

Assessment of Community Support Grant on Early Childhood Development Education Programme in Kenya: A Case of Eldoret East District, Uasin Gishu County, Kenya

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Abstract

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

Keywords: community support grants, early childhood, education programmes, Kenya.

INTRODUCTION

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

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

The grant is supposed to be used to improve the quality of teaching, learning materials and the

learning environment in each ECDE centre. It is also used to augment ECD teachers' salaries.

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

STATEMENT OF THE PROBLEM

In Kenya, there is Free Primary education but not free ECDE education. Most parents are poor especially in

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

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

SCOPE AND LIMITATION OF THE STUDY

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

The study had limitation as there was suspicion by teachers and parents in the initial stages of the study. However, this was overcome by re-assuring them of confidentiality of information given. The researcher also established a rapport with the respondents. Responses that were unreliable and invalid were tackled by triangulating the data through interviews and observation.

Early Childhood Education Funding in Kenya

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

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

child, Kshs.9, 418 per secondary pupil student and Kshs.115, 812 per university student (Economic Survey, 2004).

With the introduction of free Primary school education in 2003, the government has been shouldering a heavier burden of financing the cost of Primary school education. At the secondary school level, the cost of education is shared between the government and parents; the government caters for teachers' salaries, provides bursaries for needy students and finances the development of curriculum and maintenance of standards. The parents pay for the upkeep of their children and general school development, which consist putting up of buildings, upgrading facilities (for example kitchens), buying furniture and vehicles, paying for maintenance of facilities and vehicles. (Kenya Policy Framework on Early Childhood Development Draft Discussion Paper (2006)-UNESCO).

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

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

At the district level in Eldoret East District where the research was carried out the total enrolment of children in the ECDE was 9046 (2010), which comprise of 4658 boys and 4388 girls.

Gross Enrolment Rate (GER)

The Gross Enrolment Rate rose from 57.6 percent in 2004 to 62.0 percent in 2008. There are significant region variations with Nairobi province registering a high ECD participation rate, 137 percent and the least recorded by North Eastern, 20.4 percent. In 2008, the gender parity index at ECD was 0.95 compared to Primary school which was 88.2 percent in 2002 to 102.6 percent in 2003, then rose further to 107.6 percent in 2008 (Ministry of Education (M.O.E) Education Facts and Figures 2002-2008).

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

MATERIALS AND METHODS

The researcher used descriptive survey design to get the information under investigation.

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

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

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

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

The study used questionnaire as the main research instrument. The research tool included both open and close ended questions. Two sets of questionnaires namely: to the heads of primary schools, and the ECD teachers refer, was administered directly. The questionnaire used was developed in a way of listing questions in order of increasing difficulty and placing sensitive questions at the end. They were used because they were easy to administer. The researcher also used observation checklist to observe the teaching and learning materials available in the ECD Centers after the CSG was received. These were based on Ministry of Education (2006, P.6-7) parameter that is classroom 8x6m, 25 children and toilet-child ratio 1:25. It was preferred as it enabled the researcher to confirm the data obtained through questionnaire and interview schedule.

It also enabled the researcher to view directly the resources available and to ascertain how they were being used in the teaching and learning in the ECDE Centres. Ogula (1998) describes observational methods as one way of obtaining information about the progress, or outcomes of an educational Programme is to observe directly selected aspects of its development and implementation as they occur. An interview schedule was also used refer to appendix 4. This was used to allow in-depth insight of the grant. According to Kothari (2004), interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Besides primary data that was obtained in the field, secondary data was used in the research. The latter was sourced from books, newspapers, journals, periodicals and other different sources.

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

The findings from research participants were compared and interpreted according to perceptions, opinions and experiences in order to make meaning. This involved categorization and quantification of data by assigning numerical values to the various

categories in order to facilitate the statistical representation of data. The coded responses were then entered into the computer using statistical Package for Social Sciences (SPSS) computer package version 17.0. Descriptive statistics specifically played an important role in the presentation and interpretation of analyzed data. For descriptive statistics, frequency tables, bar graphs, mean and percentages were used.

RESULTS AND DISCUSSIONS

The data analysis, presentation and interpretation are reported in this section. The study sought to answer the following main question: How can Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East District in Kenya be assessed?

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

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

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

Background information of the respondents

The study sought the characteristics of the respondents that would give evidence whether their responses were related to their characteristics. A total of 72 copies of the questionnaire issued to the teachers and ECD teachers were duly completed and returned and they were also interviewed. The demographic information is represented as follows;

Table 1: Distribution of Head Teachers

Sex	Head teachers		Teachers	
	F	%	f	%
Male	21	87.5	4	8.3
Female	3	12.5	44	91.7

Source: Research Data (2012)

Key: f – Frequency, % percent

The participants were requested to indicate their gender on their questionnaire. Table 1 above presents the gender of the respondents involved in the study. 87.5% of the head teacher respondents were male while 12.5% were female. This represented 21 male head teachers and 3 female head teachers respectively. Most of the head teachers are males. Of

the 48 ECD teachers, 4 of them representing 8.3% were male while 44 representing 91.7% were female. Statistics from the Education Statistical booklet (2003-2007) affirms this finding that female ECD teachers have subsequently been more than the male ECD teachers.

Table 2: Level of Education of Primary Teachers and ECD teachers

Level	Primary school teachers		ECD Teachers	
	F	%	f	%
Degree	2	8.33	0	
Diploma	4	16.67	11	22.9
Certificate	18	75.00	37	77.1

Source: Research Data (2012)

Key: f – frequency, % percent

The participants were asked to indicate their academic qualifications in the questionnaire, 8.33% head teachers were degree holders, 16.67% were diploma holders while 75% were certificate holders. This represented 2 degree holders, 4 diploma holders and 18 certificate holders respectively; 77.1% of the ECD teachers were certificate holders while 22.9% were diploma holders. This shows that all the teachers were professionally qualified and had the abilities to effectively teach and use the teaching and learning materials provided by the CSG fund.

Finding on Enrolment in ECDE Centres

The first objective of this study was to establish whether CSG funding has an effect on enrolment in the ECD Centres. To achieve this objective the head teachers were asked to give data of enrolment for their ECD Centres from the year 2007 to 2010. The result from the analysis of this data provided answers to research question 1.

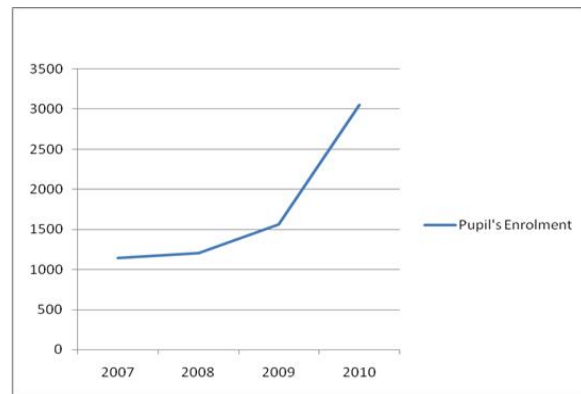


Figure 1: Pupil's enrolment in ECDE Centres between 2007-2010

Source: Research Data 2012 - Author's fieldwork findings

Since the introduction of CSG in 2007 the pupil's enrolment in the ECD Centres that receives CSG has been on the rise. From Figure 1, in 2007, there were

1142 pupils, while in 2008, the number increased by 5.25% representing 1202 pupils. Between 2009 and 2010 the increase in % was 29.78% and 95.58% representing of 1560 pupils and 3051 pupils respectively. The enrolment has led to increase in access to ECD.

Finding on CSG and quality of teaching and learning resources in ECDE Centres

Data in this section was rated on a scale of 1 to 4 representing the attributes strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. These were captured in table 3 and frequencies tabulated. The responses in this section provided answers to research question 2.

Table 3: CSG and Augmentation of Teachers' Salary

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

Source: Research Data (2012) - Author's fieldwork findings

From the responses of table 3 above, 8.3% of the head teachers who had degree qualification, 16.7% who had diploma qualification and 83.3% of the head teachers who had certificate qualification, disagreed with the fact that teachers' augmentation of salary is sufficient for the effective implementation of CSG.

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

Table 4: CSG and quality of teaching and learning resources on ECDE

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

Source: Research Data (2012) - Author's fieldwork findings

Key: SA- Strongly Agree, A – Agree, U –Undecided, D – Degree, SD – Strongly Degree

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

For the ECD teachers those with diploma 63.6% agreed, the ECD teachers with certificate their responses were as follow 43.24% agreed, 8.1% were undecided and 48.65% disagreed. From the findings the teachers seem to be the opinion that the funding of CSG is adequate while the Head teachers

disagreed. Data has revealed that there is lack of immediate funding has CSG is donor money and has many conditions (Ministry of Education, 2008) CSG report. This funding report of Ministry of Education corresponds to what Otieno and Colclough (2005) in their paper *Financing of Education in Kenya* found that there has been a difficult relationship with the aid community for more than a decade. This is a clear pattern of increased external support for Kenya for the education sector

In order to find out if teaching is hampered by limited resources, among the Head teachers 87.5% agreed while 12.5% disagreed. For the teachers response 79.17% agreed, while 18.75% disagreed and 2.08% were undecided. The Dakar Framework of Action

and the 3rd African ECDE conference emphasized the need to focus on quality in ECD. This cannot be achieved with limited resources. This is where the CSG comes in as it tries to improve the quality of teaching and learning environment in the ECD Centres.

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

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

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

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

Table 5: Observation checklist

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

Source: Research Data (2012)

The observation checklist was answering research question number two (table 5 -10). The researcher noted that the teaching and learning facilities in 14 of the 24 ECD Centres that were observed were fairly adequate with an adequacy index of 59.58% after CSG funds were disbursed.10 of the observed ECD Centres observed had gross inadequate teaching and

learning facilities with an inadequacy of 20.24%.The overall quality of teaching and learning facilities of the 24 Centres observed after CSG can be concluded to be fair because of the 59.58% adequacy index. This part aimed to provide “other” choice, where the participants could write in a response that we may not have anticipated (Fraenkel & Wallen 2000).

Table 6: CSG and Achievement of its Objective (n = 72)

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

Source: Research Data (2013) - Author’s field

FINDINGS

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

Table 7: Other Areas to be Included in CSG Training Programme (n = 72)

Areas of concern	Frequency	Percent
Roles of committees to be elaborated	7	9.7
Financial management	25	34.7
In-service/seminar	7	9.7
Monitoring	5	6.9
Sensitization	28	38.9

Source: Research Data (2012) - Author's field

From the responses obtained 38.9% of the respondent wanted sensitization to be included as part of training on CSG, whole 34.7% of the respondent wanted financial management to be part of the training. 9.7% of the respondent wanted roles of committee and in-services/seminars and roles of committees to be included. 6.9% of the respondents were for monitoring of CSG to be included as part of the training. Financial management is very important for the head-teachers has observed in Community Support Grant Monitoring Report June 2008.M.O.E. In-service for ECD teachers is important this concurs with Howes and Ritchie (1998) that ECD teachers need to undergo in-service training in order to get equipped with skills required to cope with the demands of the young children.

Table 8: Quality of teaching and learning as a result of CSG funding

Quality factor	Frequency	Percent
Increase in the number of children	14	19.4
Smooth transition	1	1.4
Adequate teaching and learning materials	34	47.2
Conducive environment for learning	10	13.9
Child centered	2	2.8
Absenteeism reduced	5	6.9
Motivating/ interesting	6	8.3
Total	72	100.00

Source: Research Data (2012) - Author's field work findings

47.2% of the respondents felt that CSG has led to adequate teaching and learning materials, 19.4% of

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

From the results CSG has tremendously improve the quality of teaching and learning in the ECDE Centres. A report by Kigotho, Standard, January, 1, 2011 value of education lies in its quality. Kenya's education system may be off the mark in quality, but there are concerns that improved access to schools ushered by introduction of the Free Primary Education (F.P.E) has not been accompanied by enhanced quality. The emerging scenario is that Kenya's education system is becoming deeply rooted in inequalities linked to wealth, gender and location.

Table 9: Other areas to be included in CSG funding (n = 72)

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

Source: Research Data (2012) - Author's field

From the responses of both the Head-teachers and ECD teachers 26.4% of the teachers argued that the feeding programmes and payment of full salary for teachers should be included in CSG eligible item. According to the ministry of Education, the aim of integration is to create a reception classes for the 4-5 year olds for enhanced school readiness preparation, increase transition from ECDE Centres to primary schools, improve learning environment and enhance their participation in primary education (Cheboi, 2010). Twenty point eight percent (20.8%) of the respondent wanted funds to be increased to cater for construction of new classrooms.9.7% want professional development for teachers to be included, 5.6% were of the opinion that fund be put aside for fees for poor children.4.2% want teacher/learners motivation and installation of water facilities.2.8% advocate for transport to be included.

Table 10: Challenges of CSG (n = 72)

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

Source: Research Data (2012) - Author's field

The teachers involved in the study 37.5% were of the opinion that lack of cooperation and commitment from parents was the biggest challenge, 29.2% felt inadequate funding is another challenge, while 16.7% were of the opinion that parents not paying fees is another challenge. 5.6% argued that lack of transparency, 2.8% see the challenge in bureaucracy, absenteeism and high enrollment. 1.4% felt feeder schools not benefitting from CSG and diverse needs that is many and varied problems not included in the areas to receive CSG funding are other challenges. According to a report by Samuel Siringi in Nation Thursday, October 7, 2010.... Answering questions, Education secretary Prof. George Godia said the government would set up a committee to review the amount of money allocated to children under the free learning programme.

Table 11: Suggested Solutions to CSG Challenges (n = 72)

Solution	Frequency	Percent
Sensitization	3	4.2
Empowering teachers	4	5.6
Employment of ECDE teachers	5	6.9
Free ECD education	6	8.3
Increase CSG amount	7	9.7
Transparency in handling CSG funds	8	11.1
Funding feeder ECD centres	9	12.5

Source: Research Data (2012) - Author's field

5.9% felt that one way of solving the challenges is to sensitize the community on CSG, 19.4% felt that the CSG amount was little and that there was need to increase it. 6.9% were of the opinion that the Government should employ ECDE teachers. Preschool teachers are not hired through the Kenyan government, are primary school teachers, although their training is facilitated by the DICECE (District Centers of Early Childhood Education), which are government- supported centre, Kabiru et al, (2003).

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

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

The study was based on assessment of community support grant on Early Childhood Development Education (ECDE) Programme in Kenya in Eldoret East district. The main purpose of this study was to assess the Community Support Grant (CSG) on Early Childhood Development Education (ECDE) in Eldoret East District in Uasin Gishu County in Kenya. While the specific objectives were to;

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

The study noted that in relation to objective one, since the introduction of the CSG funding in 2007 the pupils' enrolment increased. In 2007 there were 1142 pupils while in 2008 the number increased by 5.25% and between 2009 and 2010 the increase was 29.78% and 95.58% representing 1560 and 3051 pupils.

On objective two, the quality of teaching and learning resources in ECDE Centres have improved with classrooms being rehabilitated, more teaching and learning materials were bought and the environment became conducive for learning.

On objective three, the CSG funding was found to be inadequate for the purchase of teaching and learning resources in the ECDE Centers. Therefore, this hampered teaching in the ECDE Centres.

On objective four, the challenges of implementing ECDE were found to be many. Some of the challenges were; lack of transparency by the head teachers and inadequate cooperation from parents.

CONCLUSION

The following conclusions were made based on the findings of the study:-

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

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

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

RECOMMENDATIONS

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

- a) To sensitize the community on CSG so has not to mistake it with FPE. The community should also be educated on the importance of ECD education so that the parents can take their children to these Centres
- b) There is need to increase the per pupil grant and more funds are needed to complete physical facilities, buy more teaching and learning materials and augment teachers salary.
- c) There is need for the community together with the MOE to construct more ECD Centres. There is also the need for ECD Centres to be administered by teachers qualified in ECD so as to implement the curriculum of ECDE effectively.
- d) There is need for the ECDE administrators to be trained on managing ECD funds. This will lead to proper management of the funds and accountability as per financial regulations contained in the Community Support Grant Management Handbook 2007.
- e) There is need to build on existing enrolment levels through increased CSG funds.
- f) There is need for the Government to employ ECD teachers for them to be effective and motivated.

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