Kaiser-Mayor-Oklin measures of sampling adequacy (KMO) and Bartlett's Test of Sphericity is a measure of sampling adequacy that is recommended to check the case to variable ratio for the analysis being conducted. In most academic and business studies, KMO and Bartlett's test play an important role for accepting the sample adequacy. While the KMO ranges from 0 to 1, the world-over accepted index is over 0.5. In addition, the Bartlett's Test of Sphericity relates to the significance of the study and thereby shows the validity and suitability of the responses collected to the problem being addressed through the

study. For Factor Analysis to be recommended suitable, the Bartlett's Test of Sphericity must be less than 0.05.

The study applied the KMO measures of sampling adequacy and Bartlett's test of sphericity to test whether the relationship among the variables has been significant or not as shown in table 4.2 below. Factor 1 was based on twenty items that represented human resource capacity; Factor 2 was based on twenty-five items that represented resource support, Factor 3 was based on twenty items that represented monitoring and evaluation, Factor 4 with six items represented challenges, Factor 5 represented the natures of the implementation of the ECDE policy. The Kaiser-Mayor-Olin measures of sampling adequacy shows the value of test statistic as 0.824, which is greater than 0.5 hence an acceptable index. While Bartlett's test of sphericity shows the value of test statistic as 0.000, which is less than 0.05 acceptable indexes. This result indicates a highly significant relationship among variables.

Table 3.4: Factor Analysis-KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.824
Bartlett's Test of Sphericity	Approx. Chi-Square	205.911
	Df	10
	Sig.	.000

3.9.2 Reliability

Testing of the reliability of the scale is very important as it shows the extent to which a scale produces consistent results if measurements are made repeatedly. This was done by determining the association in between scores obtained from different administrations of the scale. If the association is high, the scale yields consistent results, thus it is reliable. Cronbach's alpha was used to determine the internal reliability of the tools used in this study. Values ranged between 0 and 1.0; while 1.0 indicates perfect reliability, the value 0.70 is deemed to be the lower level of acceptability, (Bryman & Bell, 2015) Prior to the actual study, the researcher carried out a pilot study to pre-test the reliability of data collected using the questionnaire. The pilot study allowed for pre-testing of the research instrument. The results on reliability of the research instruments are presented in Table 3.5.

Table 3.5: Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
Human Resource Capacity	0.894	20
Resource Support	0.816	25
Monitoring & Evaluation	0.773	20
Challenges	0.799	Open Ended

The overall Cronbach's alpha for the four categories, is 0.852. The findings of the pilot study showed that all the four scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Sekaran, 2013)

3.10 Data Collection Procedure

Bryman and Bell, (2015), state that data collection is the gathering of specific information aimed at providing or refuting some facts. Since the methods of data, collection had been decided upon, the researcher did data collection. In this study, six different tools were used for data collection. The tools included a set of questionnaire for the head teachers, the non-teaching staff and QASOs. The focused group interview schedule was used to source information from the ECDE teachers. On the other hand, the observation schedule was also used by the researcher to enhance the information collected from the ECDE centres while the document analysis was used to find out whether important documents were kept in the ECDCs or not. Therefore, after piloting the tools, the researcher dropped the questionnaires to respective schools to be filled by the head teachers and the respective non-teaching staff. The researcher conducted the focussed group interviews while important information was recorded. It was on a face-to-face basis. On the other hand, the researcher had an observation schedule, which they needed to indicate the presence and absence of all the information being sought.

Finally, upon the researchers' visitation to the ECDCs, the researcher also analysed the important documents at the ECDE centres to ascertain their availability and how they were stored. The researcher administered the questionnaires, conducted the focused group interviews, analysed the documents available upon the visits and used the observation schedule to record any reliable information to the study. The researcher was keen to ensure that correct data was collected. There was no assumption whatsoever to avoid any biasness in the results. The researcher ensured that all the respondents had an opportunity to give their in-depth views without any

influence. After collection of all required data, the researcher carried out data analysis procedures.

3.11 Data Analysis Procedures

According to Cooper and Schinder, (2013), data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It entails uncovering underlying structures, extracting important variables, detecting any anomalies and testing underlying assumptions. Analysis of data was hence done once data had been collected. Before analysing data, detailed and proper coding was done. The process of coding data was done cautiously to avoid errors. Both qualitative and quantitative data analysis procedures were used.

3.11.1 Qualitative Analysis

In qualitative studies, the researcher is interested in analyzing information in a systematic way in order to come to useful conclusions and recommendations. Researchers obtain detailed information about the phenomenon being studied, and then try to establish patterns, trends and relationships from the information gathered. It aims at providing basic information without proof of it.in this study, before processing the responses, data preparation was done on the completed questionnaire by editing, coding, entering and cleaning the data. Qualitative data from interview schedules, observation schedule, the document analysis and the open-ended responses from the questionnaire was recorded, transcribed then arranged and organised according to emerging themes, discussed and presented according to the objectives of the study. The themes were quantified to be turned into information that could be described through narration. Thus, content analysis procedures were extensively utilised.

3.11.2 Quantitative Analysis

Whereas qualitative analysis aims at providing in-depth information, quantitative analysis goes further to test the theories in the theoretical framework behind the study and prove or disapprove it. In many cases, the frequency results will reveal preliminary problems that must be corrected before any advanced statistical computations are done, (Kothari & Gang, 2014). In this study, data was analysed using descriptive statistics. Descriptive statistics in this case entailed the use of means, percentages and frequencies. Data analysis was done with the help of SPSS version 22.0 and it was presented in tables, figures and descriptions. The descriptive statistical tools helped in describing the data and determining the respondents' degree of agreement with the various statements under each factor.

3.12 Ethical Considerations

The first ethical principle according to Cohen, Manion, and Morrison, (2013), was autonomy. It refers to the obligation on the part of the investigator to respect each participant as a person capable of making an informed decision regarding participation in the research study. The researcher ensured that the participants had received total disclosure of the nature and purpose of the study, the risks, benefits and alternatives. Opportunity to ask questions or opt out of the study voluntarily was guaranteed. The principle of autonomy finds expression in the informed consent document. The following components were present in informed consent for this research: Voluntariness: The respondents consent to participate in the research was out of their own preference, free from any coercion or promises of benefits unlikely to result from participation. The potential participant was informed as a form of disclosure as fully as possible of the nature and purpose of the research, the procedures to be used, anticipated benefits to the participant and or society, the

potential of reasonably foreseeable risks, shortcomings, and discomforts, and alternatives to participating in the research. Understanding through appropriate language not jargon, competence of respondents and above all consent without coercion were upheld during the entire research process according to Cooper and Schinder, (2013).

Confidentiality or anonymity: this is a very important pertinent requirement during the research process and after Cooper and Schinder, (2013). This is because all respondents in this research were treated well as human beings and privacy guaranteed through collection of data in official and agreed setting. According to Bryman and Bell, (2015), getting into a setting usually involves some sort of bargain-explicit or implicit assurances that you will not violate informants' privacy or confidentiality, expose them to harm, or interfere in their activities. Once in the field, the researcher established rapport with informants, to gain a certain level of trust and openness and to be accepted as a non-judgmental and non-threatening person, ((Kothari & Gang, 2014); The Belmont Report (1979), (Cooper & Schinder, 2013). The issue of deception was also taken with a lot of seriousness. The research did not use any lie in order to acquire information from the subjects. This research was committed to nothing but the truth and did not consider otherwise. According to Cooper and Schinder, (2013), there should be no betrayal at any one point in the research study. This research hence did ensure to conceal information given to avoid public embarrassment, anxiety and suffering of the participants.

3.13 Chapter Summary

The chapter majorly discussed the research methodology. It highlighted the philosophical paradigm adopted in the study, the research design; mixed research design, the target population of the study and the sample frame of the study. Further, the sampling techniques used in the study were stated and explained hence arriving at the sample size. The research also highlighted and discussed the four instruments of data collection in this study the questionnaire, the interview schedule and document analysis schedule and observation schedule. The study further discussed piloting of the study instrument and reliability and validity of the study instruments. Finally, the chapter looked at the ethical considerations. The organization of the rest of the research was outlined. The next chapter deals with data presentation, analysis, interpretation and discussion of findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, presentation, interpretation and discussion of raw data collected. The purpose of this study was to assess the factors affecting the implementation of the ECDE policy in Bungoma County, Kenya. The objectives of

the study were to, assess the human resource capacity in implementation of the ECDE policy in Kenya, ascertain the nature of resource support available in the implementation of the ECDE policy in Kenya and establish the nature of monitoring and evaluation in the implementation of the ECDE policy in Kenya. Finally, the study also targeted to establish the challenges influencing the implementation of the ECDE policy in Kenya.

In order to achieve these objectives, relevant qualitative and quantitative data analysis procedures were employed. The independent variables of the study were; human resource capacity, resource support, monitoring and evaluation and challenges of ECDE policy implementation and how they affected the dependent variable, which was- the nature of the implementation of the ECDE policy in Kenya.

4.2 Data Presentation, Analysis and Interpretation

This chapter has been organised at different levels based on various aspects within the study. First, the chapter presents the introduction of the chapter. Second, the chapter presented data, which was analysed and interpreted through bar graphs, pie charts, tables and thematic descriptions derived from the study variables. The chapter has further has further discussed the research findings in line with the study objectives and finally yet important, it has given a chapter summary.

In order to facilitate data for analysing, interpreting and presenting in this chapter, the research put in mind the use of varied methods of data collection. The research used three different questionnaires; for the head teachers, QASOs and the non-teaching staff. The focussed group discussion was used to attain responses from the teachers of ECDE. Further, document analysis and observation schedules were used to ascertain the information that was given by the respondents. This was done for the sake of

triangulation of data. According to Cohen, Manion and Morrison (2013), triangulation is the use of two or more methods of data collection in a study in order to explain fully any given phenomenon.

Reliance on one method according to them may distort or bias the researcher's picture of particular reality being investigated. Triangulation raises the confidence level of the researcher when different tools yield similar results. The more the methods contrast with each other, the greater the researchers' confidence. For instance, if the outcomes of a questionnaire correspond with the observational schedule of the same phenomenon, the more the researcher will be confident about the findings. Further, triangulation to them is more suitable when a more holistic view of education is sought which is a case in this study which sought to establish the holistic picture of the implementation of the ECDE policy in Bungoma County, Kenya based on the specific variables engaged in this investigation. Consequently, the data obtained from all the instruments used in this research study were triangulated in the presentation of information in this chapter.

Regarding the Response Rate, the study targeted 144 respondents from Bungoma County, Kenya. This was the sample size. From the study, 102 out of the 144 sample respondents filled-in and returned the questionnaires and participated in the focused group interviews making a response rate of 70.8% as shown in Table 4.1.

Table 4.1: Response Return Rate

	Frequency	Percentage
Respondent	102	70.8
Non-respondent	42	29.2

Total	144	100

According to Bryman and Bell, (2015), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Therefore, this response rate was adequate for analysis, reporting and making of conclusions and recommendations regarding the implementations of the ECDE policy in Bungoma County, Kenya based on the specific variables engaged in this investigation.

4.2.1 Human Resource Capacity

The first objective of the study was to establish the effects of human resource capacity on the implementation of early childhood development and education policy in Bungoma County, Kenya. Respondents were required to respond to set questions related to human resource capacity. The information was gathered based on professional qualification of the teachers of ECDE, working experience of the head teachers, the head teachers level of qualification, persons in charge of the ECDE centers, level of education of teachers of ECDE, qualification of the QASOs and non-teaching staff, the attitudes of the non- teaching staff, the ECDE teachers and the QASOs toward the learners, the leadership skills of the ECDE teachers, the head teachers among other factors. The result was revealed as follows:

a) Working Experience of Head Teachers

The study sought to establish the working experience of head teachers. The study results revealed that 8 (28.4%) of the respondents had a working experience of less than five years, 12 (45.1%) between 5-10 years and for over 10 years were 7 (26.5%) with a mean score of 1.98 and a standard deviation of 0.744. This shows that majority

of the respondents were respondents who had working experience of between 5-10 years. The summary of the findings are presented in Figure 4.1.
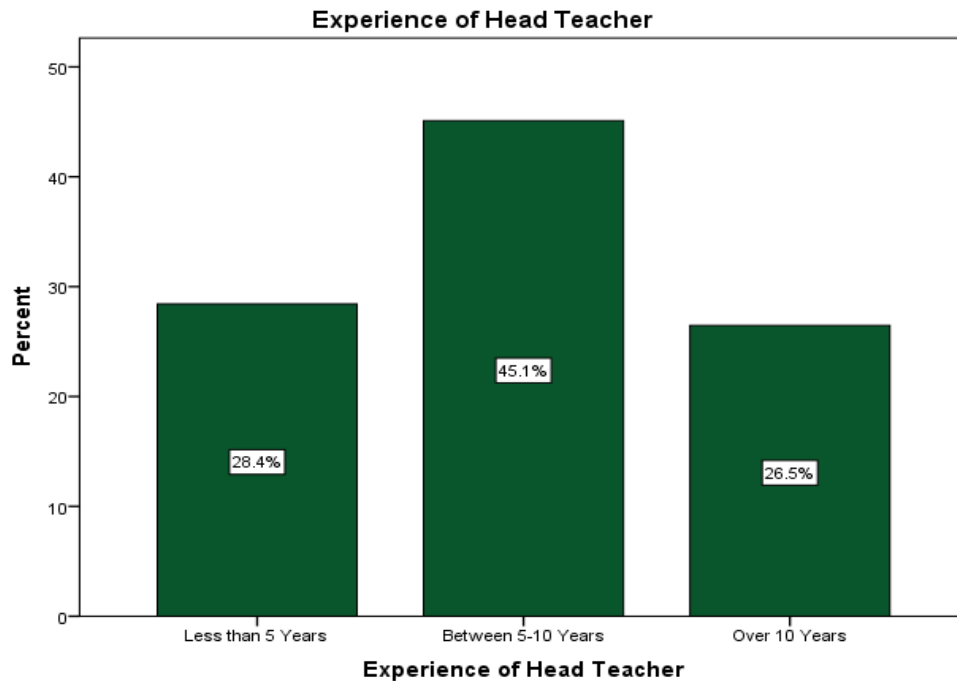
Figure 4.1: Experiences of Head Teachers

 b) Professional Qualification of the head teachers

The study sought to establish the professional qualification of the head teachers. The study results revealed that 4 (13.7%)   held MED qualification, 7 (25.5%) are P1, 3 (11.8%) are ATS, 5 (19.6%)   BED, 3 (12.7%) are S1 and 5 (16.7%) diploma Education with a mean score of 3.42 and a standard deviation of 1.691. This shows that majority of respondents are P1 holders. The result should not ignore the fact that there are quite a big number of the head teachers who hold the Bachelor's degree, Diploma in Education   as well as the Master's degree. There are those who also have the ATS and S1 qualification. It is hence true to say that there must be good leadership because of the kind of education and training that the head teachers had. This

prompted the research in to the statement that head teachers had a positive attitude towards the ECDE programmes. The statement had a mean score of 3.90 and a standard deviation of 0.939. Further, the head teachers were asked whether the ECDCs had knowledgeable and experienced ECDE teachers, 12 (11.8%) strongly disagreed, 10(9.8%) neither agreed nor disagreed, 40 (39.2%) agreed and the same number strongly agreed. These translated to a mean score of 3.94 and a standard deviation of 1.249. This experience is good enough to make one handle the class appropriately.

The statement that, the teachers of ECDE had very good leadership skills was posed to the head teachers and it had a mean of 3.64 and a standard deviation of 1.060. This followed the responses of 20 (19.5%) who disagreed, 22 (21.6%) who were neutral and 35 (34.5%) who agreed. This automatically implies that there is good leadership in ECDE centres in Bungoma County. However, the research should not ignore the 19.5% and 21.6% respondents who disagreed and were neutral respectively. They could be sending a signal that all is not well in ECDCs as far as leadership is concerned. Further, the statement that the teachers of ECDE had good leadership skills and good management skills, had a means score of 3.64, 3.46 and standards deviation of 1.060 and 1.240 respectively. This was backed with 45 (44.1%) and 42 (39.2) who agreed and were disagreed respectively. This makes the results fifty, fifty. The number of those who agreed and those who disagreed seem to be the same. The results lie on the neutral ground. This can be explained that ECDE teachers do not have very good leadership skills neither are they very good managers. This could be in terms of the resources and time.

It was in effect to the above outcome that the statement that the head teachers had knowledge in leadership and management of ECDE centres was made. It had a mean

score of 3.48 and a standard deviation of 0.817 following 4(3.92%) of the respondents who strongly disagreed, 5(4.9%) who disagreed, 30 (29.41%) who were neutral 53 (51.96%) who agreed and 10 (9.8%) who strongly agreed. This could be explaining why the ECDE teachers had very little freedom in running their classes. They did not have an upper hand in decision making at the school level. Upon visits to ECDCS, it was observed that teachers solely relied on their head teachers for decision-making. This could be seen during the visits to the ECDE centres where the teachers were seen consulting with head teachers even in as far as availing their professional records to the researcher. These results are summarized in Figure 4.2.
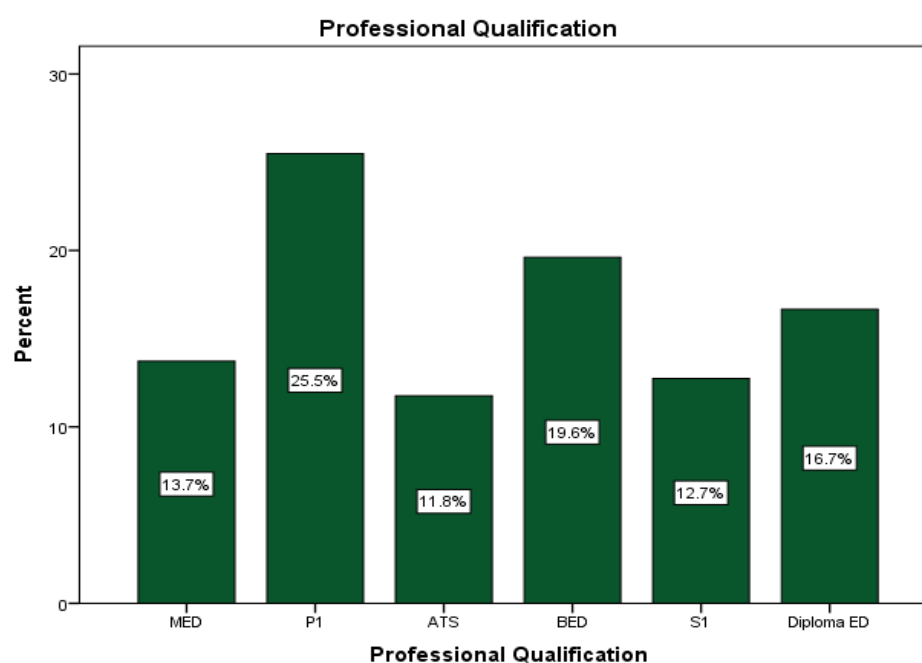
Figure 4.2: Professional Qualifications of head teachers

c) Attendance of Head Teachers In-Service Training

The research study sought to establish whether head teachers had attended any in service training. The study results revealed that 15 (55.9%) of the respondents had

attended in-service training and 11 (44.1%) had not with a mean score of 1.44 and a standard deviation of 0.499. Some of the in-service training included the identification of needs, analysis of needs and designing of programs. This implies that majority could be updated in the new development of ECDE and may not find it difficult to implement the ECDE policy. It could be that teachers serving in ECDCs are competent enough to handle the emerging issues in these changing times. It could also be due to the Ministry of Education recognizing the essence of the programs thus they organize for the refresher courses. The summary of these results is shown in Figure 4.3
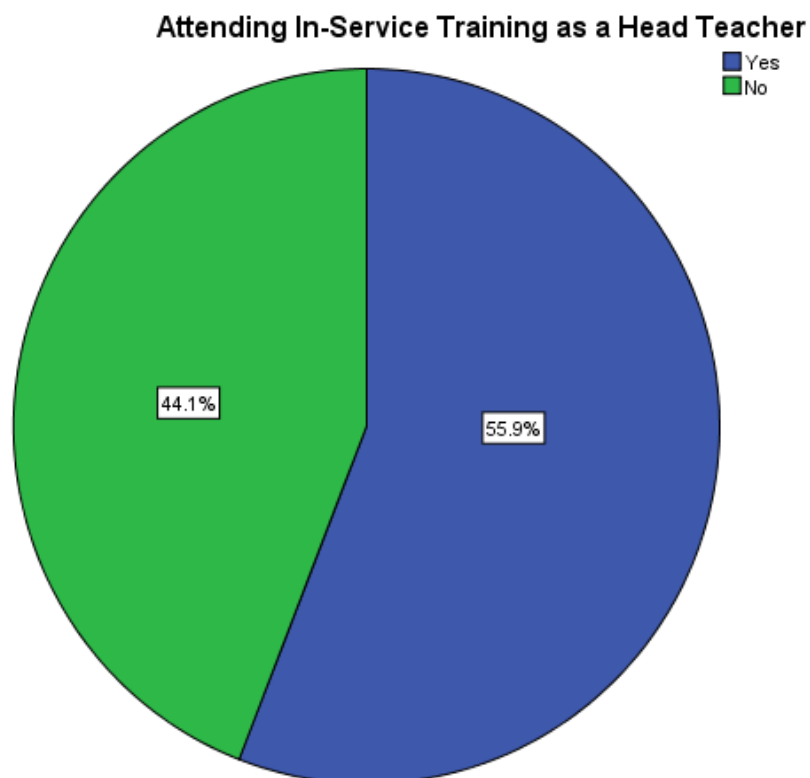
Figure 4.3: Attendance of In-Service Training by Head Teacher

d) **Level of Education of the ECDE teachers**

A set of questionnaire was administered to head teachers seeking to know the level of education of the teachers of ECDE in respective ECDCs. The study results revealed that ECDE teachers holding certificates were 20 (24.5%), diploma holders were 28 (34.3%), bachelor's degree were 19 (23.5%) and master's degree were 14 (17.6%) with a mean score of 2.34 and a standard deviation of 1.039. The researcher through the focused group discussion found out that teachers holding the diploma certificates outweighed the rest. It was also discovered that there was also quite a good number of teachers who held both degree and masters certificates. These teachers are teaching in ECDCs. This was evident to the statement in agreement that the school had sufficient, qualified and trained ECDE teachers which had responses as follows, 2 (2%) strongly disagreed, 25 (24.5%) had a neutral stand, while 39 (38.5%) and 36 (35.3) agreed and strongly agreed respectively. This had a mean score of 4.06 and a standard deviation of 0.854. From these results therefore, there must be a very positive implication on the implementation of the ECDE policy.

The statement in agreement agreed that the level of training of ECDE teachers had a direct effect on teacher's pay had a mean score of 1.23 and a standard deviation of 0.420. This followed the responses where 23 (22.5%) of the respondents disagreeing and 79 (77.5%) of the respondents agreeing. This could be the reason why most of the teachers in ECDE centres have made some effort to ensure that they pursue education at various levels. From the documentation found at the ECDCs, it was discovered that the teachers had varied qualifications from degree holders to certificates and some of them are now pursuing masters in ECDE.

Further, the statement was posed to establish whether the teachers of ECDE had a positive attitude towards the ECDE programme or not. The responses were 9(8.8%) disagreed, 23 (22.5%) were neutral, 39 (38.2%) agreed and 31 (30.4%) strongly

agreed. These responses had a mean score of 3.69 and a standard deviation of 0.507. It is very clear from these results that the teachers of ECDE had a very positive attitude towards the programme. This was proven through the observation made during the visits to respective ECDCs. Most of the ECDE teachers carried on classes up to as late as in the evening despite the small amount of money they are given as salary. The document analysis revealed that, the teachers had all the required documents and were readily available to learners in accordance to laid-down procedures.

More still, the statement in agreement that teachers of ECDE use diverse methods of teaching in their daily instructions had the findings 2 (2%) disagreed, 10 (9.8%), 29 (28.4%) and 61(59.8%) strongly agreed with a mean score of 4.08 and a standard deviation of 0.713. This is evident enough that teachers are trained and hence they are capable of using varied methods in teaching. From the sample schools that were used none of the ECDE teachers were untrained. This implied that this caliber of teachers of ECDE in Bungoma County was competent, qualified and comparable to anybody teaching in ECDE. The detail of this result is shown in Figure 4.4
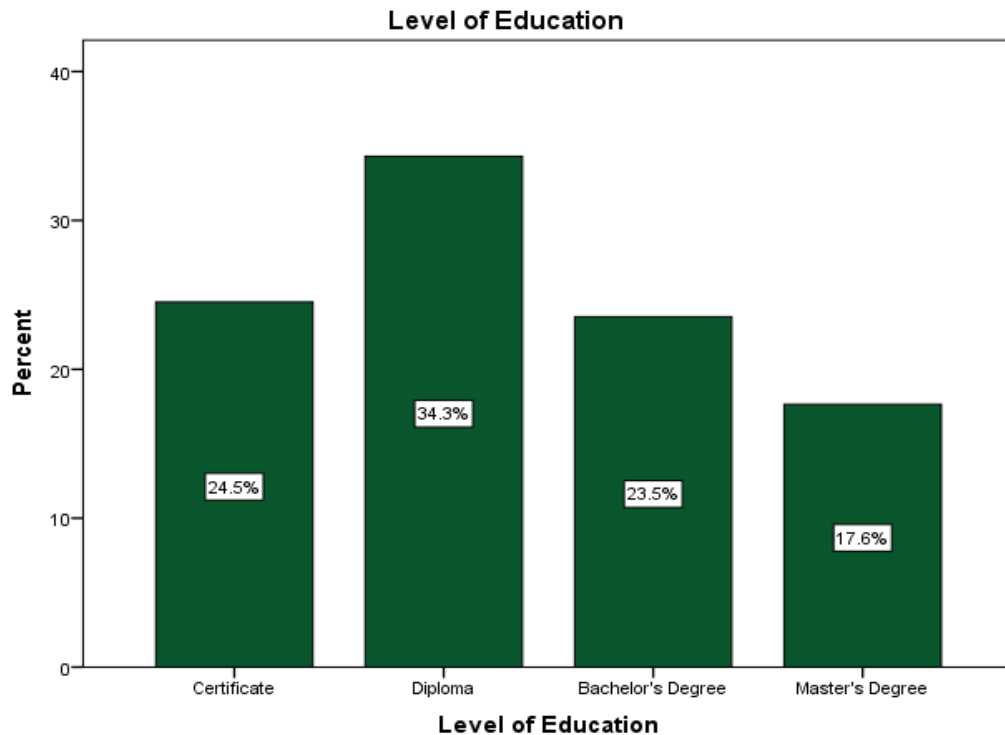
Figure 4.4: ECDE Teacher's Level of Education

e) Persons in charge of ECDE Centres in Bungoma County

The study sought to establish persons in charge of the ECDE Centre in schools. From the set of questionnaire administered to the head teachers, the study results revealed that 8 (30.4%) of the respondents admitted that head teachers were in charge of ECDCs, 6 (20.6%) said the deputy head teacher headed the ECDCs and 13 (49%) asserted that ECDE teachers were in charger with a mean score of 2.19 and a standard deviation of 0.876. On the other, the results from the focused interview carried out in the 27 sample schools also revealed that the ECDE teachers were in charge of the ECDCs. 5 groups said the head teachers were in charge of the ECDCs, 5 other groups said the deputy head teachers were in charge, 15 groups said the ECDE teachers were in charge of the ECDCs while 2 groups said it was a combined responsibility of all the stakeholders. From these results, there is a similarity between the two groups. It

seems that most ECDE centres are headed by teachers of ECDE. It is hence true to say that, majority of the ECDE teachers were in charge of the ECDE centres in schools. The summary is in Figure 4.5
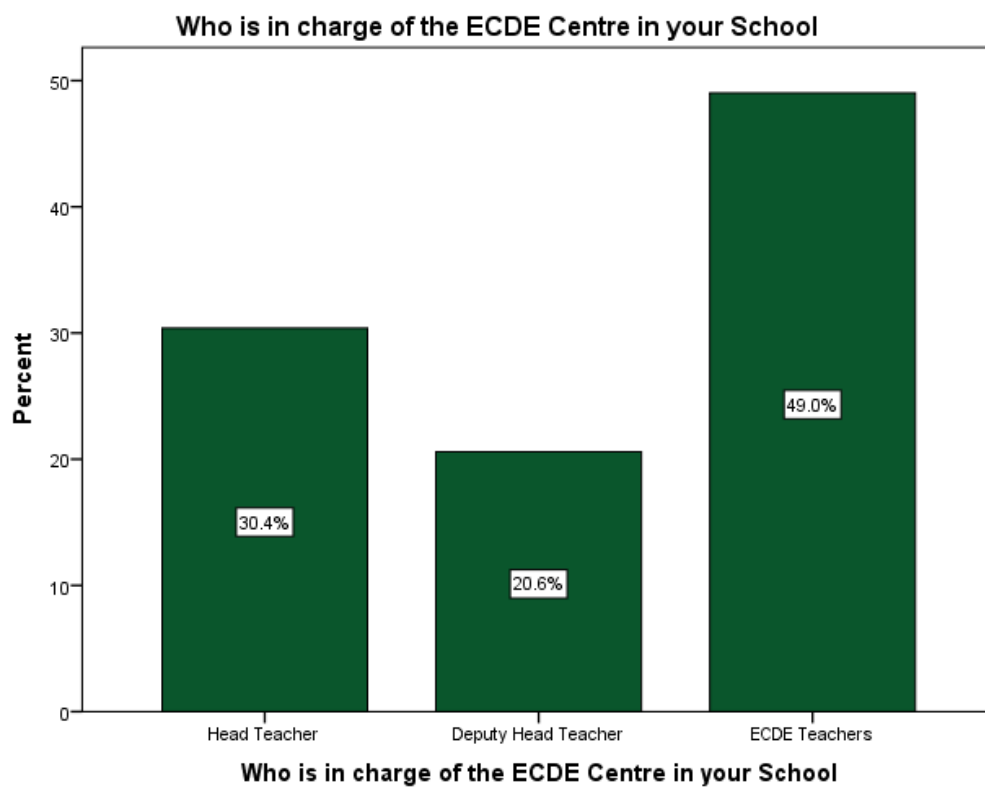
Figure 4.5: Persons in Charge of the ECDCs

f) Professional Capacity of Non-teaching staff

The statement that the centre had trained and qualified non-teaching staff had 34 (33.3%) disagreeing, 32 (31.4%) neither nor agreeing, 28 (27.5%) agreeing and 9 (7.8%) strongly agreeing. The responses had a mean score of 3.10 and a standard deviation of 0.960. The analysis given above showed that, most ECDCs in Bungoma County had unqualified non-teaching staff. This could be because of the poor funding status of the ECDE centres as revealed from the results on sources of resource support in ECDE centres. They cannot manage paying the trained and qualified non-teaching staff. It could be possible that trained and qualified non-teaching staffs are based in private schools. These centres receive appropriate funding from the sponsors. It is also possible that those ECDE centres with qualified non-teaching staff are well managed by efficient and competent managers.

The statement that sought to know whether the non-teaching staffs had a positive attitude towards the ECDE program and the leaners elicited the following responses. 7 (6.9%) disagreed, 29 (28.4%) of the respondents neither disagreed nor agreed, 40 (39.2%) agreed and 26 (25.5%) of the respondents strongly agreed. This translated to a mean score of 3.83 and a standard deviation of 0.891. Majority of the non- teaching staff respondents have a good relationship with ECDE learners. This therefore showed that the non-teaching staffs were in support of the ECDE education. They are part of the favourable environment that learners needed to learn well. This was seen in how the non-teaching staff interacted with the children. They were very friendly and thus it created a very warm environment for learning. This kind of environment also heightened performance, which in turn facilitated transition from ECDCs to standard one.

The research further sought to analyse the statement that non-teaching staffs play a very big role in the education of the pupils at the ECDE Centres. The results were 20 (19.6%) strongly disagreed, 8 (7.8%) disagreed, 2 (2%) had a neutral stand, 13 (12.7%) agreed and 59(57.8%) strongly agreed. This had a mean score of 3.81 and a standard deviation of 1.633. This is a statement whose results are contradicting to some extent. On the one hand, most respondents agreed that non- teaching staff are useful but on the other hand, a good number of the respondents strongly disagreed. It is clear that not all respondents agree with the fact that non-teaching staff play an important role in the education of pupils. These results make one have a mixed perception about the non-teaching staff.

Firstly, the statement in disagreement that the school had caretaker that is baby sitters had a mean score of 2.32 and a standard deviation of 1.127. The responses were 37 (36.3%) strongly disagreed, 11(10.8%), disagreed, 38 (37.3%) had a neutral stand and 16 (15.7) agreed. This shows that majority of the schools had no baby sitters. Secondly, the statement that the school had enough accounts clerks had 21 (20.6%) of the respondents strongly disagreed, 36 (35.3%) gave neutral responses, 24 (23.5%) agreed and 21 (20.6) strongly agreed. This translated to a mean score of 3.24 and a standard deviation of 1.358. This shows that majority of the schools had no accounts clerks raising eyebrows about accountability of funds collected. Thirdly, the statement in disagreement was that the school had enough security guards. 52(51%) of the respondent strongly disagreed, 19 (18%) were neutral, 24 (23%) agreed and 7(6.9%) of the respondents strongly agreed. This had a mean score of 2.35 and a standard deviation of 1.467 leading to suspicion about how secure the ECDCs are. From the observations made during the visits to respective schools, it was clear that majority of the schools had no guards. Worse still, some of the ECDE centres had no gate, no

fence and had no single protection to the centres. The centres had allowed people to pass through it without any restriction. This posed a serious security challenge to the centres and the entire school fraternity.

The fourth and final statement in disagreement was that, the school had a qualified nurse based in the school. After analysis was done, the findings were, 21 (20.6%) strongly disagreed, 38 (37.3%) disagreed, 24 (23.5%) gave a neutral response 10(9.8%) agreed and 9 (8.8%) strongly agreed. This had a mean score of 2.49 and a standard deviation of 1.134. This means that majority of the ECDCs had no qualified nurse except for a few private ECDCs that could afford their pay. However, the study results on non-teaching staff indicated that they had specialized training in first aid and occupational safety and health procedures from the St. John Ambulance. When the opinion that there exists a very good rapport between the teachers and non-teaching staff was analysed, the findings were 25 (24.5%) disagreed, 65 (63.7%) agreed and 12 (11.8%) had with a mean score of 3.38 and a standard deviation of 1.400.

Generally, in the analysis of data under this objective, the researcher also used a tool rating scale of 5 to 1 where five meant the highest and one the lowest. Opinions given by the respondents were rated as follows, 5= Strongly Agree, 4= Agree, 3 =Neutral, 2 = Disagree and 1= Strongly Disagree. The analysis for a mean and standard deviation was based on this rating scale as shown in Table 4.4

Table 4.2: Human Resource Capacity

<div align="center">Descriptive Statistics</div>

	N	Mean	Std. Deviation
The school has sufficient, qualified and trained ECDE teachers	102	4.06	.854
The school has knowledgeable and experienced ECDE teachers	102	3.94	1.249
The teachers of ECDE have very good leadership skills	102	3.64	1.060
The teachers of ECDE have very good management skills	102	3.46	1.240
The school has adequate teaching staff	102	3.13	.961
The school has adequate non-teaching staff	102	3.91	.746
The teachers of ECDE use varied methods of teaching in their daily instructions	102	4.08	.713
I have knowledge in leadership and management of ECDE center's	102	3.48	.817
The ECDE teachers are fully in charge of their classes	102	4.46	.753
The teachers of ECDE keep daily records of work covered in their ECDE center's	102	4.04	.628
The non-teaching staffs have a positive attitude towards the ECDE program and the learners.	102	3.83	.891
The head teacher of ECDE have a very positive attitude towards the ECDE programme	102	3.90	.939
The teachers of ECDE have a very positive attitude towards the ECDE programme	102	3.69	.507
There exists a very good rapport between the teachers and non-teaching staff	102	3.38	1.400
The Centre trained and qualified non-teaching staff	102	3.10	.960
The non-teaching staffs play a very big role in the education of pupils at the ECDE Centre	102	3.81	1.633
The School has caretakers; baby sitters	102	2.32	1.127
The school has enough accounts clerks	102	3.24	1.358

The school has enough security; watchman/woman	102	2.35	1.467
The school has a qualified nurse based in the school	102	2.49	1.184
Valid N (list wise)	102		

4.2.2 Resource Support

The second objective of the study sought to establish the effects of resource support on the implementation of early childhood development and education policy in Bungoma County, Kenya. Respondents were required to respond to set questions related to resource support and give their opinions. More specifically, the objective sought to ascertain funding of ECDCs in Bungoma County, reliability of funding of ECDCs in Bungoma County, ascertain the sponsors of ECDE centres in Bungoma County, and lastly to determine the teaching resources among other factors related to resource support.

a) Adequacy of teaching and nom-teaching staff

The statement that, the school had adequate teaching staff and non-teaching, staffs had mean scores of 3.13 and 3.91 and standard deviation of 0.961 and 0.746 respectively. This followed the responses of those who disagreed 45(44.1%), those who were neutral 33(32.2%) and those that agreed 24 (23.5%). It is very clear from these results that the schools do not have adequate ECDE teachers. There seems to be understaffing in the ECDE centres. Poor remuneration could be one of the reasons why many people are running away from the profession.

b) Source of Salaries of ECDE Teachers

The study sought to establish the source of the salaries of the ECDE teachers. The study results revealed that 25.5% of the respondents believe that the source of salaries of ECDE teachers is the government, 54.9% the parents, 13.7% the church and 5.9% NGOs with a mean score of 2.00 and a standard deviation of 0.796. Based on the responses of majority of the respondents the major source of salaries of ECDE teachers is the parents. The teachers of ECDE in their focused groups also indicated that at the moment the parents of the children in respective ECDCs are the ones paying their salaries. 7 groups, (28%) of the respondents said their salaries are paid by county governments while another 18 groups (72%) of the respondents said that the salaries are paid by the parents. In the discussion some of them pointed out that in most cases there are agreements made between the parents and the teachers to be paid for extra work of their children. This is a clear indication that the source of salaries of the ECDE teachers in the schools is from the parents. The summary of these details is presented in Figure 4.7
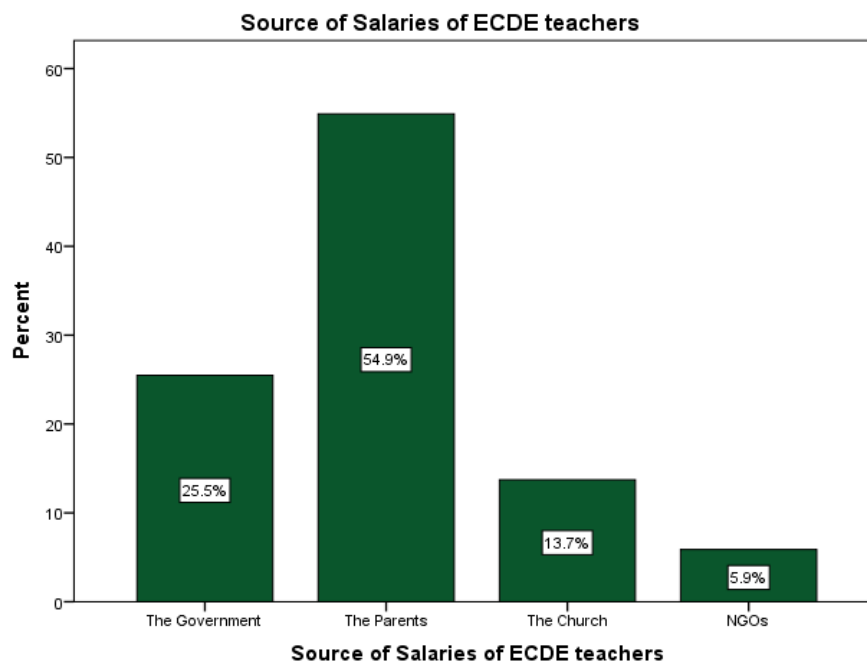
Figure 4.7 Sources of Salaries of ECDE Teachers

c) Funding of ECDCs in Bungoma County

The study sought to establish who funds the ECDCs. The study results showed that 9.8% of the respondents believed that ECDCs are funded by the government, 57.8% said the parents, 17.6% the asserts that the church if the main funding agent and 14.7% by of the respondents suggested the ECDCs are funded by NGOs with a mean score of 2.37 and a standard deviation of 0.855. These results show that majority of the respondents suggest that ECDCs in Bungoma County are funded by parents. It is possible the parents pay the fees required in these centres. It is therefore likely that these parents are well of and that is why they can afford sending their children to these schools. Those other centres that do not have well trained and qualified staffs, are public ECDCs where funding is very minimal. This kind of centres consists of middle class and lower class parents who do not pay and cater for the welfare of their children well. The summary is shown in Figure 4.8
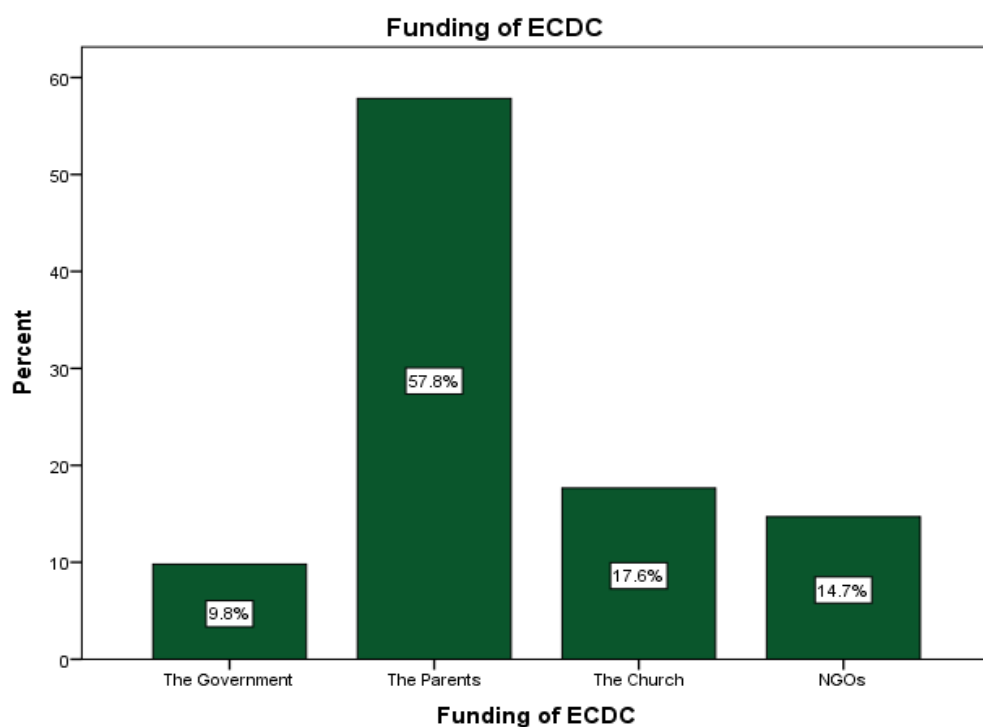
Figure 4.8: Funding of ECDCs in Bungoma County
d) Reliability of funding of ECDCs in Bungoma County

The study also sought to establish the reliability of funding of ECDCs in Bungoma County. The results showed that 20.6% of the respondents believe that ECDC funding is very reliable, 8.8% is reliable and 70.6% is not reliable with a mean score of 2.50 and a standard deviation of 7.06. This shows that majority of the respondents that participated in the study believed that ECDC funding is not reliable. A summary of this information is in Figure 4.9
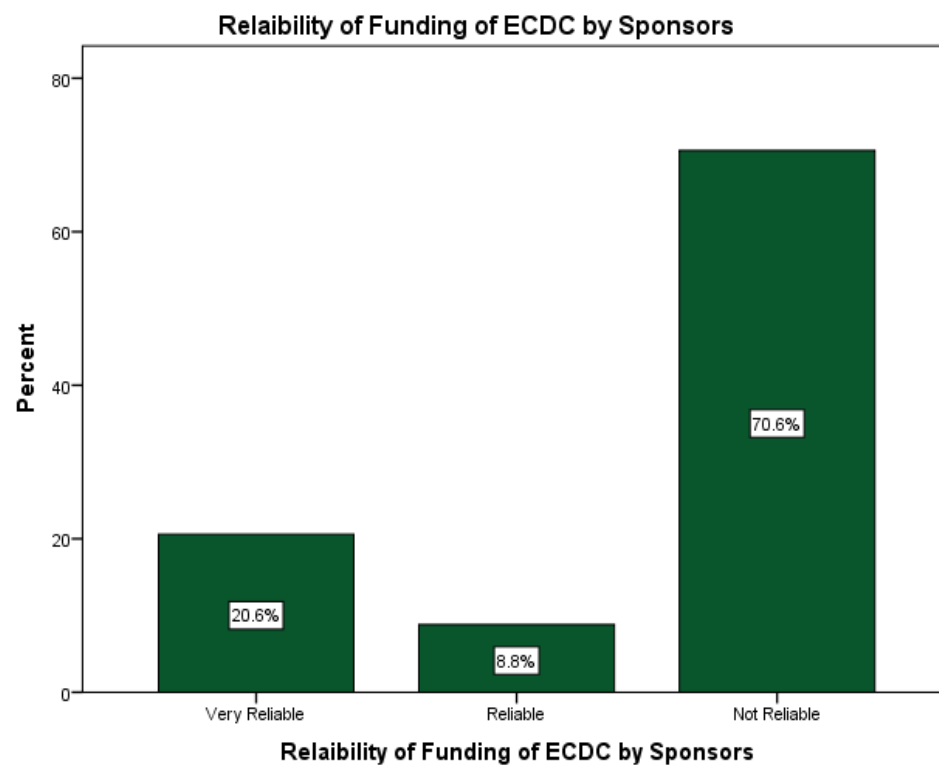
Figure 4.9: Reliability of Funding of ECDCs in Bungoma County

The statement of the statement that ECDE centres had enough teaching reference books were as follows:- 23 (22.5%) strongly disagreed, 20 (19.6%) disagreed, 20(19.6%) had a neutral opinion, 20 (19.6) agreed and 1918, 9) strongly agreed. All these translated to a mean score of 2.92 and a standard deviation of 1.433. This is very clear that the ECDCs had insufficient books for teaching. This was evident by the observation made during the visits at the ECDECs. There were barely any reference

books in Most ECDCs. The teachers used one book in most cases and mainly depended on writing on the chalkboard to aid the learning process. During the interviews with the teachers of ECDE, it was clear that most schools had no funds to purchase sufficient teaching/ learning books and materials. Some groups of the ECDE teachers thought that the funds were diverted to other facilities other than books and other teaching /learning materials. This information was in line with the responses to the statement that the school had sufficient learning resources for example text books which had a mean score of 3.26 and a standard deviation of 1.185. This therefore clearly explains that ECDCs have insufficient teaching resources.

The responses to the statement that the school had sufficient facilities such as classrooms had a mean score of 3.96 and a standard deviation of 0.964. This statement prompted the following responses. Forty (40) (39.2%) strongly disagreed, 9 (8.8%) disagreed, 10(9.8%) gave a neutral response while 43(42.2%) strongly agreed. This was a clear signal that most ECDCs do not have enough facilities like classrooms following high responses of those who strongly disagreed and disagreed. The research analysed the statement that the centres had well-furnished teachers chairs and tables and had majority of its respondents that is 51 (50%) in agreement with a mean score of 3.45 and a standard deviation of 0.791. This is obvious that teachers of ECDE are comfortable although it is important to examine the other group that did not agree since it could be contributing to ECDE policy implementation. However, the respondents who said that the schools had enough facilities should not be taken for granted. From the observations made during the researchers visits to the respective ECDCs, it clearly indicated that the two opinions were true. It is true that most centres had very limited facilities to an extent of some pupils were learning from under trees and even some sitting on the floor without proper sitting facilities like desks, tables

and chairs. Private ECDCs however had very good and sufficient facilities like classrooms and desks. This is also a clear indication from the statement that there were enough desks for children at the ECDE centre which had a mean score of 3.32 and a standard deviation of 1.321 with majority of the respondents 51(50%) disagreeing.

The statement that schools that had sufficient text books had a mean and standard deviation of 3.24 and 1.264 respectively, while the ECDE centres with sufficient playgrounds and play equipment for pupils like balls, skipping ropes, swings and slides among others scored 3.41 and 2.90 as the means and standards deviations of 1.120 and 0.990 respectively. This negatively affects negatively on ECDE policy implementation. This go hand in hand with the statement that ECDE centres had enough writing materials like exercise books which had majority of the respondents 55 (53.9%) with a mean score of 3.65 and a standard deviation of 1.040 who were in agreement that ECDCs had enough writing materials.

The statement that schools had properly fixed swings and well-secured slides had means of 3.11 and 2.50 and standard deviations of 1.385 and 1.167. These results indicated that play facilities for the children are very limited in ECDCs in Bungoma County. The results, for whether the ECDE centres were well funded by the government had the responses of 52 (51%) strongly disagreed, 16 (15.7%) disagreed, 9 (8.8%) were neutral, 10 (9.8%) agreed while 15 (14.7) strongly agreed with a mean score of 2.22 and a standard deviation of 1.513. This is a clear suggestion that majority of ECDCs in Bungoma County are not funded by the government. This provided a clear reflection that families and parents were the main sources of funding in the ECDCs, with a mean of 3.96 and a standard deviation of 0.964. This followed the responses 4 (3.9%) strongly disagreeing, 5(4.9%) disagreeing, 10 (9.8%) having a

neutral stand 55 (53.9%) agreeing while 28 (27.5%) strongly agreeing. These statements clearly show that families are a major source of ECDE funding.

Further, the statement that ECDCs are funded by social organizations like the church was analysed and the outcome was as follows: 11 (10.8%)) disagreed, 34 (33.3%) had a neutral response, 33 (32.4%) agreed while 24(23.5%) strongly agreed. This had a mean score of 3.69 and a standard deviation of 0.954. From these responses, it is true to say those social organisations such as the church also play a crucial role in financing the ECDE centres. There was also need for the research to establish whether the source of funding of ECDE centres is from private institutions like NGOs. This statement had 18 (17.6%) of the respondents disagreeing, 38 (37.3%) of the respondents having a neutral stand, 44 (43.1%) agreeing and 2 (2%) of the respondents strongly agreeing with a mean score of 3.29 and a standard deviation of 0.778.

Similarly the statement ECDE in Kenya are funded by international organizations like USAID, UNDP among others had 42 (41.2%) strongly disagreeing, 32 (31.4%) disagreeing, 9(8.8%) taking a neutral position while 19 (18.6%) agreeing with a mean score of 2.05 and a standard deviation of 1.120. It is hence very clear that international organizations are minimally involved in sponsoring the ECDCs in Bungoma County. However, the 18.6% should not be ignored since there is a clear indication that some schools could be receiving their support.

Finally, on funding, the research sought to find out the position as regards ECDE centres being funded by the innovative funding schemes like the women finances from banks. The findings were 32 (31.4%) disagreed, 33 (32.4%) being neutral, 13 (12.7%) agreed while 24 (23.5%) strongly agreeing with a mean score of 3.28 and a standard deviation of 1.146. This is evident that majority of the respondents had a neutral opinion on funding of the ECDCs by innovative funding schemes, therefore this means that ECDCs are or not funded by innovative funding schemes.

Further still, the study looked into whether schools had other play materials like tyres, skipping ropes and beanbags among others. Fourteen, (14) (13.7%) of the respondents strongly disagreed, 43 (42.2%) disagreed and 16 (15.7%) were undecided (neither disagreed nor agreed). While 13 (12.7%) agreed, 16 (15.7%) strongly agreed with a mean score of 2.75 and a standard deviation 1.295. It is hence apparent that majority of the respondents disagree with the statement that ECDCs are well furnished with play materials although it should not be conclusive. The 12.7% and 15.7% who agreed and strongly agreed respectively could be sending a signal that some ECDCs are well furnished.

The findings of the statement in agreement that the teachers of ECDE were paid in relation to their qualification had 23 (22.5%) of the respondents having a neutral stand, 54 (52.9%) agreeing and 25(24.5%) strongly agreeing with a mean of score of 4.02 and a standard deviation of 0.689. This could be the reason why many of the teachers of ECDE have gone back to school to study for the next level. The researcher further wanted to ascertain the statement in agreement that non-teaching staff are remunerated based on their qualification, which had a mean score of 4.10 and a standard deviation of 1.029. The findings of the responses were 6 (5.9%) of the respondents disagreed, 13(12.7%) of the responses were neutral, 42 (41.2%) and 41

(40.2%) of the respondents agreed and strongly agreed respectively. Briefly, all these were made through the observations that were made at the centres during the visits at the ECDE centres. More information was from the documentation availed to the researcher through the office.

In this analysis, the researcher also used a tool rating scale of 5 to 1 where five meant the highest and one the lowest. Opinions given by the respondents were rated as follows, 5=Strongly Agree, 4= Agree, 3 =Neutral, 2 = Disagree and 1= Strongly Disagree. The analysis for a mean and standard deviation were based on this rating scale and a summary of all this information is shown in Table 4.5

Table 4.3: Resource Support

Descriptive Statistics	N	Mean	Std. Deviation
Level of training of ECDE teachers has an effect on teachers' pay	102	1.23	.420
The ECDE Centre has enough teaching reference books	102	2.92	1.433
The school has sufficient learning resources such as text books	102	3.26	1.185
The school has sufficient classrooms	102	2.97	1.837
The school is well funded by the government	102	2.22	1.513
Families are a source of funding to the ECDCs	102	3.96	.964
ECDCs are funded by social organizations like the church	102	3.69	.954
The source of funding of ECDE Centre is from private institutions like NGOs	102	3.29	.778
ECDE in Kenya is funded by International organizations like USAID, UNDP and UNO among others	102	2.05	1.120
The ECDE centers in Kenya is funded by the innovative funding schemes like women finances from banks	102	3.28	1.146
The ECDE Centre has enough classrooms	102	3.34	1.339
There are enough desks for children at the ECDE Centre	102	3.32	1.321

The school has sufficient text books	102	3.54	1.264
The ECDE Centre has enough playground for the pupils	102	3.41	1.120
The school has sufficient play materials for pupils like balls and toys	102	2.90	.990
The ECDE Centre has enough and properly fixed swings	102	3.11	1.385
The school has enough and well secured slides	102	2.50	1.167
The school has other play materials like tires, skipping ropes and bean bags among others	102	2.75	1.295
The ECDE centers have enough writing materials like exercise books	102	3.65	1.040
The school has well-furnished teachers tables and chairs	102	3.45	.791
The teachers of ECDE are paid in relation to their qualification	102	4.02	.689
The non-teaching staff are remunerated based on their qualification	102	4.10	1.029
Valid N (list wise)	102		

4.2.3 Monitoring and Evaluation

The third objective of the study was to establish the effects of monitoring and evaluation on the implementation of early childhood development and education policy in Bungoma County, Kenya. Respondents were required to respond to set questions related to monitoring and evaluation and give their opinions. The statement that there was improvement of teaching and learning processes as a result of effective supervision and evaluation at ECDE centres had 1 (1%) of the respondents disagreeing, 24 (23.5%) of the respondents having neutral reaction, 46 (45%) of the respondents agreeing and 31 (30.4 %) strongly agreeing. This translated to a mean score of 4.04 and a standard deviation of 0.795. This means that majority of the

respondents agreed that monitoring and evaluation improves teaching and learning in ECDCs.

Increased enrolment rate of pupils because of effective supervision and evaluation in ECDCs based in primary schools was analysed. The results yielded were as follows; of 19 (18.6%) of the respondents disagreeing strongly, 31 (30.4%) having a neutral stand while 37 (36.3%) and 15 (14.7%) agreeing and strongly agreeing respectively with the respondents mean score of 3.28 and a standard deviation of 1.277. The results were almost neutral or had no distinct implication since the percentages of those who agreed and disagreed were almost equal. This could be due to some centres experiencing an increase in enrolment because of adhering to the advice given by QASOs and use of good leadership and monitoring skills by the head teachers or those in charge of the ECDE centres implying that monitoring and evaluation, was effective. This has led to great performance in some ECDCs attracting high enrolment in those centres.

In order to further understand the results, as presented above, the respondents responded to the following: - It sought to find out whether there was improved enrolment rate of pupils in ECDC due to effective monitoring and evaluation. 13(12.7%) of the respondents disagreed, 39 (38.2%) had a neutral stand, 47 (46.1%) agreed while 3 (2.9%) strongly agreed with a mean score of 3.73 and a standard deviation of 0.747. This means that majority of the respondents conquer with the statement that enrolment has improved. This could be attributed to the fact that teachers of ECDE are sensitized on matters pertaining to ECDE and therefore the parents have greater understanding of the value of ECDE to their children.

The research also sought to analyse the statement that there was continued monitoring and evaluation of school pupils' performance by the head teachers, 13 (12.7%) strongly disagreed, 18 (17.6%) were neutral, 42 (41.2%) agreed and 29 (28.4%) strongly agreed. This resulted to a mean score of 3.73 and a standard deviation 1.244. It means that the highest number of respondents agreed that head teachers monitored and evaluated the learners at the ECDE centres. During the focused group interviews with the ECDE teachers, it came out clearly that head teachers monitor every work carried out by the teachers of ECDE in their respective classes.

The statement that continued monitoring and evaluation had led to remedial measures taken to address the challenges faced at the ECDE Centre had 7(6.9%) of the respondents strongly disagreeing, 11 (10.8%} disagreeing, 32(31.4%) were neutral, 35 (34.3%) agreed and 17 (16.7%) strongly disagreeing with a mean score of 3.69 and a standard deviation of 1.305. In this case, majority of the respondents agreed that monitoring and evaluation has led to addressing the challenges that are found in the process of implementing the ECDE policy. The teachers of ECDE during the focused group interviews acknowledged the fact there is effective monitoring and evaluation since it has made teachers to work harder and more efficiently. Most of them keep the professional records. From the document analysis carried out, most of the teachers of ECDE had professional records, which in most cases were well kept.

Further, the statement that resources allocated to ECDCs are utilised appropriately due to effective monitoring and evaluation had a mean score of 3.43 and a standard deviation of 1.104. It implies thus that the respondents were equally divided in their responses. This clearly verifies that ECDE centre management of resources vary. This could be due to institutional arrangement, leadership, knowledge and accountability. This division of views was also experienced in the statement that, there is minimal

wastage whose responses at the ECDE centres due to proper monitoring and evaluation. This statement had 28 (27.5%) of the respondents strongly disagreeing, 10 (9.8%) disagreeing, 9 (8.8%} neutral, 31 (30.4%) agreeing and 24 (23.5%) of the respondents strongly disagreeing with a mean score of 3.13 and a standard deviation of 1.565. From these findings, most respondents feel that wastage has been curbed due to monitoring and evaluation although the number of those who disagreed and strongly disagreed should not be taken for granted. It could be true that wastage occurs due to poor programme of monitoring and evaluation and if that is the case, measures have to be put in place to ensure that all learners move to the next level to create opportunities for more intakes.

Whether QASOs carried out supervision of teaching and learning at classroom and school levels or not yielded a mean and standard deviation of 3.38 and 1.090 respectively. The outcome had 7 (6.9%) of the respondents strongly disagreeing, 10 (9.8%) disagreeing, 39 (38.2%) neutral while 29 (28.4%) and 17 (16.7%) of the respondents agreed and strongly agreed respectively. This is a clear indication that the responses were shared between the two groups and neither should be ignored. There is a possibility that the QASOs could be making visits to schools but they have interest in some areas other than classroom learning. Another possibility is that the number of visits could be inadequate. There could be a possibility also that schools in the interior parts of the count are not reached. The QASOs could only be making visits to schools that are easily accessible. Ideally, the schools should be visited regularly according to the policy. The visits help to not only sensitize the ECDE teachers but also put them on their toes in implementing of the ECDE policy. When the QASOs were asked about their visits to the ECDE centres and the kind of monitoring and assessment they carry out, they acknowledged that the number of visits were insufficient. This they

associated it with the poor transport facilities in their various sub-counties. They also stated that they are under staffed and bearing in mind the large areas they are supposed to cover, it makes them to only monitor and evaluate few areas in ECDCs leaving out some crucial areas.

In line with this, the research also sought to analyse the statement that, there is constant review on the implementation of curriculum developed by government by the QASOs which had the following response; 35 (34.3%) disagreed, 38 (37.3%) were neutral, 17 (16.7%) agreed and 12 (11.8%) strongly agreed with a mean score of 2.89 and a standard deviation of 1.062.   This implies that majority of the respondents were in disagreement that the ECDE curriculum is in constant review. This could be negatively affecting the child who is not kept abreast with the current affairs.

The statement that head teachers supervise all the activities at the school level had 7 (6.9%) of the respondents strongly disagreeing, 8 (7.8%) of the respondents disagreeing, 31 (30.4%) having a neutral stand, 36 (35.3%) agreeing and 20 (19.6%) strongly agreeing. This had a mean score of 3.53 and a standard deviation of 1.105. This indicates that at least half of the respondents agree that the head teachers are fully in charge of all activities at the school level. This statemnt was proved to be true when the statement "I co-ordinate and supervise the teaching and learning at the school level", was analysed. The results showed that 56 (54.9%) agreed, with a mean score of 3.83 and a standard deviation of 1.186. When the statement was changed to "I monitor and supervise the feeding programme activities at the ECDE centres," the outcome had majority of respondents agreeing at 52.9%, a mean score of 3.59 and a standard deviation of 1.285.

The statements ECDE teachers supervise the feeding activities at the ECDE centres had a mean score of 3.49 and a standard deviation of 1.295. Most respondents 59 (57.4%) disagreed. This basically implies that the managers are dominating most ECDCs. The teachers of ECDE could be doing very little as far as management is concerned. It was also in the interest of the research to analyse the statement that the QASOs supervise the feeding activities at the ECDE centres. The responses were, 14 (13.7%) strongly disagreed, 23 (22.5%) disagreed, 33 (32.4%) were neutral while 8 (7.8%) and 24 (23.5%) of the respondents agreed and strongly agreed respectively with a mean score of 3.05 and a standard deviation of 1.34. This means that the QASOs do not carry out supervision of the feeding programmes, which was confirmed by the QASOS in response to the same question when they were asked. QASOS alluded that they had very limited time to carry out monitor and evaluate all activities in schools feeding programme activities inclusive.

Analysis was further done on, assessment of the health records of the pupils. Results were 3.78 and a standard deviation of 0.940. The ECDE teachers assessed the health records of learners at the centre, which had a mean score of 3.17, and the respective ECDE teachers, which had a mean score of 3.42 and a standard deviation of 1.189, monitored a standard deviation of 0.945, enrolment of the ECDE pupils. The statements were meant to establish the kind of areas the teachers of ECDE monitor in their respective ECDE centres. These results indicate that teachers of ECDE do not assess the health records of the learners but the QASOs do. This revelation pauses concern since the teachers spent most of the time with the learners. It is also clear that the teachers of ECDE do not monitor enrolment of the ECDE pupils at various ECDCs; it is the head teachers and QASOS.

Finally yet importantly, the research sought to establish whether the QASOs often visit the Centre to monitor and evaluate the teaching and learning at the centres. The findings were 12 (11.8%) of the respondents strongly disagreed, 13 (12.7%) disagreed, 10 (9.8%) had a neutral stand, 41 (40.2%) agreed and 26 (25.5%) strongly disagreed with a mean score of 3.55 and a standard deviation of 1.3. This implies that more than 60% of the respondents were positive that the QASOs often visit the ECDE centres. It was interesting when the statement that monitoring and evaluation of all the activities at ECDE centres is done very regularly by the QASOs had a mean score of 3.26 and a standard deviation of 1.349. This was a revealing finding, which left the research questioning if it was necessary for QASOs to visit the ECDE centre yet activities were not regularly monitored and evaluated. All the information presented above has been tabulated in Table 4.4

Table 4.4: Monitoring and Evaluation

Descriptive Statistics			
	N	Mean	Std. Deviation
There is improvement of teaching and learning processes as a result of effective supervision and evaluation of ECDE centers	102	4.04	.795
There has been increased enrolment rate of pupils in class one as a result of effective supervision and evaluation in ECDCs based in primary schools	102	3.28	1.277
There is improved enrolment rate of pupils in ECDC due to effective monitoring and evaluation	102	3.39	.747
There is continued monitoring and evaluation of school pupils' performance by the head teacher	102	3.73	1.244
Continued monitoring and evaluation has led to remedial measures taken to address the challenges faced at ECDE Centre	102	3.69	1.305
Resources allocated to ECDCs are utilized appropriately due to effective monitoring and evaluation	102	3.43	1.104

There is minimal wastage at the ECDE Centre due to proper monitor and evaluation	102	3.13	1.565
I usually supervise classroom teaching and learning	102	2.99	1.139
The QUASO carry out supervision of teaching and learning at classroom and school levels	102	3.38	1.090
There is a constant review on the implementation of the curriculum developed by the government by the QUASOs	102	2.89	1.062
I supervise all the activities at the school level	102	3.53	1.105
I co-ordinate and supervise the teaching and learning at the school level	102	3.83	1.186
I monitor and supervise the teaching and learning at the school level	102	3.59	1.285
The ECDE teachers supervise the feeding activities at the ECDE Centre	102	3.49	1.295
The QUASOs supervise the feeding programme activities at the Centre	102	3.05	1.345
I assess the health records of the pupils	102	3.78	.940
The ECDE teachers assess the health records of learners at the Centre	102	3.17	.945
Enrolment of the ECDE pupils is monitored by the respective ECDE teachers	102	3.42	1.189
The QUASOs often visit the Centre to monitor and evaluate the teaching and learning at the Centre	102	3.55	1.317
The monitoring and evaluation of all the activities at the ECDE Centre is done very regularly by the QUASOs	102	3.26	1.349
Valid N (list wise)	102		

4.2.4 Challenges of Implementing the ECDE Policy

The fourth objective of the study was to establish the challenges affecting the implementation of early childhood development and education policy in Bungoma County, Kenya. Respondents were required to respond to set questions related to challenges and give their opinions. These were open-ended questions where

respondents were required to input their responses in their own words. The challenges of implementing ECDE in the respondent's area were diverse according to the respondents. The head teachers highlighted inadequate teaching and learning resources; Socio-economic factors such as malnutrition and ill health damaging the cognitive processing ability of children thus leading to low transition rates, financial constraints which they face non-funding from the government. They also cited high pupil-teacher ratio, poor remuneration of the ECDE teachers, culture, and ignorance and free primary Education (FPE), which according to them had led to many parents avoiding the ECDE and taking their learners to primary schools. Lack of government good will was also cited as one of the challenges.

On the other hand, the non-teaching staff revealed that they also had their share of challenges. They cited security of the pupils and the centres at large since most centres could not afford hiring the security officer to guard the centre. Most centres also lacked a perimeter wall to enhance security. The researcher also observed this during the visits to the ECDE centres. They also mentioned lack of clean drinking water. According to them pupils, carry their own drinking water since most of these centres had not been connected to clean drinking water. Further, the non-teaching staff also mentioned the lack of appropriate facilities like the kitchen, as a challenge. There were those who had been employed as cooks yet some centres had no kitchen. They ended up cooking under a tree and thus risking the hygiene of the food they cook for the pupils. They also mentioned remuneration as their major challenge. The salary they receive is not equivalent to the amount of work that they undertake in their centres. Some even end up assuming roles they were not employed for in the first place due to lack of enough manpower in the ECDE centres. Finally yet important, they also mentioned of having poor relationship with the teachers of ECDE and the

administration. According to them, they are looked down upon since they have no professional qualifications.

When the questionnaire for the QASOs was analysed the findings revealed that they also had a myriad of challenges. These challenges included lack of enough human resources to cover large areas effectively; there is only one QASO in each sub county therefore they have to cover vast areas during their monitoring and evaluation engagements. The QASO also complained of lack of transportation facilities, which could enhance quick and effective movement within wide areas. They also highlighted that there was lack of proper communication from the Ministry of Education regarding ECDE policy. Non-cooperation from the respective ECDCs' leadership was also quoted as a challenge and so it was alluded that it hindered proper implementation of the ECDE policy.

Finally, when the focused group interviews were held with various groups of teachers of ECDE there are challenges that were mentioned. They included poor remuneration, insufficient teaching/learning resources, inadequate teaching/learning facilities, diverse culture, and job insecurity since they are hired by the individual schools. The teachers of ECDE alluded that the government had no plan for them. They stated that each individual ECDE centre had their own plans of employing the teachers. This had seen the teachers of ECDE to be very poorly remunerated. It was upon the individual centres to decide how much they had to be paid. In line with this, the teachers also lamented over insufficient teaching /learning resources. They indicated that the centres hardly provide them with reference materials making their instructional process very difficult.

Further, the teachers of ECDE also hinted that diverse culture had affected their performance as teachers of ECDE. According to them, it was very hard to pass some certain kind knowledge to the learners since culture does not allow. It has been set in the minds of the learners that certain things are done only by certain gender so teaching them about equality turns offensive and even some parents pull their children out of the centres since according to them it was brain washing their minds. Lastly, the teachers also said that their job security is not guaranteed because they are not permanently employed. They indicated that they are always under the mercy of their employers since they do not even have a trade Union through which they can air their views and fight for their rights.

4.3 Discussion of Findings

This section on the discussion of findings of the study has been categorised into four major groups based on themes derived from the study objectives. The discussion presentation is mainly derived from triangulation of the variables within the study objectives and the theoretical framework.

4.3.1 Human resource capacity in the implementation of the ECDE policy in Kenya

Firstly, the study sought to assess the influence of human resource capacity in the implementation of the ECDE policy in Kenya. Paul and Linda, (2013), affirm that, teachers' capacity influences students' learning and success. This was echoed by Odundo, (2013), who says that, limited institutional capacity hinders proper implementation of the ECDE policy. Teachers should be well equipped with knowledge in their subject area, be well trained in use of methodology and techniques of delivery and even in the entire process of content delivery. Egbo, (2013), observed

that, in capacity building teachers required more than just training. He suggested that teachers needed motivation and better working conditions in order to implement the the curriculum. He hinted that capacity building entails being knowledgeable of the content to be handled. From the study, it was also discovered that majority of the head teachers attended in-service training. This is an indicator that majority of these head teachers are updated therefore competent enough to handle emerging issues. It will not be difficult not be difficult to implement the ECDE policy.

From the analysis, it appears the teachers of ECDE in Bungoma County were trained and qualified, competent and suitable for this kind of a job. Majority of the teachers 34.3% were diploma holders. 24.5% and 23.5% were holders of certificate and degree holders respectively. There are teachers who are also holders of a master's degree. From the sample schools that were used none of the ECDE teachers was untrained. This research, therefore, found out that this caliber of teachers of ECDE in Bungoma County was competent, qualified and comparable to anybody teaching in ECDE. Egbo, (2013), affirms that the government of Nigeria was aware of the essence of availability of qualified effective teachers if the objectives of the nation had to be achieved. Well qualified teachers would also enable the nation to meet its commitments to international initiatives such as EFA and MDGs. He stipulated that as a way of achieving all these, all teachers should be professionally trained; which is the case with the teachers of ECDE in Bungoma County.

Gichuba, (2014), alluded that a teacher who is knowledgeable will undeniably be able to motivate the learners, develop appropriate activities for learners to undertake, attend to individual needs of the learners, vary the teaching / learning activites, use appropriate teaching /learning materials, create favourable learning environment and be able to appropriately communicate to learners. Further, Egbo (2013) highlights

four core issues of capacity buliding as, instructional arrangements, leadership, knowledge and accountability. This is reinforced by Toole, (2014), in the theoretical framework who outlines for constructs for any policy implementation to take place. These conctructs included motivation, information, power and interaction.

This research is hence positive that ECDE centres in Bungoma County should be able to deliver good and quality education to children since from the analysis made ECDCs in Bungoma County had sufficiently trained and qualified teachers of ECDE. Further, the head teachers were knowledgeable and experienced. Experience is very vital to efficiency. From the analysis done in this study, at least 71.6% of the respondent indicated that teachers of ECDE in Bungoma County had a teaching experience of 5 years and above. This large portion of teachers who had adequate teaching experience must be familiar with the ECDE policy thus, they should facilitate its implementation. These findings agree with Toole, (2014), in the CIT theoretical framework, in which he affirms that one of the constructs of successful implementation of any policy is information. The experience of 5-10 years suggests that these teachers are well informed of what the policy entails thus they are in position to support the implementation. Egbo, (2013), reports that teacher's experience is a greater degree of satisfaction when allowed to make individual decisions .The findings are therefore expected. Head teachers are supposed to be experienced to make informed decisions about their schools. Paul & Linda, (2013) affirm that one needs basic education to efficiently perform any task. However, the remaining proportion of teachers who have a teaching experience of less than 5 years should not be ignored. They may not have the ability to interpret the policy appropriately.

In as far as the issue of leadership and management ECDE centres is concerned, Egbo, (2013) affirms that leadership can catalyze the achievement of objectives. Strong leadrship according to him allows for easier adaption to changes, and influence. Osuji, (2014) and Udofot, (2013), on the other hand state that effective class management is part of the strategies of upholding the professional standards. The fifty fifty scenario in this case puts the implementation of the ECDE policy to hang in the balance since it seems half of the respondents believe that the programme is not well managed.

Egbo, (2013) summarises it all. He believes in empowering the teachers to manage classes, on their own. According to him, teachers enjoy ownership that comes with decision making. They need to be allowed make informed choices on how to run their classes. They also need to be allowed to take part in decision making even at the school level. This is echoed by Toole, (2004), who believes that for any implementation of the policy to take place, it is important to know who has been empowered to implement the policy. It is possible for the ECDE policy to stagnate due to lack of empowerment. In this case the ECDE teachers should be allowed to play their mandated roles.

The research also sought to find out the persons in charge of the ECDCs. Majority of the respondents alluded that the ECDE teachers were in charge of the ECDCs. According to Egbo, (2013), the teachers of ECDE should be given an opportunity to take charge of their ECDCs. By so doing, the teachers of ECDE therefore, are in a better position to handle their learners since they know them well. According to him being in charge makes one to win their clients confidence in this case the learners. Winning their confidence is one of the ways to reach them. Taking charge entails the

decisions made by the teacher in the process of his or her instruction. Decision-making is about making informed choices for solutions to classroom problems and issues. It is about feeling capable to make these decisions. Given a decision-making opportunity, are teachers getting the organizational support to implement the choices successfully? In this case, it implies to implementation of ECDE policy. Egbo, (2013), states that teachers enjoy the ownership that comes with professional decision making, the confidence to take risks without fear of repercussions and the conviction to be accountable for student achievement. Teachers' engagement in decision-making could be defined at two levels: classroom level for individual judgments and school level for collective judgments. Their involvement requires both collective and individual decision-making capacity.

In terms of capacity building, trainig of ECDE teachers is not enough as noted by Egbo, (2013). One needs motivation and better working conditions in order for them to implement the curriculum. UNESCO, (2010), states that, there could be loss of teachers in ECDCs due to lack of funding. It asserts that the salaries fluctuate each month depending on the level of contribution from the parents. Further due to high rate of attrition because of poor pay packages, many pre-school teachers are untrained and hence lack skills to enhance the holistic development and learning of children, Karanja and Githinji, (2011). According to UNESCO (2004), teachers' remuneration is poor for majority of the teachers of ECDE. The salary ranges between KES 500 and KES 18,000 per month based on urban- rural divide and who pays salaries. The private owners of ECDCs in major towns like Mombasa, Nairobi, Kisumu and Nakuru pay trained teachers with certificate or diploma an average of KES10, 000 per month. The municipal council teachers are paid salaries ranging from KES 13,000-

18000 per month. The teachers who teach in rural and slum-based, public and community get salaries that range from KES 500 to 3500 per month. This is indeed not motivational.

Otieno, and Colclough, (2014) acknowledge that Kenya has done very little as far as funding ECDE is concerned. Unlike Primary schools where FPE is provided by the government, ECDE has minimal support. Kariuki, (2014), has echoed this. This hence explains why many teachers are only using ECDE as a stepping stone to other better avenues. It could also be becase of the same reason that schools do not have enough non-teaching staff. If ECDCs are not funded, it will be hard for them to have the cooks, accountants, security officers baby sitters and even cleaners. This may in turn hamper quality education in the respective centres.

In terms of whether the head teachers, ECDE teachers and non-teaching staff had a positive attitude towards the ECDE pupils or not, majority of the respondents were positive. Tanner, Jeffery, Tara, & Odden, (2011), assert that children who are hugged, comforted and visually stimulated have essential advantage over those who are not. They also affirm that children who are nurtured and well cared for, full develop in language, emotional and social skills. It is thus very important to note that according to studies non-teaching staff for instance, the baby sitters, and other caregivers play an essential role in ECDCs. This, therefore, should raise hopes that   children in ECDCs in Bungoma county undergo full development. This follows the fact that research findings indicate that majority of the respondents indicated that the head teachers, teachers of ECDE and non- teaching staff had positive attitudes towards the pupils. Howevwer the fear is the ECDCs have insufficient baby sitters, qualified nurses and even security officers.

It is important to relate this findings to ECDE founders like Maria montessori who in Gichuba, Opatsa, & Nguchu, (2014), affirms that, teachers should facilitate learningg by providing materials and demonstrations. Learners should be allowed to explore all their senses thus develop holistically. This was further strengthened by Dewey who believes that children should be exposed to Thematically prepared curriculum in kenya and it is being used in Bungoma County. Learners are given an opportunity to explore, experiment, solve problems and discover new ideas. From these results therefore the ECDCs in Bungoma county could be receiving good and quality education because of the assortedd methods they use in instruction.

4.3.2 Nature of Resource Support in Implementing the ECDE Policy

Teachers' source of salaries was one of main issues in this study. It was crystal clear that parents were the major source of the teacher's salary at 54.9%. This agrees with the information in the background of the study and literature review where the government is said to play a very minor role in employment of the ECDE teachers, (UNESCO, 2010). Karanja and Githinji, (2011), also state that despite the governments' recognition of the crucial role the ECDE program plays in the lives of learners; it has been left totally with the parents, community and NGOs. Myers (2013) also affirms that apart from the government, social organizations, private sector, international organizations and the innovative funding schemes, families are the major financiers of ECDE in most countries in the world.

As far as the source of funding of ECDCs is concerned, there was a clear indication that majority 57.8% of the respondents said that parents were the major source of funding of the ECDE program in the County; majority of the respondents disagreed that funding of the ECDE was done by the government. Vargas-Baron, (2013), asserts

that ECDE receives very little funding in Kenya. This has been reinforced by Manoj, (2011), who has also observed that funding in Kenya is only through payment of ECDE trainers. He has established that parents are the key sponsors of ECDE in Kenya. This is in line with the statement that majority of the respondents were in agreement that families were major funding sources of the ECDE centres. There are those who believed funding was done by social organizations like churches while others believed that ECDCs were funded by NGOs. A small percentage of the respondents agreed that funding was done by international organizations while others said innovative funding like women finance trust funds the ECDCs. It is therefore true to say that the study conquers with the early researches where ECDE has not been given a lot of preference in terms of funding

However when the research sought to establish reliability of the funding, 70.6% of the respondents purported that the funds are not reliable. This could be maybe the parents are not paying fees for their children. It could be because they have a negative attitude towards the program, they are poor, ignorant of the program or there could be mismanagement by the administrators at the ECDE centers. Further it is possible the parents could be having a feeling that the program is just for commercial purposes and hence they do not see the reason to pay fees. The research should not ignore the 20.6% who believed the funding was very reliable. It is believed that these are those respondents from the private schools which are having children from well of families. In terms of those who believed that funding is reliable are schools with mostly middle class parents those who have average earnings. According to Myers, (2013), parents' sponsorships of ECDCs has quite a number of drawbacks among them being dropout by children from poor families who cannot afford payment, low enrolment at the ECDCs since many parents would prefer taking their children to standard one where

they will receive free Primary education. This also explains why there is poor performance at later stages since ECDE is crucial to better performance in higher classes, (Manoj, 2011).

Paul & Linda, (2013), state the importance of quality instructiona materials. Instructuonal teaching materials according to them improve quality in delivery and even implementation of the programme. Osuji, (2014) and Udofot, (2013) justify the use of resources like the teaching material as being very pertinent to quality delivery by the teachers. Further, Toole, (2014), in the theoretical framework asserts that one of he constructs that leads to implementation process of any programme is motivation. The implementors need to be motivated in order to be committed in the iplementation process. One of the ways through which they need to be motivated is by getting all resources for instruction and facilities to carry on the programme comfortably.

According to this study, it is clear that majority of the ECDE centres have no sufficient facilities like desks, classrooms, tables and even the teachers' tables. From the obsrevation that was made, most ECDE classes are held under the trees with no desks at all. Pupils were seen sitted on the ground, and where possible, they sat on stones or even some pieces of timber fixed between the stones. This kind of scenario proved how of little importance ECDE is perceived by the government of Kenya in Bungoma County.

From the results it was also ascertained that the environment in which the ECDCs especially public ECDCs are situated is worrying and wanting environments. Gharam, (2010), supports the idea that learning environment should not create any challenge to the learners. Gardener who believes that facilities like laboratories should be made accessible to learners for their success echoed this. To him students

who do not access reading and writing materials will not be able to succeed in their exams. Gichuba, Opatsa, & Nguchu, (2014), affirm the importance of facilities and the teaching materials for implementation to take place. Education proponents in this study propose the essence of materials and facilities. Maria Montessori suggests that learning materials and facilities should be availed. John Dewey suggests that leraners should explore, experiment and solve problemes on their own. This is by ensuring that pupils have enough materials.

The research also ascertained that there are no enough reference materials by the teachers of ECDE. This raises questions as to whether the teachers of ECDE in Bungoma County are being effective in their delivery of the knowledge required by the learners. According to Egbo, (2013) schools must provide the resources to implement a teacher support system that values teacher input and decision-making. He expresses that, building teacher capacity means that the government and policy makers must provide the necessary resource materials and 'tools' that are required to teach effectively. He states that it is impossible to deliver 21st Century education with 19th century tools. Similarly, he asserts that it is unrealistic to promote teaching excellence in environments that distort both teachers and learners to failure. He further alluded that, availability of basic infrastructure and materials, makes it more likely that majority will succeed in their teaching and pedagogical practices. He emphasizes the fact that school environments that promote effective teaching and learning are those that are adequately equipped with educational materials and infrastructure.

On the same note, Gardener, in Egbo, (2013), asserts that many schools in Nigeria lack ICTs laboratories and collective equipment. They also lack libraries which are critical to student success especially given the fact that a majority of the student

population does not have access to reading materials at home. The school library according to him is, the only space where they could access reading materials besides the required textbooks. From the research findings, this is also a case that prevails in Kenya. Teachers in Kenya go through the same. They have no ability to handle the large classes especially in public ECDCs which is an alternative to poor parents who cannot afford high ECDE costs in Private ECDCs.

On non-teaching staff respondents on resource support, the study revealed that ECDE centres do not have clean drinking water and enough toilets. Pupils carry their own drinking water from home. Further, the study finding revealed that the schools have a kitchen; however, there is no designated kitchen for the ECDE use. The majority of non-teaching staff that participated in the study are paid between KES 5,000/= and KES 10,000/= and there was a general observation that they are under paid compared to the work that they do. The study findings further revealed that non-teaching staff were not accommodated within the school.

4.3.3 The nature of Monitoring and Evaluation in implementation of ECDE Policy

The third objective was to establish the nature of monitoring and evaluation in the implementation of ECDE policy in Bungoma County Kenya. From the study carried out by Vitiello & Kools, (2010), timely a monitoring and evaluation makes it possible to identify trends , strengths and areas of iprovement in any programme at any level. They affirm that there is need for a holistic comprehensive ECDE monitoring system that covers a variety of faces; education, health, social protection and social economic context in which the child was born. It actually tests efficiency of the programme in this case whether ECDCs are on course to obtain intended goals and if not establish

reasons for the same. This is also in terms of teaching and learning. This has been reinforced by Vitiello & Kools, (2010) who upholds that one of he major reasons why monitoring and evaluation is to assess the compliance with the policies, procedures and standards I execution of the programme activities in the key areas of intervention. Gumo, (2013), also alludes that, evaluatuation is done by looking at the schools performance which comes about by teaching and learning at any level.

Results show that QASOs despite the fact that they visited the schools, majority of the respondents felt that they never monitored and evaluated most of the activities carried out in respective ECDCs. This could be due to institutional arrangement, leadership, knowledge and accountability, (Vitiello & Kools, 2010). There is a possibility that the QASOs could be making visits to school but they have interest in other area other than classroom learning. Another possibility is that the number of visits could be inadequate. Ideally, the schools should be visited regularly according to the policy. The visits help to not only sensitize the ECDE teachers but also put them on their toes in implementing of the ECDE policy.

The statement that, there is constant review on the implementation of curriculum developed by government by the QASOs had a mean score of 2.89 and a standard deviation of 1.062. This implies that majority of the respondents were in disagreement that the ECDE curriculum is in constant review. This could be affecting negatively on the child who is not kept abreast with the current affairs. However, it should be understood that the world is progressively dynamic. Therefore, so many emerging issues warrant the curriculum to keep up-to-date information for the benefit of the child. For instance, learners should be aware of terrorism, HIV/AIDS, Cancer, climatic changes among others.

Vitiello & Kools, (2010), state that monitoring and evaluation is multi facet. It entalis so many things; education, feeding progemmes, health records among others. The results displayed above indicate that there is no a one by one agreement about monitoring of all these issues in all the ECDE centres where the respondets were asked. The head teachers, QASOs and non- teaching staff could not be monitoring and evaluating the programme in accordance to the policy thus debilitating implentation of the programme.

On non-teaching staff, the study findings revealed that head teachers and ECDE teachers monitor the work of non-teaching staff on a daily basis. Further, the study showed that QASOs visit the ECDE centres to check on cleanliness, teaching, feeding programmes and the attendance of teachers within the centre. This is a good gesture since it implies that whatever that is being done by the non-teaching staff meet the standard required for the ECDE programme to run.

4.3.4 Challenges affecting ECDE Policy Implementation

Finally yet importantly, the study sought to ascertain the challenges affecting the implementation of the ECDE policy in Bungoma County, Kenya. Challenges are obstacles or hindrances towards a certain set goal. This study has discussed in black and white the essence of early childhood development and education. It has also elaborated the importance of the ECDE policy. Further, it has discussed the factors that affect policy implementation. It is out of this that it was realised that these factors could be both positive and negative. The negative factors are the ones that the research is referring to as challenges. These factors slow down or completely destabilize the implementation of the ECDE policy, (view of the researcher).

Specifically in this study, several factors hindered the implementation of the ECDE policy. They mainly comprised of inadequate teaching and learning resources. Socioeconomic factors encompassed plenty of hindrances to effectively implementing the policy. These included malnutrition and ill health, which damaged the cognitive processing ability of children leading to low transition rates. Others such as financial constraints, high pupil-teacher ratio, poor remuneration of the ECDE teachers, free primary Education (FPE), lack of government's support and insecurity of most centres since most centres could not afford hiring the security guards had negative implications. The lack of appropriate facilities with clean drinking water, perimeter wall and poor infrastructure in most of the centres deterred proper learning. Lastly, inadequacies by the key players of ECDE implementation adversely reduce effectiveness of the program. These include poor relationship between ECDE teachers and the administration, insufficient teaching/learning resources and the risk of job insecurity since the teachers are hired by individual schools. Others included, insufficient work force, poor infrastructure, inadequate transportation facilities which could enhance quick and effective coverage of wide areas by QUASOS, lack of proper communication channels from the MOE and non-cooperation.

These challenges are not new. Many studies carried out by researchers in their areas of study faced the same challenges. Manoj, (2011), states that funding was one of the major challenges of implementation of any programme. Vargas-Baron (2013) echoed this. Leslie, (2014), mentions resources as one of the hindrances to ECDE stagnation. According to the Social Journal Policy of New Zealand, (2015 issue 32), funding is a very big obstacle to policy implementation. Otieno and Colclough, (2014), affirm the same. On the other hand, Kariuki, (2014), associates failure of the ECDE policy implementation in Kenya with lack of support by the government. Xinxhua, (2013), in

one of the dailies, states that ECDE curriculum is not taking effect because of the financial constraints. On the contrary, Kibera and Kamotte (2013), insinuate that the policy implementation is very` much affected by access, equity, quality and relevance of the ECDE programme. Finally, Karanja and Githinji, (2011), associate non-implementation of the ECDE programme with insufficient funding, poor policy formulation, low participation rates by the target groups, lack of curriculum content, inadequate qualified educators, lack of scheme of service, rising number of orphans and conflict in medium of instruction. From these references therefore, it is true to say that, these challenges are related.

4.4 Chapter Summary

In this chapter, the results were analysed, interpreted and presented with respect to objectives of the study. The findings were presented quantitatively and qualitatively. Findings showed that the teachers of ECDE are well educated, professionally qualified and experienced enough to carry out their teaching duties in the County competitively. It also emerged that the source of funding is mainly from families, resource support is not sufficient and monitoring and evaluation is not up-to-date. The study revealed discrepancies in the policy framework and gave a clear picture of what was taking place in ECDCs. The next chapter presents the summary of the findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations

that are derived from the conclusions of the study based on the findings presented in

chapter four. The procedure for treating the recommendations will be first to present

relevant objectives this study set to establish, and re-established findings by making a

summary presentation and then the conclusion and recommendation. Thereafter there

will be the later part of the chapter that will involve the presentation of the,

recommendations for further studies and research.

5.2 Summary of the Findings

The purpose of this study was to assess the factors influencing the implementation of

early childhood development and education policy in Bungoma County, Kenya. The

study engaged 102 respondents out of 144 that constituted the sample size. To collect

data the researcher used a structured questionnaire that was personally administered to

the respondents. The questionnaires were both on Likert scale and open-ended

questions. The respondents were head teachers of primary schools where ECDE

centres are based, non-teaching staffs, QASOs and an interview schedule was used for

the teachers of ECDE. Further, for the purpose of triangulation, the research also used

structured observation schedule and document analysis schedule. In this study, data

was analysed using both qualitative and quantitative procedures and presented in

tables, Figures and descriptions. Hereafter in this section is the presentation of the

summary of these findings.

5.2.1 Human Resource Capacity

The first objective was **to assess the human resource capacity in implementation of the early childhood development and Education in Kenya.** The study established that the ECDCs had sufficient, qualified and trained teachers of ECDE. Further, it established that, the ECDE centres have knowledgeable and experienced head teachers. The results showed that the head teachers of the schools in which the ECDE centres are established neither had both good and bad leadership and management skills. The schools did not also have adequate non-teaching staff. Concerning the mode of instruction in the ECDE centres, it was established that teachers used varied methods for instruction in their various classes. Based on the attitude of the head teachers, the teachers of ECDE, and non-teaching staff, it was learned that they all had a positive attitude towards the ECDE programme. However, it was also proven that majority of the non-teaching staff were not qualified. Most of them had no credential to prove the position they held in the ECDCs. It was also discovered that the centres had no baby sitters, the accounts clerk, security officers and nurses based in the ECDE centres despite the fact that they are very essential. The rapport between the teachers and non-teaching staff was found to be good.

5.2.2 Nature of Resource Support

The second objective was to **ascertain the nature of resource material in the implementation of the early childhood development and education policy in Kenya.** The level of training of the teachers of ECDE had no effect on their remuneration. It was also established that, the early childhood development and education centres had no enough reference books a matter that raises questions on how well teachers prepare their work for instruction. The centres also have scarcity of the teaching and learning resources and facilities like textbooks, classrooms, desks

teachers' tables and chairs among others. Further, the study also found out that, government does not fund centres and that the families are the major source of funding to ECDCs. Similarly, there are ECDE centres that are funded by social organisations like the churches, the NGOs and others being funded by the innovative organizations. The study determined that, the parents mainly paid salary for teachers of ECDE. Payment was established not to be reliable because parents delayed to pay school fees for their children. This affected the teacher's salary payment. Sometimes the government delayed disbursement of financial resources to the counties a matter that affects the ECDE teacher's salary. Payment of some teachers of ECDE is currently done by the counties who are their employers. Resources such as textbooks, furniture, playgrounds among others were found to be insufficient. Security of the schools was also established to be inadequate since the centres had no perimeter walls, gates and even security officers. Further, it was established that the health of pupils was at jeopardy since the centres had no established kitchen and they did not have a proper store to keep the utensils. Majority of the centres did not have a source of water. This further threatens the hygiene and consequently the health of the children. Generally, it was established that the centres had a very weak resource support based, thus very scarce resources available to support the implementation of the ECDE policy. Besides, the government had not made much effort to support resource mobilization in the ECDECs in Bungoma County, Kenya.

5.2.3 Nature of Monitoring and Evaluation

The third objective sought to **establish the nature of monitoring and evaluation in the implementation of the early childhood Development and education policy in Kenya.** The study results showed that the head teacher closely monitors the activities of ECDE centres and that this has resulted in improvement of teaching and learning

processes. There was improved enrolment rate of pupils in class one because of effective supervision and evaluation with particular reference to the ECDCs based in public primary schools. QASOs have also increased their presence in the sub-counties with frequent visits to schools to ensure compliance with the minimum requirements of set standards of the establishment and running of ECDE centres. However, it is not certain whether it is done in all schools because the number of those who agreed and those who disagreed was the same. Further, it was also established that despite QASOs visiting schools, some key activities are not monitored, for example the feeding programmes, play facilities like skipping ropes, balls, bean bags among others. It was also learned that, wastage of students is still experienced in ECDE centres in spite of mechanisms for monitoring and evaluation put in place. On the other hand, the study also revealed that there is no constant review of implementation of the curriculum developed by the government by the QASOs. It was further established that the QASOs do not often monitor and evaluate teaching and learning. However, it was established that in the process of their visits to the centres, they monitor general cleanliness of the ECDCs, the facilities, enrolment records, records of teaching for the teachers of ECDE like schemes of work, pupils progress record, lesson plans, teaching timetables among others. In relation to supervision of the activities at both the classroom and school level, it was established that teachers of ECDE do not supervise activities at the school level but they supervise the activities of the non-teaching staff like the feeding programmes. During the discussions with the ECDE teachers, it was also established that they also supervise activities at the classroom level especially the learners' performance, cleanliness, and health.

5.2.4 Challenges of ECDE policy Implementation

The fourth and final objective of this study needed to **establish the challenges influencing the implementation of early Childhood Development and education policy in Kenya**. On challenges, the study results revealed that there was inadequate teaching and learning resources, socio-economic factors such as malnutrition and ill-health, financial constraints leading to ineffective implementation of the policy, and high pupil-teacher ratio with poor remunerations. It was also established that the introduction of FPE is one of the major challenges to the implementation of the ECDE policy in Kenya. There is also lack of government good will as far as funding of the ECDE programmes and poor training of teachers of ECDE. QASOs are challenged in the area of transport and movement since the sub-counties are vast, therefore hindering their day –to-day supervision. They also complained of understaffing since it was established that there is only one QASO officer in every sub-county. The non-teaching staff cited insecurity and poor relationships with the teachers of ECDE as well as the head teachers as some of the major challenges at the centres. It was also established that there is either no clean drinking water at some of the centres or no water completely. Inadequate essential facilities like classrooms, desks, chairs, and the tables are also a big challenge some children learnt from the floor. Finally, the play facilities like playgrounds, swings, slides, among others are also a major challenge to most ECDCs, since they are either missing or do not meet the standards required.

5.3 Conclusions

This study was established to assess the factors affecting the implementation of the ECDE policy in Bungoma County, Kenya. From the research findings, the study has concluded that all the independent variables studied have significant effect on value addition This implies that the studied independent variables namely human resources capacity, resource support, monitoring and evaluation, and challenges have significant effect on policy implementation on ECDE in Kenya. Hence, from the findings of the study, the following conclusions can be drawn:

1) Bungoma County has sufficient, trained and qualified teachers of ECDE; with good leadership skills although the ECDE centres have insufficient non-teaching staff.

2) The ECDCs in Bungoma County have insufficient teaching/learning materials, insufficient funding making it difficult to the ECDE centres to be run effectively

3) Monitoring and Evaluation is done regularly in ECDE centres by the QUASOs, head teachers, and teachers of ECDE although not all area of importance are supervised due limited staff and funds.

4) There is a myriad of challenges affecting the Implementation of ECDE policy in Bungoma County.

5.4 Recommendations

The study recommended that following:

1) The National and County governments should train more ECDE teachers to enhance their Capacity building thus maintaining the Quality of basic Education in the Country, which has been termed as a backbone of the later Educational stages in a person.

2) The National and County governments should channel sufficient funds towards ECDE in order to enable ECDCs to secure T/L materials and facilities for effective teaching and learning at the Centres.

3) The National and County governments should equip the QUASOs with more knowledge and skills in areas of importance in ECDE and facilitate them to enable M&E in the ECDCs to be carried out regularly and more effectively.

4) The MOE should collaborate with other ministries, government and non-governmental organizations in addressing the challenges facing the sector in effectively implementing the ECDE policy in the County and the entire Country.

5.5 Suggestion for Further Studies

1) Similar study should be carried out in another county and results compared for consistency.

2) A study on the competency of head teachers in the implementation of ECDE policy should be carried out.

3) A study on the effects of teachers capacity on the implementation of the ECDE policy in Kenya can be carried.

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APPENDICES

Appendix 1: Questionnaire for Head Teachers

I am a student of Moi University carrying out an academic research study for the degree of Doctor of Philosophy in Early Childhood Development and Education. I kindly request you to fill in the information requested as per instructions given. The information provided will be used for academic purposes only. No response is correct and none is wrong. Feel free to express and share your views.

SECTION A: BACKGROUND INFORMATION

1 How long have you been a head teacher?

 Less than five [ ]   between five and ten [   ]   for over ten years [ ]

2. Who is in charge of the ECDE Centre in your School?

Head teacher [ ]   Deputy Head teacher [ ]   ECDE teachers [   ]   others [   ]

3. If your answer in 3 above is others, who are they?

....
....
....

4. What is your level of education?

Certificate [ ]   Diploma [   ]   Bachelors' degree [   ]   Masters [ ]   PhD degree [ ]

5 What is your professional qualification?

MED [   ]   P1 [ ]   ATS [   ]

BED [   ]   S1 [ ]   DIPLOMA ED [ ]

Any other:………………………………………………………………………….

6. Have you attended any in-service training as a head teacher?

Yes   [   ]   No [   ]

7. Who is the sponsor of your ECDE centre?

The government [   ]   the parents [   ]   the church [   ]   NGOs [   ]

8. Is funding of your ECDC by your sponsor reliable?

   Very reliable [   ]   Reliable [   ]   Not reliable [   ]

9. If your answer in 8 above is Yes, state the type if training and year attended.

TYPE OF TRAININIG   YEAR

……………………………   …………………..

……………………………   …………………….

……………………………   …………………….

……………………………   …………………….

10. What is the source of the salaries of ECDE teachers in your School?

The government [   ]   the parents [   ]   the church [   ]   NGOs [   ]

SECTION B: HUMAN RESOURCE CAPACITY

Please respond to the following statements expressing your views on human resource capacity in ECDCs.

1 – SA – Strongly Agree, 2 – A – Agree, 3 – NS – Not Sure, 4 – D – Disagree, 5 SD – Strongly Disagree

	DESCRIPTION	1	2	3	4	5
1	The school has sufficient, qualified and trained ECDE teachers					
2	The school has knowledgeable and experienced ECDE teachers					
3	The teachers of ECDE have very good leadership skills					
4	The teachers of ECDE have very good management skills					
5	The school has adequate teaching staff					
6	The school has adequate non-teaching staff					
7	The teachers of ECDE use varied methods of teaching in their daily instructions					
8	I have knowledge in leadership and management of ECDE centre					
9	The ECDE teachers are fully in charge of their classes					
10	The teachers of ECDE keep daily records of work covered in their ECDE centres.					
11	The non-teaching staffs have a positive attitude towards the ECDE program and the learners.					
12	The head teacher has a positive attitude toward the ECDE programme.					
13	The teachers of ECDE have a very positive attitude towards the ECDE programme?					
14	There exists a very good rapport between the teachers and non-teaching staff					
15	The centre trained and qualified non-teaching staff					
16	The non-teaching staffs play a very big role in the education of the pupils at the ECDE centre.					
17	The school has caretakers; baby sitters					
18	The school has enough accounts clerk					

19	The school has enough security; watchman					
20	The school has a qualified nurse based in the school.					

SECTION C: RESOURCE SUPPORT

1. Who is the sponsor or financier of your ECDC?

The Government [ ]   Parents [   ]   The Church [ ]   NGOs [   ]

2. Is the funding of your ECDC by your sponsor or financier reliable?

Not reliable [ ]   Reliable [ ]   Very Reliable [   ]

Explain your response above

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

3. Who pays salaries of your ECDE teachers?

The Government [ ]   Parents [   ]   The Church [ ]   NGOs [   ]

4. Does the level of training of ECDE teachers have any effect on the teachers' pay?

Yes [   ]   No [   ]

5. Explain your response to 4 above

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Please respond to the following statements expressing your views on human resource capacity in ECDCs.

1 – SA – Strongly Agree, 2 – A – Agree, 3 – NS – Not Sure, 4 – D – Disagree, 5 SD – Strongly Disagree

	DESCRIPTION	1	2	3	4	5
1	The ECDE centre has enough teaching reference books					
2	The school has sufficient learning resources e.g. text books					
3	The school has sufficient facilities e.g. classrooms					
4	The school is well funded by the government					
5	Families are a source of funding to the ECDCs					
6	ECDCs are funded by social organizations like the church					
7	The source of funding of ECDE centre is from private institutions like NGOs					
8	ECDE in Kenya is funded by international organizations like USAID, UNDP and UNO among others.					
9	The ECDE centres are funded by the innovative funding schemes like women finances from banks.					
10	The ECDE centre has enough classroom					
11	There are enough desks for children at the ECDE centre					
12	The School has sufficient text books					
13	The ECDE centre has enough playgrounds for the pupils					
14	The school has sufficient play materials for pupils like balls.					
15	The ECDE centre has enough and properly fixed swings					
16	The school has enough and well secured slides					
17	The school has other play materials like tyres, skipping ropes and bean bags among others					
18	The ECDE centres have enough writing materials like exercise books.					
19	The school well-furnished with teachers chairs and table					
20	The teachers of ECDE are paid in relation to their qualification					
21	The non-teaching staff are remunerated based on their qualification					

SECTION D: MONITORING AND EVALUATION

Please respond to the following statements expressing your views on monitoring and evaluation at the ECDCs.

1 – SA – Strongly Agree, 2 – A – Agree, 3 – NS – Not Sure, 4 – D – Disagree, 5 SD – Strongly Disagree

	DESCRIPTION		1	2	3	4	5
1	There is improvement of teaching and learning processes as a result of effective supervision and evaluation at ECDE centres'						
2	There has been increased enrolment rate of pupils in class one as a result of effective supervision and evaluation in ECDCs based in primary schools						
3	There is improved enrolment rate of pupils in ECDC due to effective monitoring and evaluation						
4	There is a continued monitoring and evaluation of school pupils' performance by the head teacher.						
5	Continued monitoring and evaluation has led to remedial measures taken to address the challenges faced at the ECDE centre.						
6	Resource allocated to ECDCs are utilised appropriately due to effective monitoring and evaluation.						
8	There is minimal wastage at the ECDE centre due to proper monitoring and evaluation.						
9	I usually supervise classroom teaching and learning.						
10	The QUASO carry out supervision of teaching and learning at classroom and school levels						
11	There is a constant review on the implementation of the curriculum developed by Government by the QUASOs.						
12	I supervise all the activities at the school level						
13	I co-ordinates and supervise the teaching and learning at the school level.						
14	I monitor and supervise the feeding programme activities at the ECDE centre.						
15	The ECDE teachers supervise the feeding activities at the ECDE centre						
16	The QASOs supervise the feeding programme activities at the Centre.						
17	I assess the health records of the pupils						
18	The ECDE teachers assess the health records of learners at the Centre						
19	Enrolment of the ECDE pupils is monitored by the						

	respective ECDE teachers,						
20	The QASOs often visit the Centre to monitor and Evaluate the teaching and learning at the centre.						
21	The monitoring and evaluation of all the activities at the ECDE centre is done very regularly by the QASOs						

Make some comments about your supervision and evaluation of various activities at the ECDE centre as the head teacher

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

SECTION E: CHALLENGES

Are there any challenges facing the Implementation of ECDE in your area? Explain and give examples of the challenges.

1 …………………………………………………………………………………………..

………………………………………………………………………………………………

2………………………………………………………………………………………………

………………………………………………………………………………………………

3……………………………………………………………………………………………

………………………………………………………………………………………………

4 …………………………………………………………………………………………

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5…………………………………………………………………………………………………

…………………………………………………………………………………………

6 …………………………………………………………………………………………

THANKS FOR RESPONDING TO THIS QUESTIONNAIRE

Appendix II: Questionnaire for Non- Teaching Staff

I am a student of Moi University carrying out an academic research study for the degree of Doctor of Philosophy in Early Childhood Development and Education. I kindly request you to fill in the information requested as per instructions given. The information provided will be used for academic purposes only. No response is correct and none is wrong.

SECTION A: PERSONAL DETAILS

Please tick appropriately

1. Gender: Male [   ]   Female [   ]

2. Age: 20-30 [ ]   30-40 [   ]   40-50 [   ]   50-60 [   ]   above 60 [   ]

3. Education level   primary   [   ]

            Secondary   [   ]

            College   [   ]

            University   [   ]

4. For how long have you worked in your current station?

0-4 years [ ] 5-9 years [ ] 10- 14 years [   ]   15-19 years [ ] 20-24 years [   ]   24-29 years [   ]

5. Please indicate the work you do in this ECDE centre.

………………………………………………………………………………………

………………………………………………………………………………………

6. Have you undergone any training in your area of specialization?

Yes [   ]   No [   ]

7. If your answer in 6 above is yes, list the training you have undergone.

    i.   …………………………………………………………………………

    ii.   …………………………………………………………………………

    iii.   ………………………………………………………………………..

    iv.   …………………………………………………………………………

8. If your answer in 6 above is No, what is your opinion?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

9. How do you relate with the learners in the capacity you work in this ECDE centre?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

10. Does the ECDE centre have clean drinking water? Yes [   ]   No [   ]

11. Are there enough clean toilets?   Yes [   ]   No [   ]

12. Explain your response above

………………………………………………………………………………………………

………………………………………………………………………………………………

13. Does the ECDE centre have a kitchen? Yes [   ]   No [   ]

Give your comment on the state of the kitchen of the ECDC

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

14 What is your role as a non-teaching staff in your current work station? Explain

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

15 Who is your employer? The national government [   ] The County government [   ]

The school [   ]   Others [   ]

16 If your answer in 15 above is others, name them

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

17. How much money are you paid at your ECDE centre?   Between 5,000 and 10,000 [   ]   Between 10,000 and 15,000 [ ]   between 15,000 and 20,000 [   ] Above 20,000

18. Do you think the salary that you are paid match the services that you offer at the ECDE centre? Yes [   ]   No [ ]

Kindly explain your answer in 18 above

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

19. Are you given the housing facilities at your ECDE centre?   Explain

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

20. Does the school head teacher monitor your work on a daily basis? Yes [   ] No [   ]

21. If your answer in 20 above is No, then how often does he do it?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

22 Do the ECDE teachers in the centre that you work monitor your daily activities?

Yes [   ]   No [ ]

23. If your answer in 22 above is No, give your opinion

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

24. Do the QASOs visit your ECDE centre?   Yes [   ]   No [   ]

25. If your answer in 24 above is yes, explain

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

26. What are the areas of interest do they monitor during their visits?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

27. Are you facing any challenges in the ECDE centre that you are working?

   Yes [ ]   No [ ]

28. List the challenges encountered.

   I.   …………………………………………………………………………

   II.   …………………………………………………………………………

   III.   …………………………………………………………………………

   IV.   …………………………………………………………………………

29. What do you think are the possible solutions to these challenges mentioned in 28 above?

……………………………………………………………………………………………

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THANKS FOR RESPONDING TO THIS QUESTIONNAIRE

Appendix III: Questionnaire for Quasos

I am a student of Moi University carrying out an academic research study for the degree of Doctor of Philosophy in Early Childhood Development and Education. I kindly request you to fill in the information requested as per the instructions given. The information provided will be used for academic purposes only. No response is correct and none is wrong. Feel free to express and share your views.

SECTION A: BACKGROUND INFORMATION

1. How long have you been a Quality Assurance and standards' officer?

Less than 5 years [ ]   between 5 and 10 years [   ]   Over 10 years

2. What is your level of education?

Certificate [ ]   Diploma [   ]   Bachelors' degree [   ] Masters' degree [   ]   PhD degree [   ]

3. What roles do you play as a QUASO in ECDE?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

4. How often do you supervise the ECDCs within your area of jurisdiction?

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………………….

5. What are areas of focus in the process of supervision of ECDCs?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

6. In terms of curriculum Implementation and materials availability and use, how well are the ECDE teachers prepared?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

7 Do you always discuss the supervision report with the individual teachers and the school administration there after?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

8 What are the reactions of the individual teachers and head teachers to the supervision process?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

9. To what extent are the supervision recommendations implemented in Primary schools and ECDCs?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

10. What challenges do you face in relation to adequacy of working tools and resources for effective implementation of curriculum in the primary and ECDE centres?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

11. How can Quality Assurance and Standards Officers be assisted to offer effective school supervision services in Primary schools and ECDE centres?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

12. Apart from supervision, for what other reasons do you visit the ECDCs?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

13. What challenges do you face in the supervision and implementation of ECDE in your area of operation?

    i. …………………………………………………………………………………

    ii. …………………………………………………………………………………

    iii. …………………………………………………………………………………

    iv. …………………………………………………………………………………

    v. …………………………………………………………………………………

    vi. …………………………………………………………………………………

    vii. …………………………………………………………………………………

THANK YOU VERY MUCH FOR RESPONDING TO THIS

QUESTIONNAIRE

Appendix IV: Interview Schedule for ECDE Teacher

1. For how long have you been teaching at the ECDE Centre?

2. What is your highest level of Education?

3. Are you a trained ECDE teacher?

4. What is your highest level of training?

5. What are your views about the training of the ECDE teachers in Kenya?

6. What kind of skills did you acquire as a teacher of ECDE at your training centre?

7. Which methods of teaching are the most suitable for teaching ECDE pupils?

8. Did you undertake any management course at your college?

9. Are you allowed to manage all activities at the ECDE centre?

10. Who funds your ECDE centre and is funding appropriate?

11. Does funding of your ECDE centre have any effects on teaching and learning in your ECDE centre?

12. Who is your employer?

13. Do you enjoy harmonised terms and conditions of service as an ECDE teacher?

14. Are there enough teaching /learning facilities at your ECDE centre?

15. Are there enough teaching/learning materials?

16. Do you have a healthy facility at your ECDE centre?

17. Do you have a kitchen at your ECDE centre?

18. What are your general views about facilities and materials at your ECDE centre?

19. Is monitoring and evaluation done by qualified personnel?

20. Do you monitor and evaluate teaching at the class level?

21. Do the quality Assurance officers visit your ECDCs?

22. What areas do they supervise in the process of their visit to your ECDC?

23. Does monitoring and evaluation by the QUASOs have any impacts on the teachers' delivery?

24. What challenges do you think hamper the Implementation of ECDE in your centre?

25. What is your view about ECDE in Kenya?

Appendix V: Observation Schedule

A). PRELIMINARY INFORMATION

School code: ……………………………………………………………….

Class:………………………………………………   Date:

…………………………………………………..

Number of Children…………………………………………………………..

B). TEACHING DOCUMENTS

ITEM	Comments on application during the lesson
1. Preparation for teaching: **i) Scheme of work**	
Relevance to syllabus	
Theme and objectives clearly stated?	
Content and learning activities appropriate?	
ii) Lesson plan	
Format	
Time allocation	
Appropriateness of learning resources	
2. Lesson Presentation	
Introduction: Warm up activities	
Lesson development: free and directed activities	
Teaching methods/approaches	
Mastery and sequence of content	
Class management: Organization control and discipline	

Teacher children relationship	
Children involvement/participation	
Conclusion: Cool down activities	
3. Teaching resources	
Adequacy of resources	
Variety and utilization of resources	
Improvisation of resources	
4. Personal factors	
Attire	
Communication skills (command of language, clarity, voice projection)	
Teacher participation, involvement, innovation	
Confidence, devotion and enthusiasm	
5. Children skills acquisition: the following are examples of some of the things that can be observed	
a). Static balance on right and left foot (maximum time 40 seconds).	
i. Completes tasks,	
ii. cannot remain in one place,	
iii. must touch floor with raised foot to retain balance	
b). Dynamic balance (total time in units of 0.10 seconds taken to jump sideways with feet together over a 25X10 cm platform attached to floor) completes task, movement jerky	
c). Running forward 10 meters	
d). Completes tasks	
e). Motor control and coordination	
6. Observe general availability of the facilities at the Centre. This includes:	
i. Chairs, tables, boards shelves, cupboards (furniture)	

ii. A classroom, balls, counters among others.	
7. Observe and record the general appearance of the non-teaching staff	
a) Their dressing code	
b) Cleanliness and general health.	
c) Their rapport with learners	
8. observe and record general appearance of the ECDE teachers	
a) Teachers' mode of dressing.	
b) Their rapport with Learners	
b) Their communication skills	

Appendix VI: Document Analysis

SECTION A: PRELIMINARY INFORMATION

School code: ……………………………………………………………………

Date:…………………………………………………………………………...

Number of Children……………………………………………………………..

SECTION B: EFFICIENCY AND EFFECTIVENESS OF THE PROGRAMME

Document Statement Comments:

i.   Timetables-

      i.   Are   they   available?
      ……………………………………..

      ii.   What is the time allocation? …………………………………..

      iii.   Is   it   the   recommended
      time? ....

      iv.   Are there extra PE lesson? ………………………………….

2.   Syllabus-

      i.   Is   it   available?
      ………………………………………………….

      ii.   Is   it   used   in   the   ECDE
      centre? ....

3.   Schemes of work

     i. Are they available? ……………………………………………….

     ii. Are they prepared in line with the syllabus? ....

     iii. Are the schemes of work up to date? …………………………

     iv. Is the content adequate and appropriate? ……………………..

     v. Are resources indicated relevant? ……………………………..

     vi. Are the schemes of work endorsed? …………………………..

4. Lesson plans

     i. Are they available? ……………………………………………

     ii. Do they follow the scheme of work? …………………………...

     iii. Do they follow the required format? …………………………

5. Records of work

     i. Are they available? ………………………………………………..

     ii. Are they in line with the schemes of work? ………………………

     iii. Are they up to date? ………………………………………..

     iv. Are they checked and signed regularly? …………………….

6. Pupils progress records

     i. Are they available? ……………………………………

     ii. Are they up to date? …………………………………….

    iii.   Are they checked and signed regularly? ………………….

7. References

    i.   Are they available? ……………………………………….

    ii.   Are they adequate? ………………………………………..

8. Pupils enrolment records:

    i.   Are they available? ……………………………………………

    ii.   Are they up to date? ………………………………………….

9. Availability of pupils' health records

    i.   Immunization card …………………………………………

    ii.   Treatment cards…………………………………………

Appendix VII: Map of Bungoma County
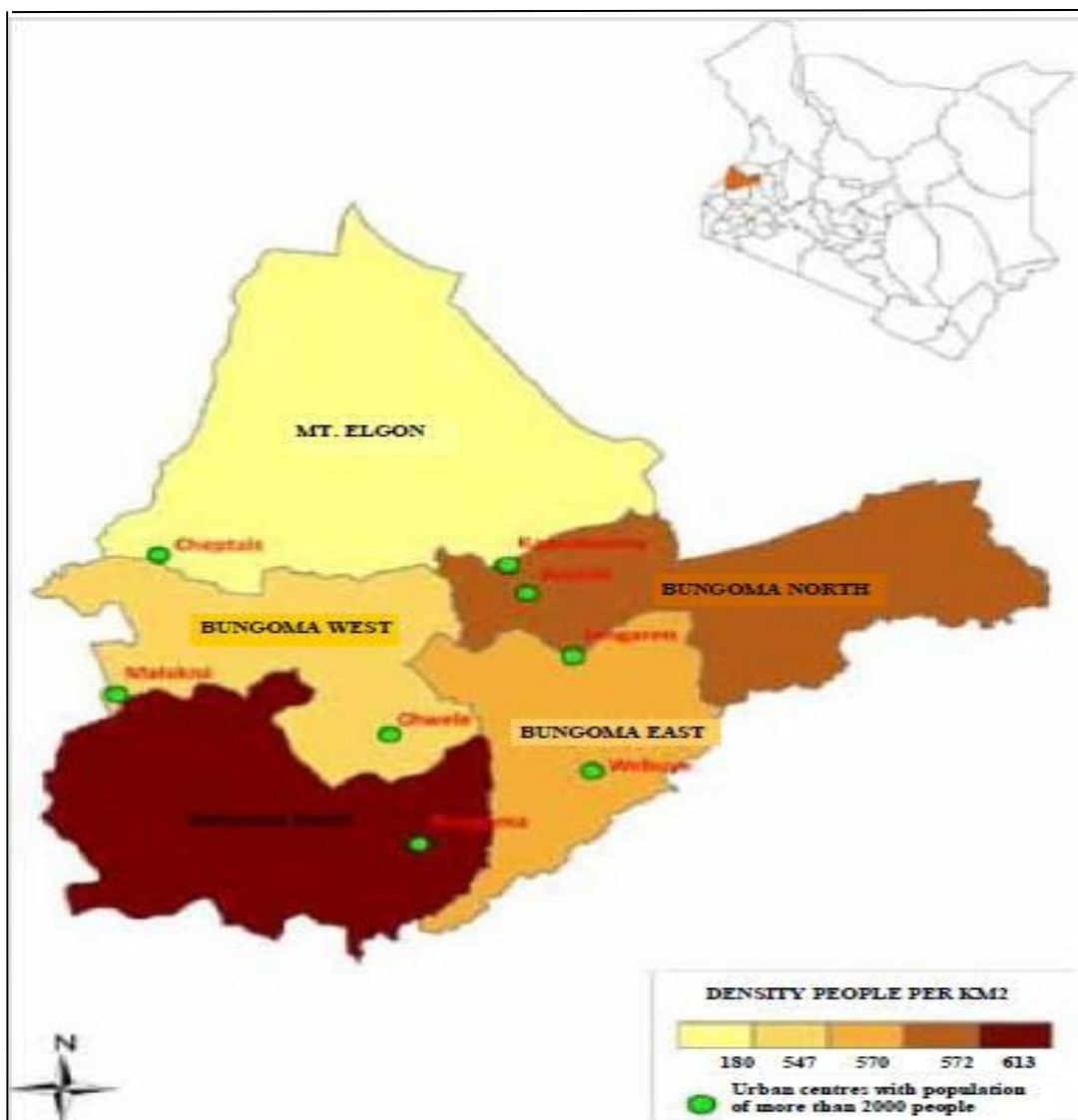
Appendix VIII: Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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when replying please quote

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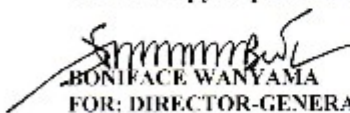
NACOSTI/P/17/24302/15604

Date

15th March, 2017

Wangila Muyoka Violet
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"An assessment of factors influencing the implementation of Early Childhood Development and education policy in Bungoma County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **15th March, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix IX: Research Permit

THIS IS TO CERTIFY THAT:
MS. WANGILA MUYOKA VIOLET
of MOI UNIVERSITY, 0-50200
bungoma,has been permitted to
conduct research in *Bungoma County*

on the topic: *AN ASSESSMENT OF FACTORS INFLUENCING THE IMPLEMENTATION OF EARLY CHILDHOOD DEVELOPMENT AND EDUCATION POLICY IN BUNGOMA COUNTY KENYA*

for the period ending:
15th March,2018

Applicant's Signature

Permit No : NACOSTI/P/17/24302/15604
Date Of Issue : 15th March,2017
Fee Recieved :Ksh 2000

Director General
National Commission for Science, Technology & Innovation