

**EVALUATION OF UTILIZATION OF COMMUNITY SUPPORT GRANTS FOR
EARLY CHILDHOOD DEVELOPMENT CENTRES
IN SIAYA SUB COUNTY, KENYA**

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This report is dedicated to my late mother, Benedeta Akello, my wife Susan Otieno and my children; Fabian, Linda, Hillary, Jane and Nicole whose constant prayers and support enabled me to keep my focus all through.

ABSTRACT

In order to support the Early Childhood education subsector, the Kenya government initiated Community Support Grant (CSG) in 2006 to enhance access, equity and quality services. However, a ministry of education monitoring report in 2009 showed that in three centres out of four, there was both misappropriation and mismanagement of CSG, the enrolment at the four centres was only at 16% instead of the expected 60% and the teachers earned less than Kshs.2000 instead of the expected minimum of Kshs.4000 in Siaya Sub County. The report only covered four centres out of 35 centres. The purpose of this study therefore, was to evaluate the utilisation of CSG for ECDE centres in Siaya Sub County. The study had the following objectives to; establish the level of utilization of CSG, determine the access rates in ECDE centres, determine the availability and type of learning resources. The study was conceptualised on the Stufflebeam Framework whereby the independent variable was CSG while the dependant variables were access and quality services. The study was conducted through a descriptive survey. The target population was 35 head teachers, 35 ECDE teachers, 35 chairpersons of schools, four DICECE officers and one District Education Officer. Saturated sampling technique was used to select the sample of 31 headteachers,31 ECD teachers, 31chairpersons four DICECE officers and one District Education officer. Data was collected using questionnaires, interview schedules, document analysis and observation checklists. Face validity of the instruments was established by presenting them to experts in the Department of Educational Management and Foundations for verification. Reliability of instruments was established by a test re-test pilot study on 4 schools (10% of the study population) which was excluded in the actual study. A reliability index of 0.84, 0.79 and 0.86 for questionnaire for education officials, head teachers and ECD teachers was accepted. Qualitative data was recorded and organized thematically. Quantitative data was analysed using descriptive statistics in form of percentages, mean and frequencies and presented in the form of tables and graphs. The study found out that 35.3 % of the total funds disbursed to the centres were not properly utilized according to the improvement plan prepared by the management committees. It also found out that, there was 22.3% improvement in enrolment which was way below the 60% target. Teaching and learning resources improved as reported by 28 centres out of 31. It recommended that the National government should disburse the funds regularly and monitor the use of the same to avert the loss. It also recommended that the National government and communities work in partnership to invest in infrastructure development of classrooms, sanitary facilities, play and learning equipment. This study is significant to the Government in formulation of ECDE financing policies in Kenya.

TABLE OF CONTENTS

Contents	Page
Title.....	i
Declaration.....	ii
Acknowledgement.....	iii
Dedication.....	iv
Abstract.....	v
Table of Content.....	vi
Abbreviation and Acronyms.....	x
List of Tables.....	xi
List of Figures.....	xii
List of Appendices.....	xiii
CHAPTER ONE : INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the study.....	7
1.4 Objectives of the Study.....	7
1.5 Research Questions.....	7
1.6 Significance of the Study.....	8
1.7 Conceptual Framework.....	8
1.8 Limitations of the Study.....	10
1.9 Delimitation of the Study.....	10
1.10 Assumption of the Study.....	11
1.11 Operational Definitions of Terms.....	11

CHAPTER TWO : LITERATURE REVIEW	14
2.1 Introduction.....	14
2.2 Utilization ECDE Funds	14
2.3 Access to Early Childhood Education	17
2.4 Human and Learning Resources	21
2.4.1 Human Resource.....	21
2.4.2 Teaching and Learning Materials	23
CHAPTER THREE : RESEARCH METHODOLOGY	25
3.1 Introduction.....	25
3.2 Research Design.....	25
3.3 Study Area	25
3.4 Study Population.....	26
3.5 Sample Size.....	26
3.6 Sampling Techniques.....	26
3.7. Instrumentation	27
3.7.1 Educational Officials Questionnaire	27
3.7.2. Head Teachers Questionnaire	27
3.7.3 Teachers Questionnaire.....	27
3.7.4 Interview Schedule.....	28
3.7.5 Document Analysis Guide	28
3.7.6 Observation Checklist.....	28
3. 8 Validity	28
3.9 Reliability.....	29
3.10 Data Collection Procedures.....	29

3.11 Data Analysis	30
3.12 Ethical Considerations	31
CHAPTER FOUR : RESULTS AND DISCUSSIONS.....	32
4.1 Introduction.....	32
4.2 Demographic Characteristics of Respondents	32
4.2.1 Sex of the Respondents	33
4.2.2 Professional Qualification of ECD teachers	34
4.2.3 Professional Qualification of Head teachers.....	34
4.2.4 Duration of Stay.....	35
4.3: Utilization of Community Support Grants towards ECDE Centre.....	36
4.3.1: Amount Disbursed to Schools	37
4.3.2: Provision Used on Eligible Items	37
4.3.2.1: Utilization on Teaching and Learning Materials	38
4.3.2.2: Utilization on Teacher Payment	39
4.3.2.3: Utilization on Construction of Classrooms.....	40
4.3.2.4: Utilization on Construction of Toilets	41
4.3.2.5: Utilization on Repair of Classrooms.....	42
4.3.2.6: Utilization on Repair of Toilets	43
4.3.2.7: Utilization on Purchase of Play Materials	44
4.3.2.8: Utilization on Purchase of Furniture.....	45
4.4 Access Rates in Early Childhood.....	49
4.4.1 Enrolment Trends in ECD Centres	49
4.4.2 Contribution of CSG on Enrolment	50
4.4.3 Dropout Rates in ECDE.....	50
4.5: Availability and Type of Learning Resources	54

4.5.1: Teacher’s Salary	54
4.5.2.1: Teaching and Learning Materials	56
4.5.2.2: Teaching and Learning Facilities: Current Situation	57
4.5.3 Learning Conditions in ECD Centres	57
4.5.4 State of Infrastructure	58
4.5.5 Improvement of CSG Implementation.....	62
CHAPTER FIVE ; SUMMARY OF FINDINGS,CONCLUSION AND RECOMMENDATION	64
5.1 Introduction.....	64
5.2 Summary of Research Findings	64
5.2.1 The Level of Utilization of Community Support Grants toward ECDE. Centres	64
5.2.2 The Access Rates in ECD after the Introduction of CSG.....	65
5.2.3 Availability and Type of Learning Resources after the Introduction of CSG	65
5.3 Conclusions.....	66
5.4 Recommendations.....	67
5.5 Suggestions for Further Study	68
REFERENCES.....	69
APPENDICES	75

ABBREVIATION AND ACRONYMS

AEO	Area Education Officer
CIPP	Context Input Process Product
CSG	Community Support Grant
DEO	District Education Officer
DICECE	District Centre for early Childhood Education
DQASO	District Quality Assurance Officer
ECCE	Early Childhood, Care and Education
ECDE	Early Childhood Development Education
EFA	Education for All
FPE	Free Primary Education
FY	Financial Year
GER	Gross Enrolment Ratio
GNP	Gross National Product
KIE	Kenya Institute of Education
MOE	Ministry of Education
TAC	Teachers Advisory Centres
TSC	Teachers Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization
UPE	Universal Primary Education

LIST OF TABLES

Tables	Pages
2.1 Disbursement of CSG in Siaya Sub County	16
4.1: Professional Qualification of ECD Teachers	34
4.2: Professional Qualification of Head Teachers	35
4.3: Committee Chairperson Opinion on the Contribution of CSG to Enrolment.....	50
4.4: Amount of Monthly Pay for Teachers	54
4.5: Teaching and Learning Facilities before the Introduction of CSG:	56
4.6: Current Teaching and Learning Facilities: Head Teachers' Views	57
4.7: Conditions under which Children Learn in the ECD Centres:	58
4.8: State of Infrastructure as Observed by the Researcher	59
4.9: Improvement of the Management of CSG in Schools	63

LIST OF FIGURES

Figure	Page
1.1: Conceptual Framework showing Community Support Grant evaluation.....	9
4.1: Sex of Respondents.....	33
4.2: Duration of Stay in Current Station by Respondents.....	36
4.3: Trends of the Total Amount of CSG Received.....	37
4.4: Utilization on Teaching and Learning Materials	38
4.5: Utilization on Teacher Payment	39
4.6: Utilization on Classroom Construction.....	40
4.7: Utilization on Toilet Construction	41
4.8: Utilization on Classroom Repair.....	42
4.9: Utilization on Repair of Toilets	43
4.10: Utilization on Purchase of Play Material	44
4.11: Utilization on Purchase of Furniture.....	45
4.12: Trends in Enrolment in ECDE Centers.....	49
4.13: Dropout Rate in ECDE Centres	51
4.14: Number of Educational Posters and Charts as Observed by Researcher.....	59

LIST OF APPENDICES

Appendix	Page
A:Questionnaire For Education Officials (DICECE Officers And Sub County Education Officers	75
B:Questionnaire for Head Teachers.....	77
C:Questionnaire for the ECDE Teachers	80
D:Interview Schedule for CSG Committee Chairperson.....	84
E:Observation Checklist	85
F:Document Analysis Guide.....	86
G:Formulae	87
H:Map Of Siaya	88
I:Authorization Letter	89

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In order to address the challenges facing education in Kenya, the Government of Kenya developed the Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research to enhance access, equity and quality education at all levels. To operationalize the Sessional Paper No.1, the Government together with other development partners developed the Kenya Education Sector Support Programme (KESSP) for 2005-2010. KESSP had 23 investment programmes which covered the entire education sector from early childhood education to university. For the Early childhood sub sector which formed one of the investment programmes, one of the goals was to improve access from 35% to 60% by 2010 (Republic of Kenya, 2005b).

The overall goal of the ECDE investment programme was to enhance access, equity and quality of education 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. By 2007, access to ECDE services was low at 35%. The national target was to raise access to ECDE services to 60% by 2010. The Ministry of Education had to ensure that all children aged 4 to 5 years, especially girls and children living in difficult circumstances have access to quality ECDE services (Republic of Kenya, 2006a).

One of the strategies the government employed to address the issue of low funding, low access to ECD services, low teacher pay and inadequate teaching and learning materials was the provision of Community Support Grants (CSG) to selected ECD centres across the

country. Community Support Grants programme was introduced in the financial year 2006-2007. The grants were supposed to be spent on the designated expenditure items which included purchase of teaching and learning materials, construction or repair of classrooms; construction or repair of toilets; purchase or repair of classroom furniture and augmentation of ECDE teachers' salaries (Republic of Kenya, 2007).

The Community Support Grant was in line with the Sessional Paper no. 1 of 2005 in which the government outlined among others the following policy for the ECDE sub sector: Intensify capacity building and resource mobilization with a view to empowering stakeholders to manage their ECDE facilities efficiently. The strategy to address this policy was to design a programme to build community capacities for the development and equipment of ECDE centres in partnership with stakeholders. To achieve the overall goal of the programme, Community Support Grant was proposed as one of ECDE investments under KESSP (Republic of Kenya, 2005a).

Community Support Grant was to be paid by the MOE directly to a special bank account established by each ECDE centre. Before funds were sent to the ECDE centre, the ECDE management committee had to prepare an ECDE centre improvement plan which explained how the centre would use the CSG to increase the enrolment and improve the quality of education of children aged 4 to 5 years. The ECDE centre Improvement Plans were formally presented and approved at a special meeting of parents and community members before a centre could receive CSG from the MOE. The ECDE management committee members were trained on how to develop a quality centre improvement plan and how to successfully manage their Community Support Grant (Republic of Kenya, 2007).

The Community Support Grant programme was managed in three levels. The head office, whose key responsibility was - National coordination of the Community Support Grants programme, provide support and advice to districts and national programme, planning, monitoring, evaluation and reporting. The District Education Office's responsibility was to support and advice all ECDE centres in the district selected to receive Community Support Grants, train the ECDE management committee and programme monitoring and reporting to District Education Boards and the MOE head office. The community (management committee) would produce an ECDE centre improvement plan, consult members of community, implement the ECDE centre plan, manage the CSG, monitor the use of the funds and report to the District Education Officer (Republic of Kenya, 2007).

The CSG was calculated using per pupil grant. This was to encourage ECDE centres to increase their enrolment. At the end of each year the ECDE management committee was required to report the total number of the children enrolled in the centre to the District Education Officer. The ECDE management committee was required to maintain or increase this enrolment level over the following year. The District Education Board had the authority to discontinue a grant if an ECDE centre failed to deliver quality education services (Republic of Kenya, 2007).

However, even with the introduction of Community Support Grant there has been a major challenge on educational financing in Kenya. The increased public demand for education and training has stretched the Government budget and therefore the care and education of young children has continued to lag behind. High-quality early childhood education is too vital to be brushed aside as services expenditure for only a few families or as too expensive to consider in tight budgetary times. Investments in quality child care and early childhood education do

more than pay significant returns to children who are our future citizens. Reserves economists, in economics studies in dozens of states and counties, and in longitudinal studies spanning 40 years demonstrate that the return on public investment in high quality childhood education is substantial (Barnett&Masse,2007).

Despite abundant scientific evidence, the Kenya Government has failed to give adequate consideration to returns on investment on ECD when allocating educational resources leading to low funding, low enrolment, poor terms and conditions of work of the ECD teachers and inadequate physical facilities. For this reason, enrolment of children in pre-primary varied greatly in various communities and the worst hit were ASAL areas, urban slums and pockets of poverty where parents and communities had limited capacity and motivation to invest in their young ones development and education. In 2010 the enrolment was estimated at 1,691,093 (876,163 boys and 814,930 girls.) which translated to a Gross Enrolment Rate (GER) of 59.3 %. The situation of access to ECD services in Siaya Sub- County in 2010 stood at 49% which translated to 6062 ECD children (Ministry of Education,2010).

In Kenya the number of trained ECD teachers in 2009 stood at 54,177 with females constituting 90.2%. The number of untrained ECD teachers increased marginally in 2006 from 21,928 to 22,147 in 2007. A report by Abagi (2008) stated that teacher's remuneration was poor for the majority of teachers. The salary ranged from KShs 5,001 to 18,000 per month based on urban rural divide and also depended on who paid the salaries. The teachers who taught in rural and slum based public and communities ECD centres got a salary that ranged from KSh 3,500 to Ksh5, 001 per month. In Siaya Sub -County the teachers 'salaries

were as low as Ksh 2000 and also irregular as reported during the monitoring of CSG (MOE, 2009a).

The ECDE classrooms and physical environment in general contributes to conducive learning for ECD children. However a study by Abagi (2008) found out that most of the ECDE centres, public and community ones in particular did not meet the National Early Childhood Development Service Standards and Guidelines. Sanitary facilities for ECDE children were generally in poor state. This state of affairs was confirmed by Handa (2007) on the general learning conditions in Siaya Sub County.

However, in 2009 the Ministry of Education conducted a survey on the implementation of Community Support Grants throughout the country and found out that in three centres out of the four centres monitored in Siaya Sub County had not utilized the funds for the purpose it was intended. In two of the centres, there were no crucial financial records or the inventories. Apart from that, there was 16% increase in enrolment which was below the target of 60%. The survey relied on only four centres out of thirty five which initially received the grant. This sample was therefore too small to be representative enough. Equally the monitoring exercise only took one day and therefore the monitors relied wholly on the information received from either head teachers or the ECD teachers and could not counter check the information with the school management committee and education office. In one of the four centres the head teacher had been transferred and the one who was found was totally unable to avail the Community Support Grant documents. The implementation of community support grant also faced a number of challenges as indicated by the report (Ministry of Education, 2009a).

It is upon this background that the researcher was motivated to conduct a study on the rest of the centres to determine the level of the utilization of Community Support Grant.

1.2 Statement of the Problem

Financing of Early Childhood Education has been largely left to the community whose resources are overstretched. According to statistics available at the Sub- County Education Office Siaya, there are 135 public ECD centres out of which five centres were supported by the defunct Local Authority, 35 received Community Support Grant and the rest supported by the communities. This scenario, therefore, points to the fact that community supported Early Childhood Development Education (ECDE) centres face inherent financial instability, poor quality of the services and low enrolment at the centres.

In the event that prudent financial management of Community Support Grant is not addressed in the Sub County, there are high chances that intellectual, emotional, social and physical development of the ECDE children will be jeopardized. In particular, studies have shown that children who participate in high quality ECDE programs tend to have higher scores on achievement tests, have greater language abilities, have less grade repetition, and have less need for special education and other remedial coursework. They also have higher high school graduation rates, and higher levels of schooling attainment, all of which will be foregone accomplishments.

However, in 2006 the government initiative of introducing Community Support Grant to cushion the communities so as to provide quality services for the ECDE children was met with challenges as three out of four centres monitored did not utilize funds well. This means that services in the ECDE centres even for the few which have been supported have been compromised. Therefore the strategies that the government employed to address the foregoing issue of low funding, low access to ECD services, low teacher pay and inadequate teaching and learning materials through the provision of CSG are not likely to be met.

Furthermore, a comprehensive study has not been done on the utilization of Community Support Grant.

1.3 Purpose of the Study

The purpose of this study was to evaluate the utilization of community support grant for ECD centres in Siaya Sub County.

1.4 Objectives of the Study

The objectives of the study were to:-

- i. Establish level of the utilization of Community Support Grants toward ECDE. Centres across eligible expenditure items in Siaya Sub County.
- ii. Determine the access rates in early childhood centres after the introduction of Community Support Grant in Siaya Sub County.
- iii. Determine the availability and type of learning resources after the introduction of Community Support Grants in Siaya Sub County.

1.5 Research Questions

This study was guided by the following research questions:

- i. What is the level of utilization of Community Support Grants toward ECDE centres across eligible expenditure items in Siaya Sub County?
- ii. What is the access rate in early childhood centres after the introduction of Community Support Grant in Siaya Sub County?
- iii. What is the availability and type of learning resources after the introduction of Community Support Grant in Siaya Sub County?

1.6 Significance of the Study

The findings of the proposed study would have both theoretical and practical implication for the future of financing early childhood education in the country. Specifically the following were the significance of the study,

- i. It was expected that this study would be useful to the ECDE parents, community members and the development partners. It would help them understand what Community Support Grants are and how the grants should be used. The DEO Siaya and entire DICECE office of Siaya would find this study useful particularly on actual benefits of the grants on access, and quality of ECDE.
- ii. The study would be of immediate benefit to education planners and economists in Siaya County in formulating of ECDE financing policies to enhance the provision of ECDE services.
- iii. It would lead to the improvement of strategies for the implementation of community support grants to ECDE Centres by identifying the strengths and constraints in the implementation process.
- iv. The study would be expected to contribute to the advancement of knowledge on the financing of early childhood education in Kenya.
- v. The study would offer suggestions for further research on financing of Early Childhood Education.

1.7 Conceptual Framework

The study was guided by Management - Oriented Evaluation Approach with specific reference to the Context, Input, Process and Products (CIPP). The CIPP evaluation Framework was propounded by Stufflebeam in 1969. It is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions and systems. This

checklist, patterned after the CIPP, is focused on program evaluations, particularly those aimed at effecting long-term and sustainable improvements (Stufflebeam, 2001).

In this study the frame work demonstrates the interplay of various variables in the ECD subsector in the provision of quality services as shown in Figure.1.The independent variable is the Community Support Grant financing the variables eligible expenditure items which included teacher pay, purchase of teaching and learning materials, construction and repair of classrooms and toilets, purchase and repair of furniture. The dependent variable is the quality services and increased enrolment which depends on many intervening variables among which are the implementation process by the various

Stakeholders, headteachers, ECD committee chairman and ECD teachers.

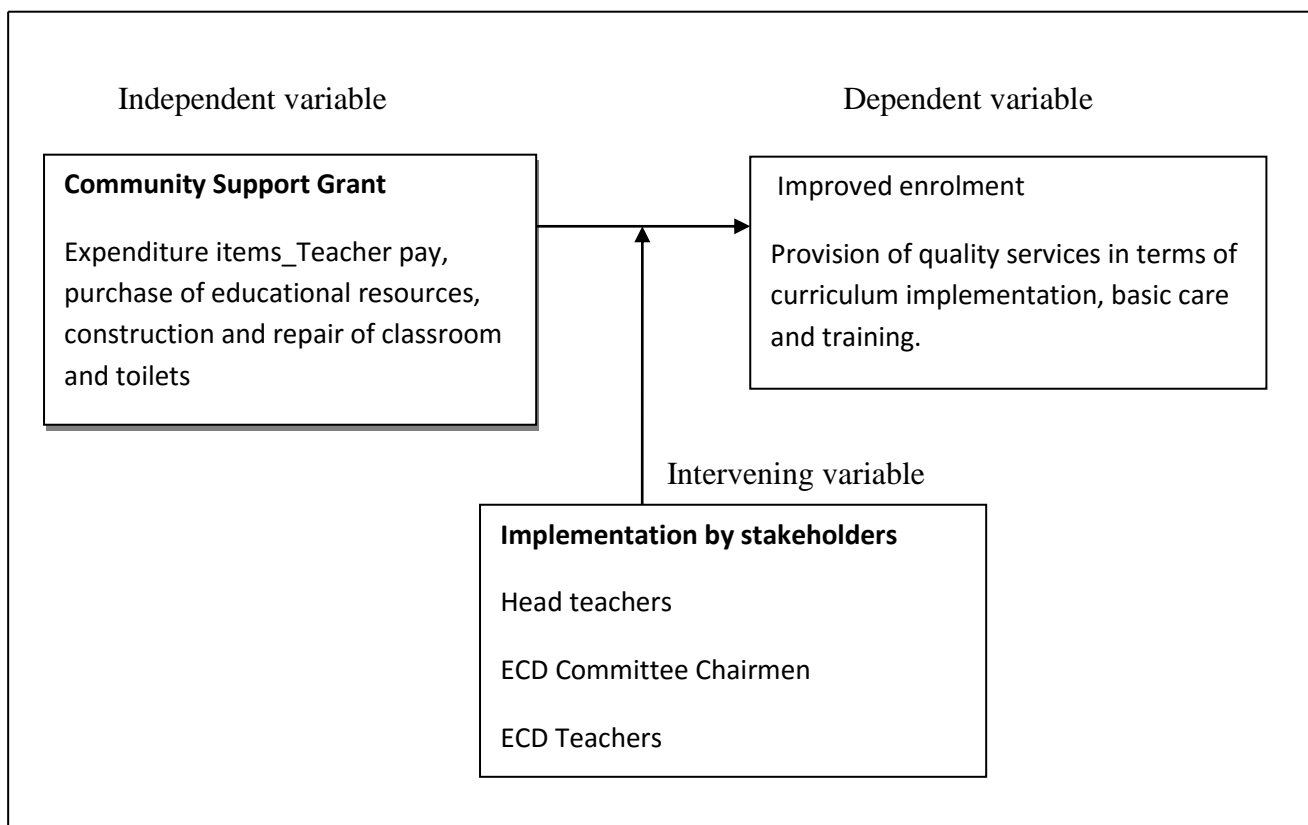


Figure. 1.1: Conceptual Framework showing Community Support Grant evaluation.

(Adapted from Stufflebeam, 2001)

1.8 Limitations of the Study

- i. One of the limitations to this study was lack of adequate literature and data on Community support grant implementation. This is particularly because few studies were found in reference to this study in Kenya. Available data focused on implementation of free primary education (FPE) and Free Secondary Tuition with scanty information on community support grant.
- ii. The use of questionnaire to the head teachers and ECD teachers posed a challenge as different respondents gave different amount of disbursed funds to schools.

To overcome this, the researcher used triangulation by collecting data from ECD teachers, Sub County Education Officer and DICECE Officers to see whether they would corroborate information given by head teachers and ECD teachers. In cases where there was variance in actual utilization, document analysis was used to capture that crucial financial information.

1.9 Delimitation of the Study

The following were the delimitations of the study

- i. The study was confined to ECDE public schools which were the direct beneficiary of the community support grant, in Siaya Sub County. The private institutions, faith based institutions; local government schools which did not enjoy community support grant from the central government were excluded.
- ii. This study confined itself to Community Support Grant as the fund provided by the government to improve ECDE services as the researcher was aware of other support from the government like Constituency Development Fund, Free Primary Education Fund and other support from Non -Governmental Organizations.

- iii. The study investigated the various administrative records namely attendance registers and financial records like receipt books, payment voucher and bank statements to determine the amount of contribution by the central government, other donors and communities.

1.10 Assumption of the Study

This study was based on the following assumptions:

- i. The respondents were truthful and gave reliable responses free of external influences. This was because the respondents had been assured of anonymity and confidentiality and that they could withdraw from the study at any time and with no ramifications.
- ii. That the head teachers, ECDE teachers and committee officials were aware of the policy guiding CSG and its requirements. This was due to the fact that there were adequate CSG manuals on the managing of CSG.
- iii. That the ECDE teachers and primary school teachers participating in the research were trained professionals.

1.11 Operational Definitions of Terms

The following are the operational terms used in this study;

Access	Educational opportunity granted by way of enrolment of a child
Caregivers	People who give care and protection to children
Cognitive development	All use of psychological activities involved in the acquisition, processing, organizations and use of knowledge.

Community Support Grant	The government initiative to augment the management of ECDE centre financially. The support is used by the schools to improve on teaching and learning materials, augment teachers' salary, and improve on physical facilities.
Early Childhood Development	Refer to the area of discipline that concerns the care, development and learning of young children of ages 3+ - 5+ years.
Early Childhood Development Centre	Refers to various early childhood services provided under the framework of ECDE, including pre unit and play group.
Early Childhood Services	Refers to all types of formal, non-formal and informal early childhood care and Education services catering for children from 3+ to 5+ years old.
Evaluation	It is a systematic determination of a subject merit, worth and significance using a criteria governed by a set of standards. In this study evaluation refers to assessment of the worthwhile, effectiveness and efficiency in the utilization of Community Support Grants in achieving the set goals. This evaluation was done based on the improvement plan prepared by the management committee.
Improvement plan	This is a detailed budget specifying the amount to be spent on each eligible expenditure item prepared by the management committee based on the number of pupils.
Misappropriation	Intentional, illegal use of the funds for one's own use or other unauthorized purpose. In this study, this term was used to show that the implementers withdrew the funds and either intentionally used for their own gains or channeled to activities which were not stipulated in the

improvement plan.

Mismanagement

Failure to account for resources under your disposal. In this study, this term was used to show how the implementers literally could not account for the funds given to them to improve access and the quality of learning in the ECD centres.

Pre-Unit class

Refers to the senior level of ECDE catering for 5+ - years.

Quality services

Refers to the degree of excellence in provision of the ECDE services which included basic literacy and numeracy, care basic and training.

Quality Teaching

Refers to the use of the right curriculum, use of the right methodology, use of adequate and relevant learning resources that enables the children to acquire holistic development.

Utilization

Refers to evaluating CSG in terms of level of use, level of access, availability and learning resources.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter highlighted critical issues raised by various scholars and organizations on ECD financing, enrolment and the availability and type of teaching and learning resources on community support grant implementation.

2.2 Utilization of ECDE Funds

The provision of widely spread education and training opportunities has been a long-standing objective of the Government of Kenya (GoK). Since Independence, the Government has sought to address the challenges facing the education sector through a range of policy initiatives, often with mixed results. Nevertheless, a major focus has been the attainment of Universal Primary Education (UPE) and the key concerns of achieving greater access, participation, equity, quality and relevance (Otieno & Colclough, 2008).

The ECD sub-sector in the past has received only a small proportion of overall funding from the Ministry of Education. In the 1980s it received less than 0.1%, even though the ministry had taken over responsibility for the ECD centres. However, government spending on the ECD began to increase in the 1990s and more particularly during the World Bank Project (1996/97 – 2003/04). It was between 0.5% and 0.8% of the overall education budget (UNESCO/UNDP, 2006). Between 1997 and 2002, the World Bank supported five components in ECD that was: Improved Teacher Performance, Community Support Grant, Health and Nutrition, Transition and HIV/AIDS in selected district. This increased funding for ECD subsector (UNESCO/UNDP, 2006).

Kenya's public spending on education has continued to rise over the years, particularly since the introduction of the free primary education in 2003. The sector's total expenditure increased from Kshs.92.6 billion in 2005/6 to Kshs.160 billion in 2009/10. On average, the education sector accounted for 28 percent of the aggregate public expenditure in 2005/6 and 26 percent in 2009/10. The country's education expenditure as percentage of GDP remained fairly constant ranging from 6.1% in 2005/6 to 6.2 % in 2009/10. The primary education sub-sector received the highest percentage allocation of public education spending; 54% in 2005/06 and 47% in 2009/10. In 2009/10 secondary education, technical and university education sub-sectors received 27%, 4.5% and 11% of total education spending, respectively. The high allocation to primary education is consistent with the MDGs and EFA goals of attaining 100% NER and completion rate by 2015 (Ouru, 2011).

In Kenya, one of the strategies the government employed to increase funding and achieve quality education in ECDE centres was to provide Community Support Grants (CSG) to selected ECD centres across the country in the 2006/2007 financial year (Republic of Kenya, 2007).Community Support Grant (CSG) programme was an initiative by the Ministry of Education (MOE) to assist ECDE centres and communities in the disadvantaged areas of Kenya to improve access to quality Early Childhood Education for children in the learning centres. The grants were used to improve physical facilities such as classrooms, construction of toilets, and purchase of teaching and learning resources, augmentation of teacher salary and initiation of income generating activities to sustain the ECDE programmes. Community members were encouraged to network with government ministries and departments such as ministries of health, agriculture, and gender and sports in order to access services such as food production, immunization, growth monitoring and general maternal-child care.

In Siaya Sub County a total of Ksh.7, 296,786 were disbursed between 2006 and 2010 for each eligible expenditure items as shown in Table 2.1.

Table; 2.1 Disbursement of CSG in Siaya Sub County

Items	2006	2007	2008	2009	2010
Teaching Mat.	153,994	225,271	305,140	517,991	596,080
Teacher Pay	62,000	80,000	138,000	160,000	380,000
Constr. Class	230,000	217,000	389,400	220,600	222,000
Toilet Const.	140,000	150,000	90,000	80,000	205,670
Repair of Class	40,000	137,000	110,000	400,000	210,560
Repair of Toilet	50,000	40,000	70,500	250,000	164,500
Play Materials	166,150	76,150	60,000	46,760	152,650
Furniture	100,000	84,100	90,600	111,450	373,220
Total	942,144	1,009,521	1,253,640	1,786,801	2,304,680

(Source: Siaya Education Office).

Significant resources have therefore been invested over the years by the government of Kenya to Siaya Sub County to expand and improve education at ECD level. Despite all these, no study has been carried out to critically look at the utilization of these funds at ECD level. A study by Migwi (2010) on the impact of Community Support Grant in Tharaka Nithi only looked at the frequency at which the money was disbursed but not on whether it was utilized for the purpose it was intended. Equally a study by Wanjohi (2010) on Community Support Grant in Kiambu investigated the adequacy of the fund to complete any significant project for

the ECD centres but not on how well it was utilized. A report by the Ministry of Education (2009a) however indicated that in three centres out of four did not utilize the funds well in Siaya Sub County. This report by the Ministry of Education had a sample size of only four centres out of 35 centres which meant that, the sample was too small and therefore not representative enough to generalize the findings to the whole population.

2.3 Access to Early Childhood Education

Article 43 (1) (f) of the Constitution of 2010 makes education a right of every Kenyan and underscores the importance of education in sustainable development. The provision holds that every child has a right to free and compulsory Basic Education; and access to affordable tertiary education, training and skills development.(Republic of Kenya 2010b). Basic education is also provided as a basic human right in the Bill of Rights, thus implying that the citizenry will hold the state accountable in ensuring that every school-age going (age 4-18 years) child is in school. In pursuit of the declarations of the Jomtien Conference on Education for All (EFA) of 1990 and subsequent Dakar Conference of 2000, the Kenya Government had adopted the policy of Free Primary Education (FPE), Community Support Grant for ECD, and Free Day Secondary education (FDSE). Since Kenya gained independence in 1963, access to early learning and care services has expanded massively. From a low base, the numbers of children enrolled in centres leapt to over 800,000 in 1990, 1.1 million in 2000 and 1.7 million in 2008. The number of ECD centres shot up to 15,469 in 1990, 26,294 in 2000 and 37,954 in 2008. Kenya's preschool gross enrolment ratio (GER) grew year after year from 2003 to 2008 to 57.6% (Ministry of Education, 2010a).

The government has also launched a policy that seeks to expand and improve early childhood education. The National Early Childhood Policy Framework aims at realizing 100 per cent participation in early childhood education. There are significant region variations with

Nairobi region registering the highest ECD participation rate, 137 percent and the least recorded by North Eastern, 20.4 percent (Republic of Kenya, 2005b).

According to Ministry of Education, Strategic Plan 2006-2011, there has been a growth in enrolment in ECDE but the concern is over the GER in ECDE, at 57.6%, when compared to that of Primary school level, which stood at 104.8% in 2004. It can be inferred from this indication that with the advent of FPE, some parents are circumventing the ECDE level by enrolling their children directly in primary school without going through ECDE. The policy also seeks to mobilize parents and communities to support ECDE programmes, enroll their children and ensure that there is smooth transition from home to pre-school. In adopting the policy, the government is translating to actions international conventions including the Jomtien and Dakar frameworks on Education for all (EFA) all of which underscored the importance of ECDE programmes. In fact the first EFA goal commits government to providing comprehensive early childhood education of quality (Republic of Kenya, 2006a).

While significant progress has been made in expanding access to early childhood education, there are clear indications that enrolments are still low. It is estimated that only 35% of the eligible children are covered by the programme, leaving a large percentage of children who enroll in primary school without passing through Early Childhood Care and Development (ECCD) programme. Several factors account for this including poverty, attitude of parents, inadequate facilities, HIV/AIDS, lack of trained teachers in Kenya, cultural factors among some communities, distance among other factors (Njoroge, 2011).

The same study by Njoroge (2011) reported that the Kenyan population of which 8.6 million are children live below the poverty line. A combination of ignorance and poverty prevents children from partaking of the rich experiences offered by pre-schools which provide a head start to a solid foundation for development of lifelong learning. Such parents propagate the

risk of their children remaining disadvantaged and caught up in a lifelong cycle of poverty. Poverty stricken children perform poorly due to unsatisfied level of motivation, physiological and safety needs.

An important factor in enhancing enrolment in ECD centres is attitudes of parents who are educated and those who are not. Michelle and Ayana, (2006) in their research, noted that parents who were educated had better attitudes towards their children's schooling than the illiterate ones. The same study indicates that virtually all successful programmes are influenced by education and participation and other researchers have confirmed.

HIV/AIDS pandemic is another concern in the provision of basic education. The pandemic affects the education system, which is a pillar of development and economic growth both at the societal and individual levels. The pandemic which is widely spread in Kenya affects participation and completion necessitated by high rate of absenteeism from classes by pupils and teachers, eventually leading to high dropout rate (Achoka, 2007). According to the Republic of Kenya (2013), the HIV prevalence rate in Siaya Sub County is 24% compared to the national prevalence of 6%.

In Kenya, ECD teachers' salaries are in most cases covered by fees levied on parents, unlike their counterparts in primary schools who are paid by the government in accordance to an official teacher salary scale. In ECD Centres, parental fees are paid in proportion to the number of children one enrolls and are mostly, if not entirely, used to cover teachers' salaries (UNESCO, 2006). This therefore affects enrolment particularly parents with low economic abilities.

A study by Muringi (2013) found out that the two main reasons why pre-school age going children were not enrolled in Early Childhood Education centres was that parents were

unable to provide basic needs and pay school fees. Among the 195 parents with children not enrolled in the Early Childhood Education in 73 % (142) said that they were not able to provide their pre school age going children with basic needs while 97% (190) of them said they lacked school fees as well as money to meet school needs such as; books, uniform, pencils among other school needs.

Muringi's finding agrees with a research conducted in Meru Central by Ncabira (2005) which found that lack of school fees and relatively high cost of schooling was a crucial variable in the withdrawal of learners from school. He argued that even where schools do not have high cost such as day schools, other school levies and expenses make schooling out of reach for a significant number of children. Therefore the inability to provide required needs was the major reason for low enrolment in the Early Childhood Education Centres. This finding is supported by World Bank (2007), which indicated that very low economic profiles for the majority of households, cannot overcome the hidden or direct costs of schooling.

According to Ministry of Education (2010), Nyanza region had an average of 55% compared to high potential areas like Nairobi which had an average of 137%, Eastern with 66%, and Coast with 64% while Siaya Sub County had an enrolment of children of 49%. Despite the introduction of CSG the target of 60% gross enrolment for Early Childhood Education has not been met.

Migwi (2010) conducted a research in Tharaka District on Community Support Grant and found out that the total enrolment of the girl-child recorded a considerable increase over the period. The study concluded that the availability of CSG could be said to have positively impacted on girl-child education over the years up to 2010. It should be noted that CSG aimed at providing equity in education for both boys and girls. It is possible that provision of

CSG to ECDE centre increased the chances of girls to go to ECDE centre that could have otherwise been left at home with no education in favour of their brothers.

Wanjohi (2010) conducted a study in Kiambu on CSG and found out that there was an increase in enrolment of ECD children however the study only relied on a few samples of 16 ECDE centres drawn from the whole geographical area. The whole district had 42 public ECDE centres. The study excluded more than half of the ECDE centre which could have had a lot of impact of the Community Support Grants. The study also narrowed on to the ECDE centres that were easily accessible. This might have hindered the researcher from achieving the correct findings for the whole district. This study however included all the centres that benefited in Siaya Sub County except for the four centres used for piloting.

2.4 Human and Learning Resources

The human and learning resources were looked at in terms of teachers and learning resources.

2.4.1 Human Resource

Teachers are an important resource in the teaching learning process and their training and utilization therefore requires critical consideration (Stevenson, 2007). There is a strong consensus that the best early education is delivered by well-trained and well compensated teachers. Teachers are also one of the key variables in determining the quality of education outcomes. .

Research carried out by Haymore-Sandholtz, (2002) cited by Levin (2010) asserted that a sample of 500 schools covering approximately 55,000 students found out that the teacher performance pay programme was highly effective in improving students learning. At the end of two years of the program, students in incentive schools performed significantly better than

those in comparison schools by 0.28 and 0.16 standard deviations (SD) in math and language tests respectively.

Fields and Mitchell (2007) state that there is recognition of the need for teachers to be well equipped with sound understanding of the curriculum. A strong academic and professional qualification enables a teacher to select content and identify key points appropriately. Such a practitioner is more accurate in assessing the extent of the child's understanding. Research shows that this type of teacher is able to interest the child more and teach in a more engaging fashion. The teacher with strong subject knowledge asks more appropriate questions and is able to incorporate the pupil's contributions into the lesson. The sentiments are echoed by Sifuna (2007) who stressed that there is need for the teacher to acquire high academic standards. In addition teachers should teach in the fields in which they specialize and train in.

In Kenya, however, ECDE teachers have no single employer and they work under poor terms and conditions of service. In community owned ECDE. Centres and those attached to public primary schools, the ECDE committee decides how much each parent should pay. ECDE teachers are then paid salaries, averaging around Kshs.2,500 per month, though with large variations between rural and urban areas (Republic of Kenya, 2006c).

Community Support Grant was introduced to cushion the teachers on the low and irregular payment. However, the monitoring report by the Ministry of Education (2009a) showed that in Siaya Sub County, two out of four schools monitored did not augment the ECD teachers pay instead the school management committee diverted the money to other uses. In Kiambu Sub County the augmentation enabled the teachers to receive up to Ksh.18000 per month as pay. The gap in this study therefore was to determine the extent to which the community support grant actually assisted the teachers to receive their pay promptly and regularly.

2.4.2 Teaching and Learning Materials

Various scholars have concurred that the quality of learning depends on the provision of teaching and learning materials, Textbooks deliver curriculum and are thus the single most important instructional materials (Kamerman, 2008, Stevenson, 2007)..

A study by (UNESCO, 2006) found out a significant relationship between the availability of textbooks and achievement in primary schools. The same study revealed that in most countries the levels and types of resources available to meet basic needs were simply not sufficient. This study differs from the previous studies in that it looks at the impact of teaching learning materials on access at early childhood levels and not their academic performance. Lewis (2000) cited by OECD (2012) identified the independent effects of school quality in a study of test score from 139 schools and found out that good facilities had a major impact on learning. Barnett and Masse (2007) noted that student achievement lags in inadequate school buildings but suggests there is no hard evidence to prove that student performance rises when facilities improve well beyond the norm.

According to Handa (2007), 33 percent of the ECDE centres sampled for Action Aid survey in 2005 in Siaya Sub County, children were learning under trees, while 46 percent were in dilapidated structures. The only groups that were learning in better classrooms borrowed the same from the primary schools. The same baseline survey revealed that no ECDE centre had their own toilets suitable for ECDE children as recommended by the Ministry of Education. The ECDE children shared latrines with the older children in primary school.

According to Abagi (2008) sanitary facilities for ECDE children were generally in poor state in all the Sub-Counties visited, except for those high class private centers in Kisumu, Nairobi and Mombasa for children who come from high class (rich) home. The study confirms the

finding by Handa (2007) that about 99 per cent of all the community ECDE Centers shared toilet facilities with primary schools. Besides, such facilities were located about 200 metres from an ECDE classroom.

Arguably, not much was being done by parents and communities across the country to make the classrooms, latrines and out-door space safe for young children as required by the ECD Service Standard Guidelines. This was because the majority of parents, mostly the poor, were not ready to mobilize additional resources to support ECDE centers.

Wanjohi (2010) conducted a study on Community Support Grant in Kiambu District and reported that seventy five per cent (75%) of respondents said that the materials bought had a lot of relationship with the ECDE syllabus. That means that CSG had a lot of impact on the use of resource materials that were used in the ECDE centres that had benefited from it. All the teachers in the ECDE centres that had benefited from CSG responded that they used the resource materials in all activity areas when teaching.

Consequently, for those ECDE centres that have had access to CSG in Kiambu District, the quality of ECDE can be said to have improved based on the sentiments of the ECDE teachers in that area.

However a study by Ochola and Bilhah (2010) on Community Support Grant in Eldoret East District noted that the teaching and learning facilities in 14 of the 24 ECD Centres that were observed were fairly adequate. The gap in this study therefore was to confirm whether the geographical differences of the various regions had a role to play in the provision of the teaching and learning materials and their subsequent adequacy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher looked at the research design, the population, sample size and techniques, data collection instruments and data analysis.

3.2 Research Design

The study used descriptive survey research design. Saunders, Lewis and Thornhill (2007) define research design as a structure of research. It is the glue that holds all the elements in a research project together. It is the major type of discipline research which gives description of the state of affairs as they exist. Orodho, (2005) states that descriptive survey is a method of collecting information by interviews or administering a questionnaire to a sample of individuals to determine research statistics of a problem and justify current situation or condition. This technique was deemed relevant to the study because the questionnaires constructed helped the researcher to solicit for the desired information in the utilization and management of Community Support Grant.

3.3 Study Area

Siaya Sub County is one of the Sub-Counties in Siaya County in Kenya. It is bordered by Ugenya Sub County to the North, Gem Sub County to the North East, and Bondo Sub County to the South East. The total area of Siaya Sub County is approximately 598.6 sq. Km. It lies between latitude 0° 26' to 0° 18' North and longitude 33°58' East and 34° 33' East. The main economic activities are peasantry farming and fishing for those communities along the Lake Victoria region. Food stress is a perennial feature of this area. The poverty level of the area stands at 47.5% (Republic of Kenya, 2013). The majority of the inhabitants of the area

can only afford basic needs with little to spare for other educational development. The provision of E.C.D services is likely to be negatively impacted by high poverty levels coupled with the fact that a report by the Ministry of Education in 2009 in Siaya Sub County showed that Community Support Grant was also not utilised well in three out of four centres. There has been also a growing concern that the annual Gross Enrolment Rate (GER) has not been consistent and parents are circumventing to ECDE learning for primary level (MOE, 2009a).

3.4 Study Population

The study targeted 35 ECDE centres which initially received Community Support Grant in 2006. The population of the study therefore consisted of 35 school head teachers, four Sub County Centre for Early Childhood Education Officers; one Sub County Education Officer involved in supervision and management of the programme, 35 ECDE teachers who were the implementers and the 35 ECD .committee chairpersons who were the community ECDE service providers. The study findings would be generalised to the 35 ECD centres that received the initial funding.

3.5 Sample Size

The sample size was 31 head teachers, 31 ECDE teachers and 31 ECDE committee chairpersons, four Sub County Centre for Early Childhood Education Officers, one Sub County Education Officer. The remaining four schools which were not necessarily monitored by the MOE were used for piloting. This was 10% of the study population.

3.6 Sampling Techniques

Saturated sampling technique was used to select 31 head teachers, 31 ECDE teachers, and 31 ECDE. Committee chairpersons, four Sub County Centre for Early Childhood Education

Officers, one Sub County Education Officer. Saturated sampling technique is a technique whereby the researcher decides to include all the population due to the limited number involved. This is in line with Orodho (2005) who observed that small populations can form samples and be studied as distinct cases.

3.7. Instrumentation

The researcher used instruments for data collection in educational research which included; questionnaires, interviews schedules, observations checklist and document analysis guide.

3.7.1 Educational Officials Questionnaire

For the purpose of this study, the researcher developed four sets of questions to collect both quantitative and qualitative data. The questionnaire was ideal for collecting data from the educational officers because they could individually record and interpret the instruments. The questionnaires were used to collect information on financing, enrolment and how to improve the implementation of the community support grant. (Appendix A).

3.7.2. Head Teachers Questionnaire

For the purpose of this study, the researcher developed nine sets of questions to collect both quantitative and qualitative data. The questionnaire was ideal for collecting data from the head teachers because they could individually record and interpret the instruments. The questionnaires were used to collect background information; financing, enrolment facilities and how to improve the implementation of the community support (Appendix B).

3.7.3 Teachers Questionnaire

For the purpose of this study, the researcher developed 12 sets of questions to collect both quantitative and qualitative data. The questionnaire was ideal for collecting data from these groups because they could individually record and interpret the instruments. The

questionnaires were used to collect background information on financing, enrolment facilities and how to improve the implementation of the community support(Appendix C).

3.7.4 Interview Schedule

This enabled the researcher to collect information that could not be directly observed. The researcher used semi structured interview whereby all the informants in the sample were subjected to similar questions. The researcher used this instrument to gather in-depth information about financial usage and records in Early Childhood Centres. This technique was considered appropriate to be administered to ECDE chairpersons because they had varied literacy levels. Some of them were not able to read, interpret and react to a questionnaire. (Appendix D).

3.7.5 Document Analysis Guide

This enabled critical examination of public or private recorded information related to the issue under investigation and for this case, financial management. The researcher examined school attendance register, committee minutes, disbursement schedules and financial records of those schools which have benefited from community support grant to determine the provision of the funds. (Appendix F)

3.7.6 Observation Checklist

Specifically, the researcher observed the infrastructure – classroom, toilets, quality of teaching, and existence of learning materials. This reinforced information collected through other tools. (Appendix E).

3.8 Validity

Validity was determined by giving the designed data collection instruments to lecturers from Maseno University in the Department of Educational Management and Foundations to

determine whether the items in the instruments would be able to measure what it purported to measure. The recommendations were incorporated in the instruments to make them more meaningful and accurate. According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study.

3.9 Reliability

This was carried out so as to ensure the instruments yields accurate, stable, predictable and consistent results. Once the instruments were constructed test re-test pilot study of the instruments was done on four schools which represented 10% of the total schools used in the study. These schools were not used in the actual study. The purpose was to determine whether they would provide the data needed, identify any ambiguous, unclear questions and any other deficiency that may have posed a problem in the respondents (Kothari, 2004). The same questionnaires were administered twice at an interval of two weeks. Pearson Product Moment of Correlation was used to calculate the level of relationship between the sets. A reliability Co-efficient index of 0.84, 0.79 and 0.86 for the Educational officials, Head teachers and ECD teacher's questionnaires respectively were accepted. An index of 0.70 is an acceptable level of reliability according to Fraenkel and Warren (1990).

3.10 Data Collection Procedures

The researcher sought permission from the School of Graduate Studies; Maseno University Research and Ethics Committee before proceeding to the field for data collection. With permission, the researcher then proceeded to the Siaya Sub County Education office for a courtesy call, then to the various Divisional headquarters to inform the Area Education Officers of the intended research. This research study relied on both primary and secondary sources of data. The primary data was collected through questionnaires and through

observations. The secondary data was collected from archival data got from the DICECE office in Siaya Sub County registers and ECDE statistical returns books. The researcher then visited various schools sampled to make appointments and administer questionnaires. The questionnaires were distributed to one District Education officer, four ECD officers, 31 head teachers, and 31 ECD teachers. An agreement was reached to collect them after two weeks so as to allow enough time for responding. Respondents were informed on the importance of the study. This was through direct contact of the respondents with the researcher. This was done individually and in each case the respondent was instructed on the way to fill the questionnaires. The respondents were expected to fill the instruments accurately, completely and honestly. The respondents were assured verbally of confidential treatment of information provided. Acquisition of archival data was done from the records gotten from DICECE office. The District Programme Officer helped the researcher to get the records required for CSG in the district.

The researcher then visited the ECDE centres under study and physically observed and recorded the findings in a check list. During this time of visit, the researcher also administered the interview schedules to the School Management committees.

3.11 Data Analysis

The study used both qualitative and quantitative data. Quantitative data was analysed using descriptive statistics. Descriptive statistics were captured through measures of central tendencies and frequency distributions. Frequency distributions were used to analyse the proportion of respondents who stood for responses. The findings were presented in figures and tables. Qualitative data on the other hand was analysed by grouping all the data that was similar in content. Thereafter the data was recorded and organized in sub-themes and themes as they emerged according to the various objectives of the study.

3.12 Ethical Considerations

The purpose of this study was to evaluate the utilization of community support grants for ECDE centres in Siaya Sub County. The participants in this study were formally written to by the researcher so that they could provide information. They were reminded that their participation in the research project was entirely voluntary. For this study data was kept under lock and key before analysis and only accessed by the researcher. The analyzed data was stored in software with a password only known to the researcher. The information so obtained was reported as objectively as possible and strictly used for research purposes and not to victimize the participants in any way. The researcher also endeavored to share the findings with the participants. During the sharing the participants were fully debriefed on any issues that could be harmful to them. This project could be instrumental in formulating policies on ECD financing.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents results and discussions of the study based on the analysis of the study objectives. The study had three objectives namely: to establish the level of utilization of Community Support Grants toward ECDE centres across eligible expenditure items in Siaya Sub County, to determine the access rates in early childhood centres after the introduction of Community Support Grant in Siaya Sub County, to determine the availability and type of learning resources after the introduction of Community Support Grant in Siaya Sub County.

4.2 Demographic Characteristics of Respondents

This section presents the demographic characteristics of educational officials, the head teachers and the teachers whose views were captured in the study. The researcher explored the sex, professional qualification, and the duration of stay of respondents in their work station. The researcher chose to study these demographic characteristics due to their importance in explaining the study objectives.

4.2.1 Sex of the Respondents

The study examined the sex of the respondents and the findings were shown in Figure 4.1.

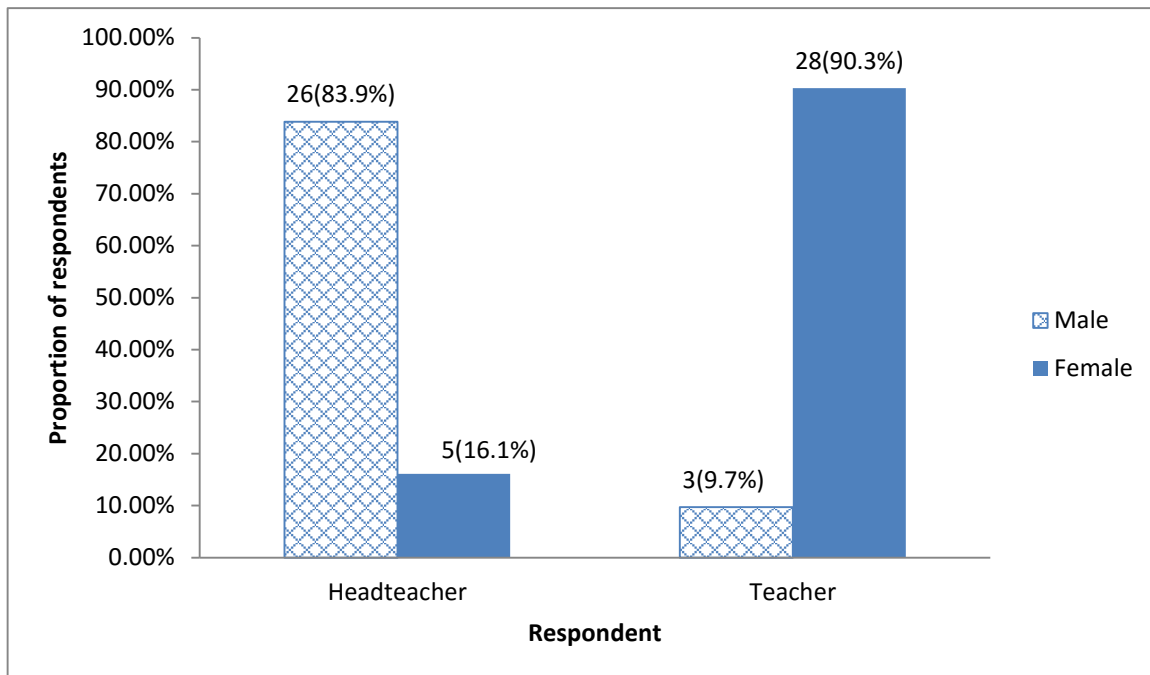


Figure 4.1: Sex of Respondents

The findings showed that there were more female ECD teachers and more male head teachers. This indicated a lot of disparities in favour of the female. Though this is the fact about most of the ECDE centres it does not reflect a good picture towards the achievement of not only the constitutional requirement but also on the Millennium Development Goals of the whole world. Both the government and the ECDE stakeholders must work very hard to ensure that this state of affairs is changed. The males must be encouraged to take ECDE teaching responsibility and not to rely on administration of the ECDE centres alone. On the other hand females should be encouraged to avoid taking only the teaching jobs in the ECDE centres but also to take administration jobs in these centres. This will go a long way in enhancing equality in our country and in the whole world at large.

4.2.2 Professional Qualification of ECD teachers

The study explored the professional qualifications of the ECD teachers and information is presented in Table 4.1.

Table 4.1: Professional Qualification of ECD Teachers

Professional qualification for ECD Teachers	Frequency	%
Degree	1	3.2
Diploma ECDE	6	19.4
ECD Certificate	16	51.6
KCSE	8	25.8
CPE/KCPE	0	0.0
Total	31	100.0

The findings showed that 16 ECD teachers (51.6%) who were the majority were ECD certificate holders meaning that they had prerequisite qualifications in ECD management. This was followed by KCSE certificate holders (25.8%) and ECD Diploma holders (19.4%), in that order. This means that they had met the requirement of being ECDE teachers. It also means that all of them had the capabilities to handle the ECDE children with a lot of ease. The ECDE teachers therefore had the capability to give favorable response to this study since they were academically qualified for the job.

4.2.3 Professional Qualification of Head teachers

The study examined the professional qualifications of head teachers who were mandated to manage the CSG funds. The information is presented in Table 4.2.

Table 4.2: Professional Qualification of Head Teachers

Professional Qualification for ECD Head teachers	Frequency	%
Degree	1	3.2
ATS 1	2	6.5
ATS 4	12	38.7
Diploma in ECDE	1	3.2
P1	15	48.3
Total	31	100.0

Key ATS: Approved Teacher Status

The findings showed that majority of head teachers were either having P1 qualification or were ATS 4 holders. This meant that they had the necessary knowledge and skills in managing the CSG funds.

4.2.4 Duration of Stay

The length of stay of respondents in their current locations was examined. Duration of stay in a work location can be important in explaining the period over which someone has stayed in a certain location to observe things that are happening in that location and give reliable results. The information is presented in Figure 4.2.

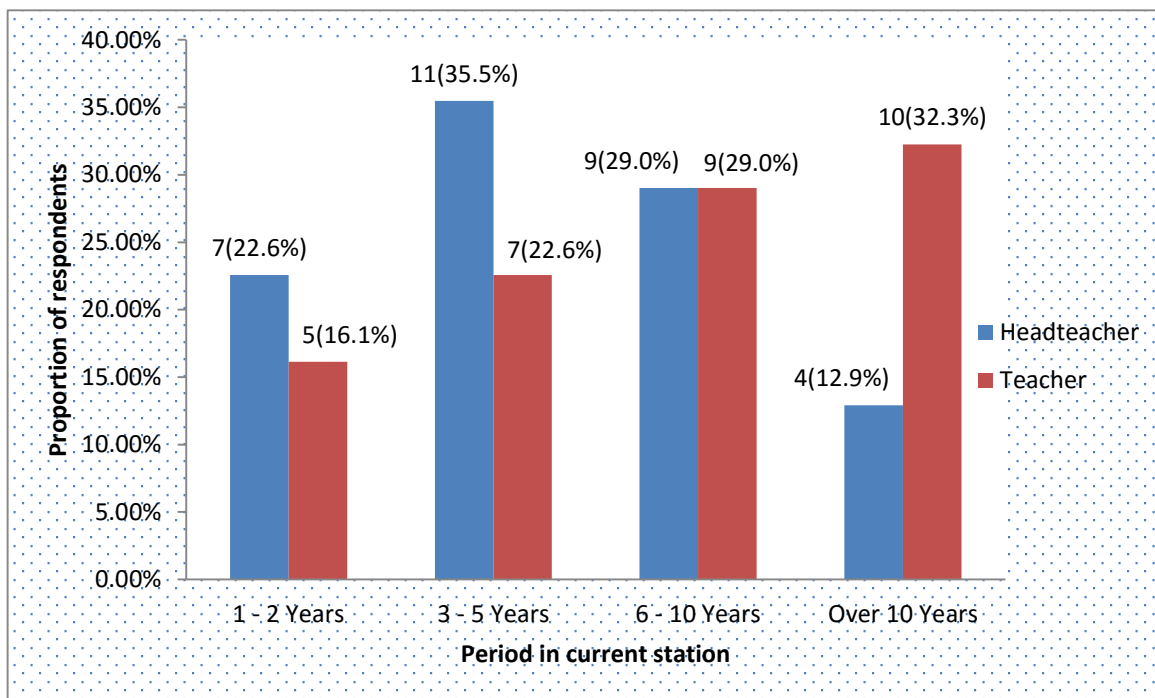


Figure 4.2: Duration of Stay in Current Station by Respondents

The findings showed that most of the teachers had taken periods of more than two years in their stations of work and had therefore observed factors dealing with the CSGs and how they affected the access rates and teaching/learning material.

4.3: Utilization of Community Support Grants towards ECDE Centre

This section presents the findings of the first objective of the study. The first objective of the study examined the level of utilization of the community support grant across eligible expenditure items in Siaya Sub County. The different expenditure items were: purchase of teaching/learning materials, teacher payment, construction of classrooms, toilet construction, repair of classrooms, and repair of toilet and purchase of play materials.

4.3.1: Amount Disbursed to Schools

The study explored the total amount that the 31 schools had been provided with as CSG and presented the findings in Figure 4.3 below.

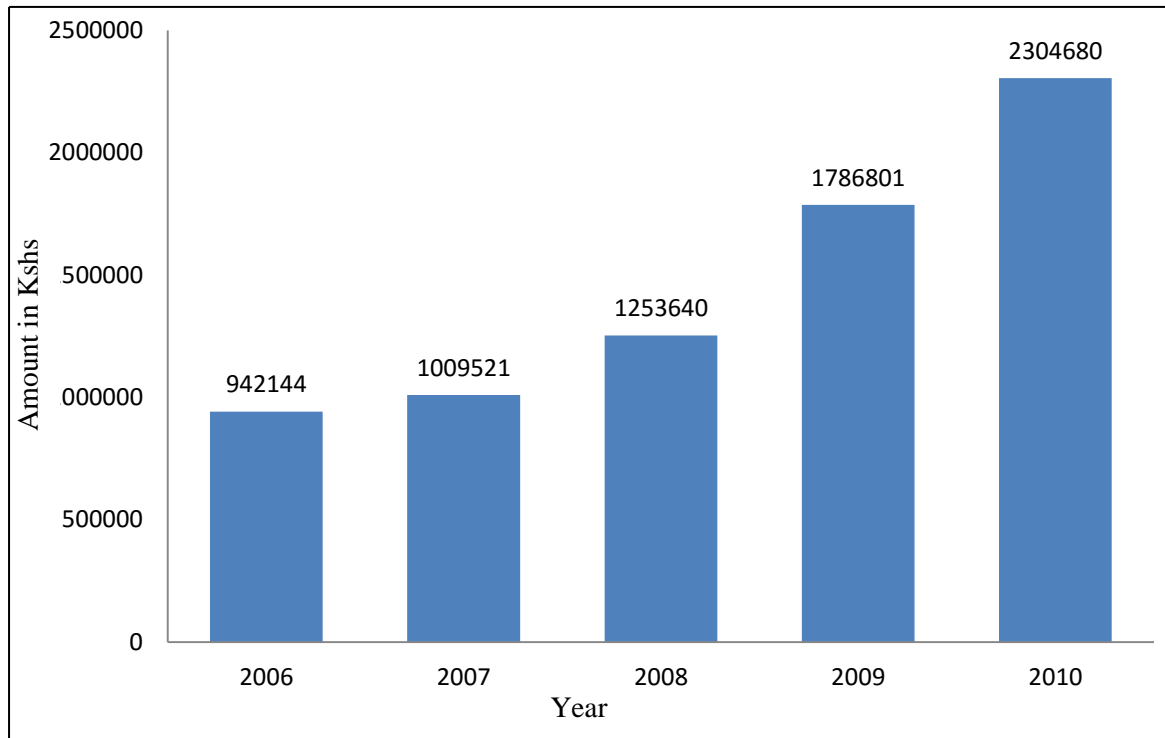


Figure 4.3: Trends of the Total Amount of CSG Received

The first objective of the study was to determine the level of utilization of CSG. The government disbursed a total of Kshs.942144 in 2006 and increased the disbursement to Kshs.2304680 in 2010. The Education officers confirmed that all the thirty one centres received the funding.

4.3.2: Provision Used on Eligible Items

The study looked at the total provision that was used on different expenditure items such as purchase of teaching/learning materials, teacher payment, construction of classrooms, toilet construction, repair of classrooms, repair of toilet and purchase of play materials.

4.3.2.1: Utilization on Teaching and Learning Materials

The study sought information on how schools spent their funds on teaching and learning materials. The information is presented in Figure 4.4.

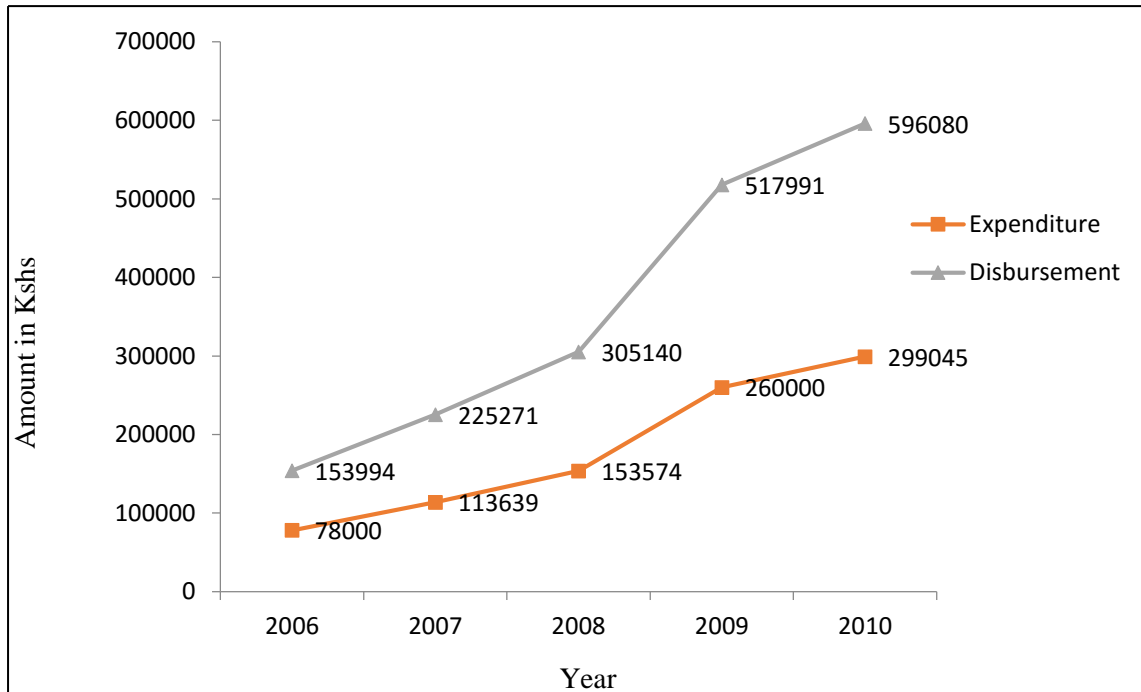


Figure 4.4: Utilization on Teaching and Learning Materials

The findings showed that between the years 2006 and 2010 there was an upward rise in expenditure. However, throughout the period, the amount disbursed was more than what was utilized. This raises questions of accountability as learning materials are important because they can increase pupil achievement by supporting their learning.

4.3.2.2: Utilization on Teacher Payment

The study explored the amount of money paid to the ECD teachers as teacher top up. The findings are shown in Figure 4.5.

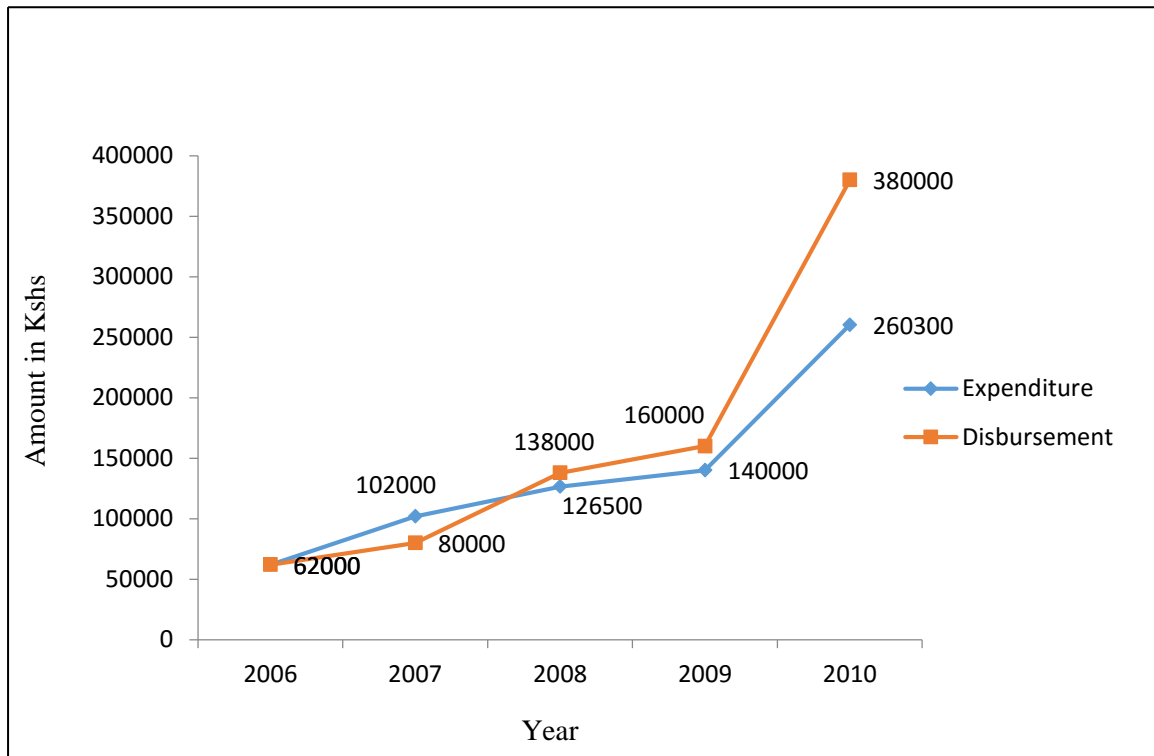


Figure 4.5: Utilization on Teacher Payment

The findings showed that the amount allocated to ECD teacher payment for all the centres was utilized well up to 2009. In 2010 however, payment was below what was disbursed. This was because the management committee realized that there was no serious monitoring of the funds. The community was to pay the ECD teachers and the government was only to augment on parental contribution. It was therefore argued that with the government intervention through Community Support Grant, the parents decided to relegate that work to the government.

4.3.2.3: Utilization on Construction of Classrooms

The study sought information on the total amount used by the schools in construction of classrooms. The information is presented in Figure 4.6.

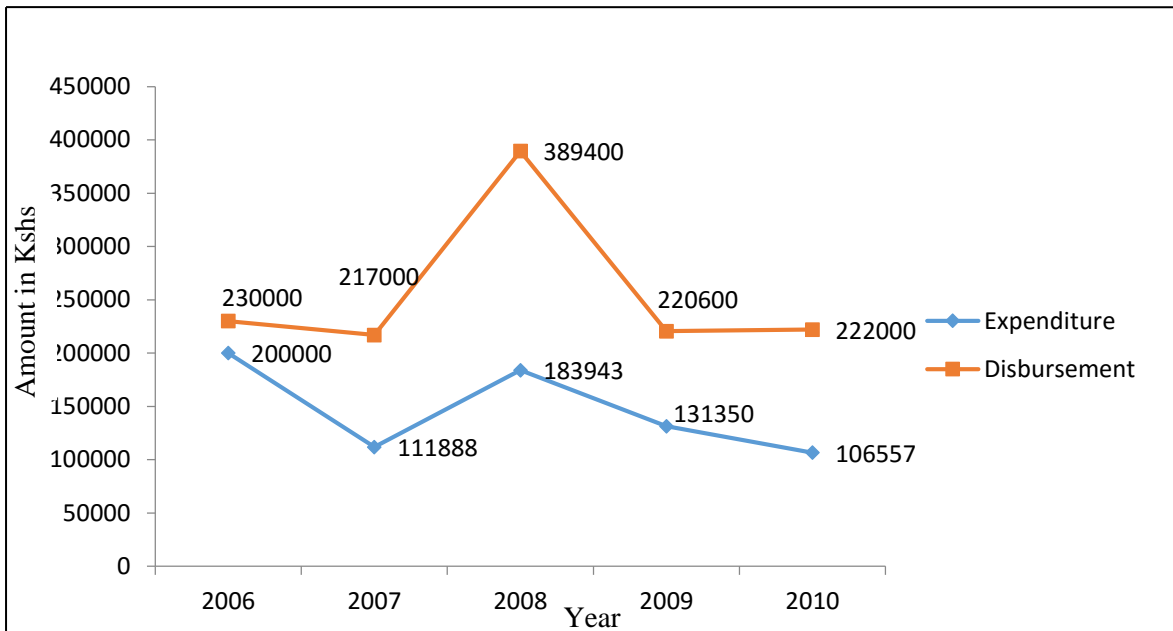


Figure 4.6: Utilization on Classroom Construction

The findings showed that there was a drop in the expenditure in 2007 and then a slight rise in 2008 followed by a steady drop up to 2010. The amount of funds that was not utilized well was enormous, particularly in 2008.

4.3.2.4: Utilization on Construction of Toilets

The study explored the amount of money that was used in the construction of toilets. The information is presented in Figure 4.7.

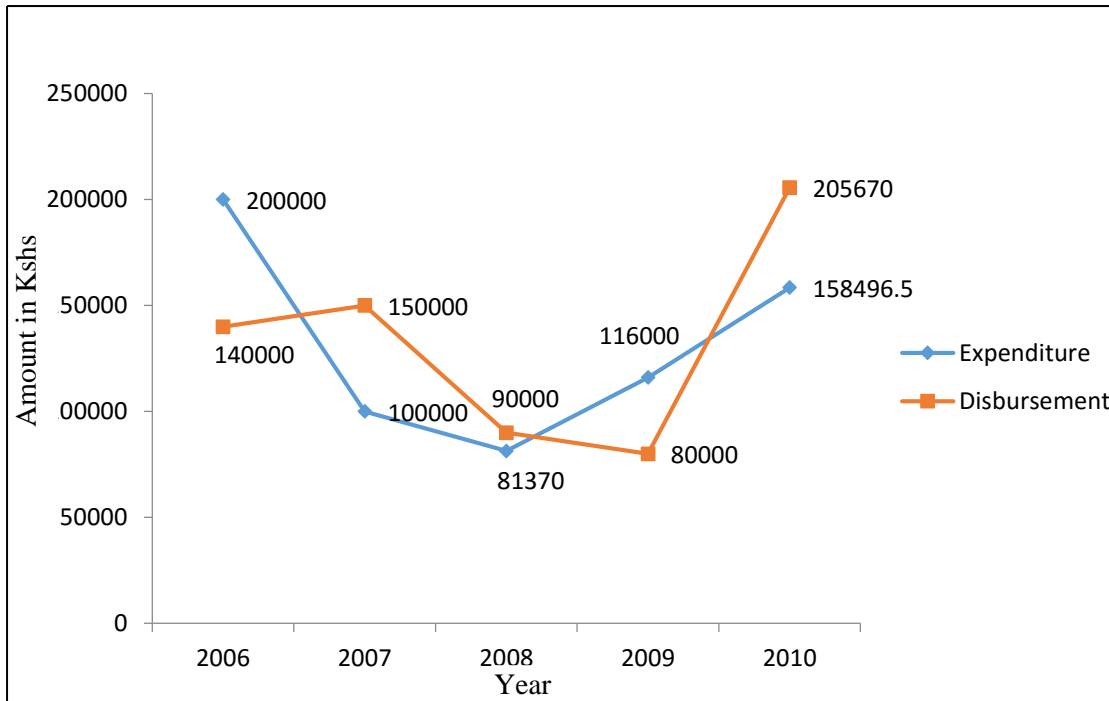


Figure 4.7: Utilization on Toilet Construction

The expenditure dropped sharply in 2007, picked up in 2008 and steadily increased up to 2010. In this eligible expenditure item, the utilization of fund was fair. ECD centres are a place for basic toilet training. Absence of the same in ECD centres means children do not acquire good health and sanitary practices.

4.3.2.5: Utilization on Repair of Classrooms

The study sought information on the amount of money that was used in repair of classrooms.

The information is presented in Figure 4.8.

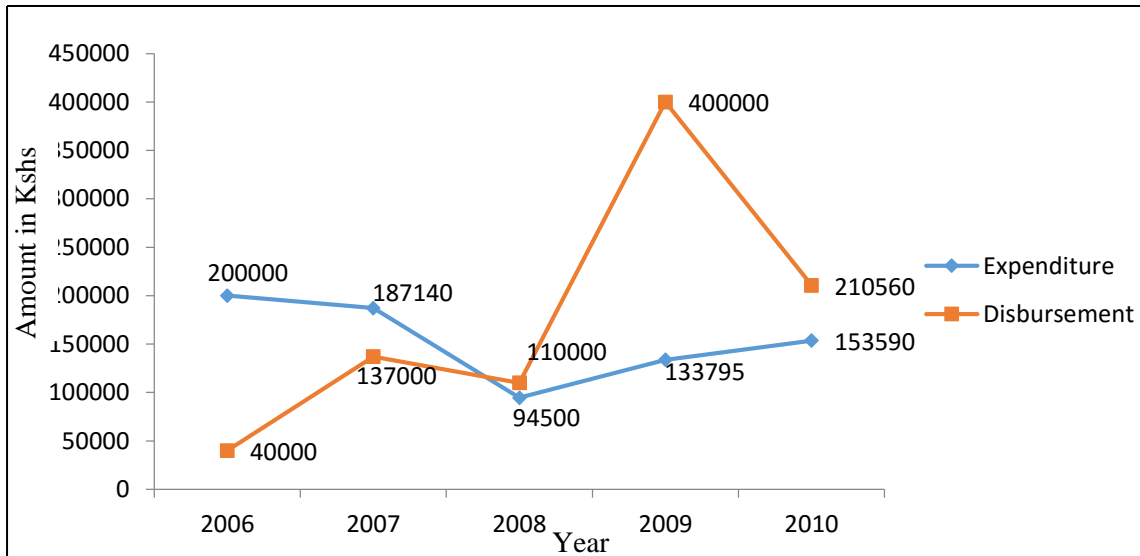


Figure 4.8: Utilization on Classroom Repair

The findings showed that the schools augmented the repairs of ECD classroom for the first two years. However there was misappropriation of the funds in 2009 possibly because the ministry took too long to monitor the use funds. The construction of building of new classrooms was more important as maintenance costs were low and they were easier to keep in good conditions.

4.3.2.6: Utilization on Repair of Toilets

The study set to find out the total amount that was used on the repair of toilets.

The information is shown in Figure 4.9.

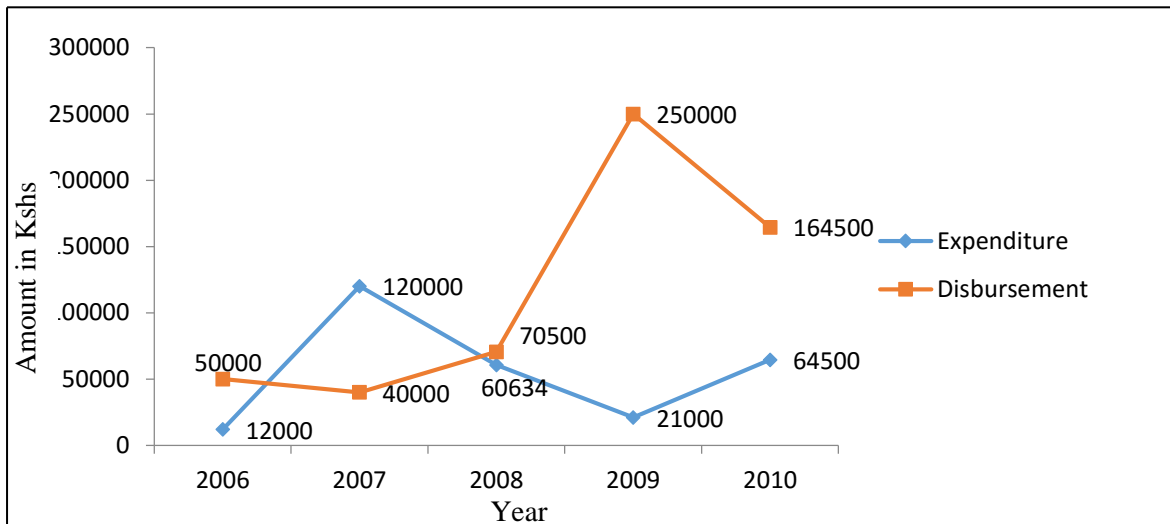


Figure 4.9: Utilization on Repair of Toilets

The findings showed that there was a sharp rise in expenditure from 2006 then a drop in 2009 and a slight rise to 2010. However in terms of proper utilization, a lot of funds could not be accounted for.

4.3.2.7: Utilization on Purchase of Play Materials

The study sought information on the total amount of money used for the purchase of play materials. The findings are presented in Figure 4.10.

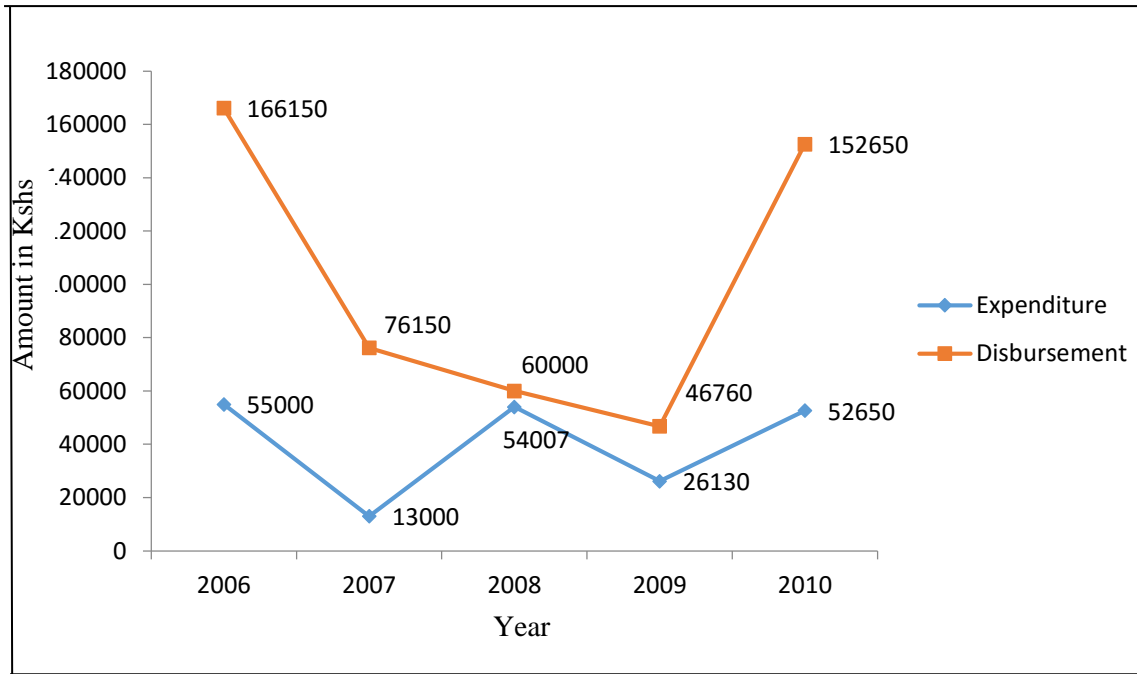


Figure 4.10: Utilization on Purchase of Play Material

The finding showed that this eligible expenditure item saw a lot of funds being misappropriated, with 2006 and 2010 being the worst. This was a total disservice to ECD children since they learn through play. Play allows children to be creative while developing their own imaginations. It also offers a child the ability to master skills that will help develop self-confidence.

4.3.2.8: Utilization on Purchase of Furniture

The study sought information on the total amount of money used for the purchase of furniture. The findings are presented in Figure 4.11.

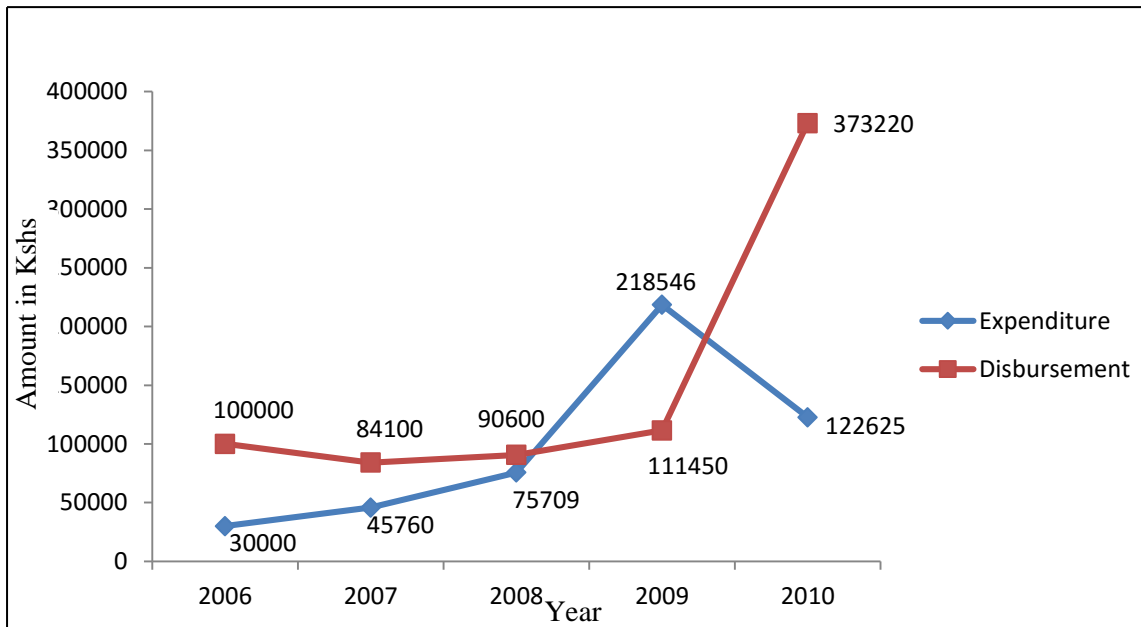


Figure 4.11: Utilization on Purchase of Furniture

There was a steady increase of the funds utilized in the purchase of furniture from 2006 to 2009 but a lot of funds could not be accounted for in 2010. Children centres are expected to have equipment. These include furniture such as tables, chairs, mats.

The first objective of the study was to determine the utilization of CSG on the various eligible expenditure items. The findings of the study showed that the government disbursed a total of Kshs7, 296,786 to Siaya Sub- County over the period under the study to be spent. It also revealed that 35.3% (Kshs. 2,572,337.50) was either misappropriated or mismanaged. This was evident in the following expenditure items; learning materials from 2006 to 2010 (Fig.4.4), teacher payment in 2010 (Fig.4.5), classroom construction from 2006 to 2010 (Fig.4.6), classroom repair in 2009 (Fig.4.8), repair of toilets in 2009 (Fig.4.9), play materials from 2006 to 2010 (Fig.4.10), and purchase of furniture in 2010(Fig.4.11). The findings of

the study showed that the level of financial mismanagement in ECD centres was high and the major stakeholders involved were head teachers and school management committee.

The study found out that 25(80.6%) of the centres, had no minutes of committee meetings authorizing the expenditure. This therefore means that not all the decisions which were taken by the ECD management committee followed the procedures set out in the management handbook. For successful implementation of CSG, a minimum of five meetings of ECD management committee was required. This entailed a meeting to brief the management of the handbook, confirmation of the CSG, identification of pre-qualifying artisans, contracting works, evaluating quotations and awarding of works, supervising the works and finally meeting for making the payment for the completed works. The School management committee therefore did organize for the necessary meetings to deliberate on the implementation process of Community support Grant as envisaged in the handbook.

The study found out that 20(64.5%) of the centres had no proper filing system in place hence making it impossible to verify the expenditures made. For prudent financial management a community support grant file was to be opened and maintained by the ECD management committee. The file was to contain the approved ECD centre improvement plan and all correspondence relating to the CSG including copies of all letters, quotations, tenders, contracts, invoices, payment certificates and delivery notes. Without proper filling of the relevant financial documents a number of transactions could not be verified during the course of study.

The study also found out that in 20(64.5%) of the ECD centres, had no set procedures for procurement. The procurement procedures were not adhered to as in some cases people with vested interest were awarded the tender for classroom construction. The alleged bought items

could not be verified physically and the worst part, some SMC reported that some members of the management committee allowed the head teacher and the chairperson to withdraw the funds without a budget and shared the money amongst them. The main objective of the school as a purchaser is to obtain high quality goods and services at a competitive price. Procurement procedures provide for opportunity to all bidders and to get the best value for money and minimize risks of corruption and patronage. It is true that while school procurement is certainly not the only possible source of corruption, it provides opportunity to minimize corruption risks and to optimize the use of financial resources. The key principle in procurement is open competitive and transparent process.

The School Management Committee was trained on budgeting for CSG and how to utilize the funds according to eligible expenditure items. However a report from some eight committee chairpersons stated that the budgeting was not well done and missed key items which became a challenge in the implementation. Poor budgeting normally make it difficult for school managers to effectively run the schools as it leads them into other problems such as misappropriation and mismanagement of school funds. This could mean that the training of school management was inadequate. Therefore the preparation measures and support system for head teachers and school management committee on financial management was basically weak making them susceptible to financial mismanagement.

Odhiambo (2009) observed that most head teachers who have not done accounting as a discipline do find it difficult to comprehend reports and documents prepared by bursars and clerks. Sometimes they are brought accounting documents to sign and they do without fully knowing what it is for then. They only get alarmed when auditors appear with queries on detected anomalies.

This study is consistent with the findings from Ojeya (2012) who argued that teachers find it difficult to follow free secondary education implementation guidelines. Teachers were not comfortable with the requirements on the guidelines that prohibit them from veering funds from one vote to another. This is confirmed by Odhiambo (2009) who conducted a study on management of free primary education in Rachuonyo District and found that some head teachers ignored financial guidelines leading to financial misappropriations.

Equally there was laxity in monitoring the use of funds by the education officers and ECD officers due to their limited numbers. Matters were made worse when one of the chairpersons disclosed that ECD centres accounts are never audited. Transparent, informative and accurate financial reporting is the lifeblood of an institution and are essential for making informed decisions as to how to allocate their resources. An accurate disclosure of financial statement by competent auditors was necessary in maintaining financial prudence in ECD centres.

This study is consistent with a report on Free Primary Education (FPE) by Elimu (2011) which stated that the government of Kenya found itself in a mega-corruption case involving donors' millions of dollars meant to fund free primary school education (FPE). The findings revealed that Ksh 4.6 Billion could not be accounted for, prompting the British Government to cut down its aid to education by 300 million in the following financial year and opting to channel their aid through Non- Governmental organizations until the MOE adopted prudent financial management systems.

This is confirmed by the findings by Barasa (2007), which stated that the ministries of education auditors were not available to conduct auditing exercises regularly or appointed auditors were corrupted to conceal the truth in cases of funds misappropriation. The situation was compounded by the fact that audited reports were rarely acted upon by higher authorities even

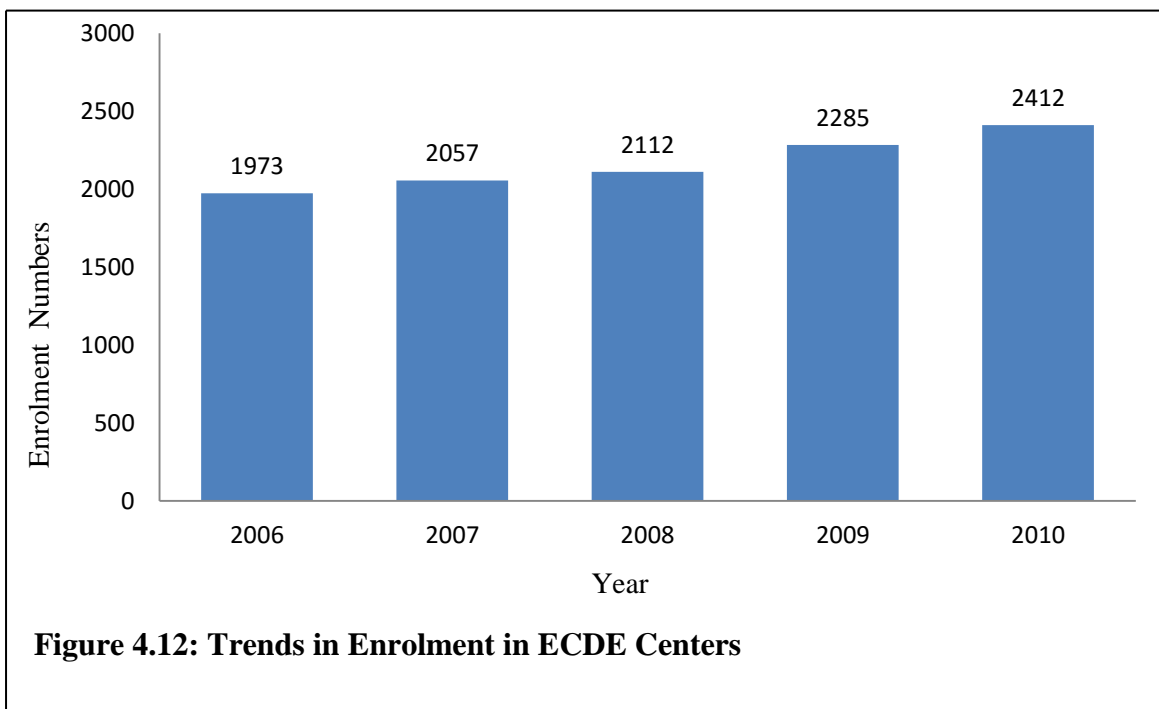
in cases of very clear misuse of funds. The magnitude of this fraud is massive in the sense that the programme was aimed at assisting many of the poor children who were unable to acquire quality ECD services.

4.4 Access Rates in Early Childhood

The second objective explored the access rates in ECDE centers before and after the introduction of CSG.

4.4.1 Enrolment Trends in ECD Centres

The researcher wanted to find out the enrolment trends in ECD centres. The information is presented in the Figure 4.12.



The findings showed that there was an increment of 22.3% in enrolment between the years 2006 to 2010. This trend showed existence of higher enrolment in the years in which CSG was availed.

4.4.2 Contribution of CSG on Enrolment

The opinion of the committee chairperson on whether CSG had any contribution on enrolment was sought. The information is presented in Table 4.3.

Table 4.3: Committee Chairperson Opinion on the Contribution of CSG to Enrolment

CSG contribution on enrolment	Frequency	Percentage
Improved enrolment	29	93.5
Enrolment dropped	2	6.5
Total	31	100

The study found that 29 (93.5%) committee chairpersons who were the majority were of the opinion that CSG increased enrolment in ECD centres. Only 2 (6.5%) committee chairpersons were of the contrary opinion. In one of the centres where enrolment dropped, the chairperson cited long distance, inability to raise the required fees and lack of feeding programme as the main reasons for the learners dropping out of the centres. The other respondent reported that influx and mushrooming private schools are competing for the few young children who were joining ECD institutions and therefore some parents withdrew their children from public funded centres to private centres.

4.4.3 Dropout Rates in ECDE

The study wanted to find out whether during the time CSG was introduced, there was any impact on dropout rates so as to explain the access rates. The information is presented in Figure 4.13.

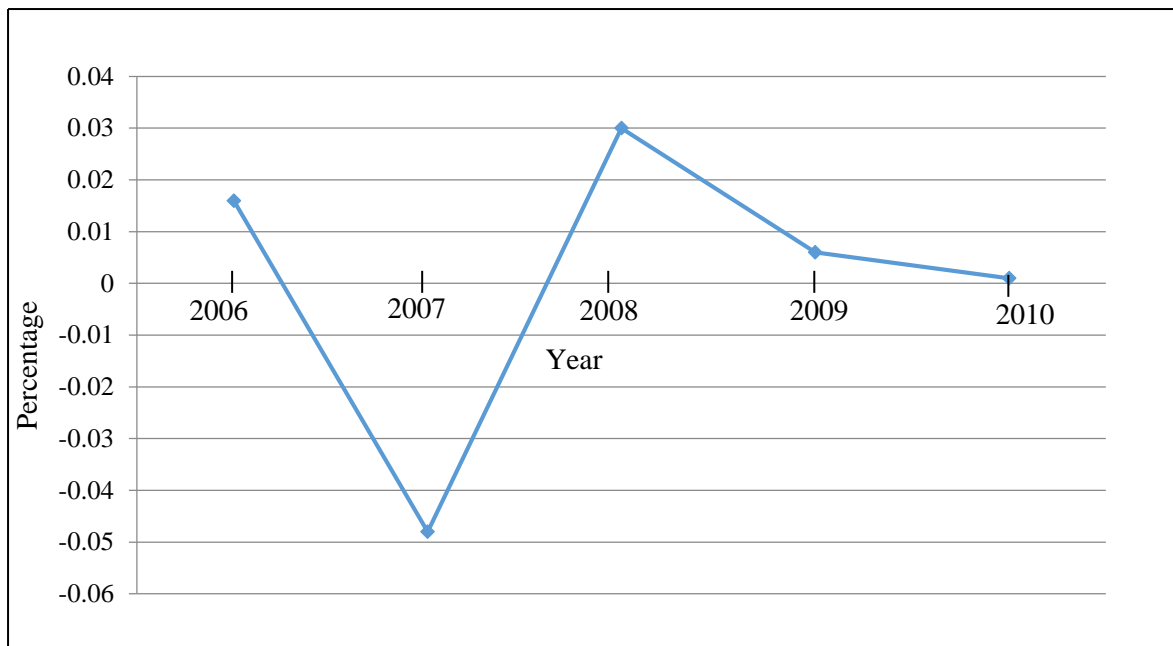


Figure 4.13: Dropout Rate in ECDE Centres

The findings clearly showed that there was a tremendous decline in the level of drop out of ECD children in 2007 which stabilized in the subsequent three years.

The second objective was to determine whether enrolment improved with the introduction of CSG. The findings showed that enrolment increased by 22.3 % (439 pupils). This was confirmed by a total of 29 (93.5%) committee chairpersons who were of the opinion that CSG led to increased enrolment while the other 2 (6.4%) committee chairpersons said that CSG led to reduced enrolment, The study found that dropout rates also reduced after the introduction of CSG; from as high as 12.5% in the year 2001 to 0.1% in the year 2010.

This was because schools were discouraged from sending away children from poor families who were not able to pay fees. For low income families school levies such as uniform, examination fees may result in dropout thereby leading to low survival rates and eventually low enrolments in ECD centre.

It also meant that learning conditions improved hence attracted more children to the ECD centres. ECD children are particularly attracted to centres where there are outdoor play materials. The teachers' salaries were also being augmented hence little payment was being sought from parents.

CSG was introduced with a view to achieving 60% enrolment in ECD centres however only 22.3% was realized. Therefore other non monetary factors were reported by the committee chairpersons. The committee chairpersons reported that the attributes of uneducated parents towards education is totally contrasting with the literate ones. Many illiterate parent, were seen to provide very little or no support to their children.

This is confirmed by Kithi (2011) who identified parental income, poverty, and the level of education of the parents as the main factors influencing enrolment. The study indicated that when children lack good home background, they end up losing interest in school. Some may not get enough time to study at home as a result of unavailability of tables, paraffin and chairs to facilitate the reading culture.

All the committee chairpersons reported that HIV/AIDS pandemic was a major concern in the provision of ECD education not only in the county but the nation as a whole. The pandemic affected the education system, which is a pillar of development and economic growth both at the societal and individual levels. The pandemic which is widely spread in County affects participation and completion necessitated by high rate of absenteeism from classes by pupils and teachers, eventually leading to high dropout rate. The overall picture of HIV/AIDS on enrolment for ECD education in the County is negative. This is due to the impact on the potential clientele through the rapid growth in the number of orphans.

A study by UNESCO (2005) however observed that enrolment of HIVAIDS and other vulnerable children increased in Kenya and Lesotho following the removal of fees in public primary school. This is confirmed by Owino (2014) who argued that HIVAIDS had a positive influence on children in relation to their access to schooling. In the same study the head teachers were asked whether FPE policy was helpful to them and all of them agreed giving such reasons as it has led to readmission of pupils who had dropped out due to school levies.

However, eight committee chairpersons reported ignorance as a factor making the parents to keep their children at home until they are big enough to join standard one. Two respondents reported that distance was also factor that contributed low enrolment. Proximity of schools has a direct impact on ECD enrolment and retention. ECD children are still young and therefore cannot walk long distances. Parents equally prefer to take their young ones to schools near them to cut on other additional costs such as transport and lunch. This finding is in agreement with Kithi (2011) who stated that pupils in rural areas experience long and tiring day leaving early to reach school.

One chairperson argued that the enrolment did not reach the target because even in centres where CSG was provided the schools did not have consistent feeding programme. It is true that feeding programme has a direct influence on enrolment and retention of pupils. Pupils who are hungry cannot concentrate in class and are therefore potential candidates for dropout.

Despite the non monetary factors highlighted by the school management committees there was an agreement by the same committee members that the introduction of CSG increased enrolment in the supported ECD centres. These study findings are consistent with Wanjohi (2010) who found out that with CSG enrolment increased in Kiambu Sub County and slightly

dropped when there was delay in release of funds. A UNESCO (2005) assessment report on challenges of implementing FPE in Kenya established that public primary schools experienced an increase in enrolment after the introduction of FPE in 2003. The enrolment however started to decline in 2004 due to dropouts and transfer to private schools.

4.5: Availability and Type of Learning Resources

The third objective sought to determine the availability and type of human and learning resources before and after the introduction of CSG in Siaya Sub County. Given that CSG was introduced in the year 2006, a comparison was done on the adequacy of resources in the years before 2006 and the years after 2006.

4.5.1: Teacher's Salary

The study sought information on the amount of money paid to the ECD teachers. The information is presented in Table 4.4.

Table 4.4: Amount of Monthly Pay for Teachers

Teachers Monthly Pay (Kshs)	Frequency	Percentage
4001 - 5000	1	3.2
3001 - 4000	6	19.3
2001 – 3000	6	19.3
1001 - 2000	16	48.3
500 – 1000	3	9.7
Total	31	100

The findings clearly showed that 16 (48.3%) who were the majority of the ECD teachers earned between Kshs.1, 001 to Kshs2, 000. The district had guidelines on the least amount to

be paid to every ECDE teacher. The guidelines indicated that the ECDE teachers in the district should be given a salary of at least shillings 4000 in every month. The guideline indicated how CSG is to augment the teacher's salary with at most 2000 shillings a month. This means that the ECDE teacher is added the same amount of money she or he is earning but only to those who earns up to 2000 shillings and above.

From these findings the amount of monthly income received was small, that was an indication that either the amount of CSG received by schools was small, or the amounts channeled to supplementing the teachers' pay was little or the ECDE centres had put more priority towards other requirements such as developing the teaching and learning infrastructure compared to teachers' pay.

Teachers are the main resource in the teaching and learning process as they ensure the effective utilization of the other resources. If the teachers are genuinely remunerated and properly qualified they will enhance the resource utilization and enrich learning process. In addition, interviews with school management committee indicated that the role of the teachers was crucial but the payment of salary was low, irregular and demoralized ECD teachers and that some head teachers blatantly refused to pay the ECD teachers. This made some teachers to leave ECD centres teaching for greener pastures or migrate to the urban centres. Most school management committee reported that they did not see the rationale behind paying for an ECDE child while primary education was 'free'. If the children were sent home for fees, parents kept them at home until such a time that they attained the age to enroll in class one. From the same interview, the researcher was informed that SMC refused to augment ECD teachers' salaries arguing that parents had to pay their due before they could also support the teachers. This means that the government intention of supporting and augmenting teacher salary was not achieved as envisaged. This supports and adds to the

findings of Republic of Kenya (2006c), which showed that ECD teachers work under poor terms and conditions of service.

4.5.2.1: Teaching and Learning Materials

In order to assess whether the CSG had any impact on learning materials, the study enquired about the adequacy of the teaching and learning materials before the introduction of CSG so as to compare with the adequacy of CSG after the introduction of CSG as reported. The views of the head teacher on the adequacy of the teaching and learning materials before the introduction of CSG are as presented in Table 4.5.

Table 4.5: Teaching and Learning Facilities before the Introduction of CSG: Head teachers' Views

Facilities	More than adequate		Adequate		Not adequate	
	Freq.	%	Freq.	%	Freq.	%
Classrooms	4	12.9	11	35.5	16	51.6
Toilets	4	12.9	10	32.3	17	54.8
Seats	1	3.2	16	51.6	14	45.2
Play materials	4	12.9	8	25.8	19	61.3
Teaching and learning materials	1	3.2	12	38.7	18	58.1

The findings showed that before the introduction of the CSG the teaching and learning facilities were inadequate. Play materials were also as inadequate by 19 (61.3%) of the head teachers. Teaching and learning materials followed at 18 (58.1%) while seats were at 14 (45.2%).The Ministry of Education has stipulated the standard guidelines for assessing adequacy of facilities in ECD centres which was used in this study (Republic of Kenya, 2006b).

4.5.2.2: Teaching and Learning Facilities: Current Situation

The study sought information from the head teachers on the adequacy of teaching and learning facilities after the introduction of CSG. The information is presented on Table 4.6.

Table 4.6: Current Teaching and Learning Facilities: Head Teachers' Views

Facilities	More than adequate		Adequate		Not adequate	
	Freq.	%	Freq.	%	Freq.	%
Classrooms	28	90.3	3	9.7	0	0.0
Toilets	14	12.9	27	87.1	0	0.0
Seats	18	58.1	12	38.7	1	3.2
Play Materials	28	90.3	3	9.7	0	0.0
Learning Materials	25	80.7	6	19.4	0	0.0

The findings showed that after the introduction of the CSG, classrooms, seats, play materials and teaching materials were more than adequate. Classrooms and play materials improved as 28 (90.3%) of the respondents reported the same. This was followed by learning materials 18 (80.7%). The status of seats followed at 18 (58.1%) while the status of toilets did not change much with 14 (12.9%) of the respondents indicating that the toilets were more than adequate.

4.5.3 Learning Conditions in ECD Centres

The study also sought to establish the conditions of classrooms from ECD teachers after the introduction of CSG. The results are presented in Table 4.7.

Table 4.7: Conditions under which Children Learn in the ECD Centres: Teachers' Views.

Condition under which children Learn in the ECD center	SD		D		U		A		SA	
	FR	%	FR	%	FR	%	FR	%	FR	%
Under trees	24	77.4	3	9.7	2	6.5	1	3.2	1	3.2
Dilapidated structures	13	41.9	4	12.9	4	12.9	4	12.9	6	19.4
Borrowed classrooms	17	54.8	3	9.7	5	16.1	6	19.4	0	0.0
Dirty and unhygienic classrooms	17	54.8	5	16.1	3	9.7	4	12.9	2	6.5

The findings showed that the number of children learning under trees, dilapidated structures, and borrowed classrooms in the schools visited seriously reduced. The majority of the respondents 24 (77.4%) were of the opinion that there were few children still learning under trees after the introduction of CSG. The School Management Committee used the CSG to rehabilitate the classrooms meant for ECD children. This improved the learning conditions.

4.5.4 State of Infrastructure

The researcher also observed the state of infrastructure to confirm the responses from the questionnaires. The results are presented in Table 4.8.

Table 4.8: State of Infrastructure as Observed by the Researcher

Infrastructure	Good		Fair		Poor	
	Freq	%	Freq	%	Freq	%
State of classrooms	13	41.9	11	35.4	7	22.5
State of desks and chairs	19	61.2	10	32.2	2	6.4
Condition of latrines	2	6.4	6	19.3	23	74.1

From the information, there was improvement in the state of infrastructure. The findings confirmed what the head teachers had said that 28(90%) of the infrastructure improved. Observations were made on ECD classrooms in each of the schools and confirmed that there was marked improvement in infrastructure.

The researcher also observed the number of educational posters and charts in the schools and presented the findings in figure 4.14 below.

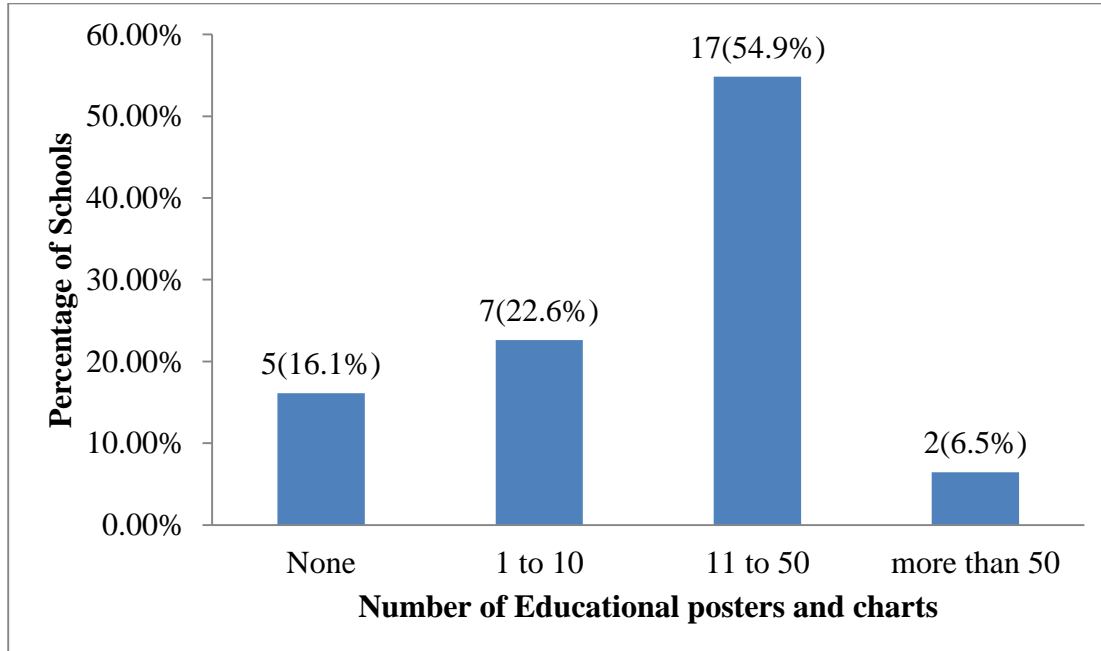


Figure 4.14: Number of Educational Posters and Charts as Observed by Researcher

The findings showed that 17 (54.9%) which were the majority schools had between 11 and 50 educational posters and charts. Educational resources such as posters and charts provide significant gains in learning by improving the learner's ability to retain, remember, think, as better understanding is ensured. Toys and materials are meant to stimulate the total development of children. Children use them as a link between themselves and the environment.

This observation was also in tandem with the observation made by the researcher on the quality of teaching. It was observed that the environment was healthy, safe and protective with adequate resources and facilities. The teachers equally delivered the right content using child centred teaching approaches that enabled the learners to acquire basic skills of literacy and numeracy and skills for life. This was visible in 28 centres where the children actively participated in the learning process with a lot of enthusiasm.

The third objective of the study was to determine the availability and type of learning resources. The study found that teaching learning resources improved with the assistance of CSG. The study found that after the introduction of CSG in the year 2006, classrooms, seats, play materials and teaching materials were more than adequate. Classrooms and play materials improved as 28 (90.3%) of the respondents reported the same. This was followed by learning materials 18 (80.7%). The status of seats followed at 18 (58.1%) while the status of toilets did not change much with 14 (12.9%) of the respondents indicating that the toilets were more than adequate. Teaching and learning materials form an integral part of teaching and learning process. Their availability and usage enriches the process.

In its report the Education Sector Support Programme 2005 to 2010, noted that poor school infrastructure such as sanitation facilities is a major obstacle to improving access and quality education (Republic of Kenya, 2005a). The set guidelines by the ministry of education on the number of pupils per toilet is 1:25, however, this benchmark set by the government was not realized even with the introduction of support like CSG. This study is consistent with a study by Kiprono (2009) which established that physical resources like sanitary facilities among others have been strained due to the increase in student population that lead to low quality education.

The researcher also observed that the state of desks and chairs in 19(61.2%) of the centres was good, a position held by the head teachers. Some facilities like desks are important factors in improving learning outcomes. Owuoché (2003) explored the possible relationships between school conditions and school outcomes and noted that cases without desks are not conducive for learning. He further observed that physical facilities have direct positive effect on teacher morale, sense of personal safety and feeling of effectiveness in the classroom. It is difficult for an ECD child to develop writing and reading skills when they are writing on their laps. ECD children, therefore, use desks for sitting, writing and keeping instructional material. This enhances a conducive environment and in the process facilitates it. A study by Handa (2007) confirmed that inadequacy in desks affected pupils learning. He further established that there was a significant positive relationship between learning resources and performance.

This study corroborates findings from UNESCO (2006) which found that most of the 162 sample schools visited in Kenya which had received FPE grants, ordered and received instructional materials as per the MOEST guidelines. Provision of instructional materials

including textbooks was identified as one of the major achievements of the FPE programme, particularly through reducing the cost burden of education on parents and thus leading to an influx of pupils to school.

Wanjohi (2010) conducted a study in Kiambu District on community support grant and reported that seventy five per cent (75%) of respondents were of the opinion that materials bought using CSG had a lot of relationship with the ECDE syllabus and therefore improved teaching and learning materials.

However this study differs from Ogola (2010) which found out that mass influx of pupils into school due to FPE had stretched facilities to the limit. The classrooms were congested; desks were inadequate and so were textbooks. Toilets were lacking in schools and wherever they exist, they were inadequate and in poor condition. This had badly affected girls and disabled and young children. There were reports of pupils resorting to relieving themselves in the nearby bushes, which was unhealthy. The congestion in classrooms affected teaching and learning activities. Slow learners are not taken care of. The net effect of all these was that the teaching and learning environment was not conducive, especially for the over-age learners and the disabled. Consequently, schools had recorded dropouts and declining enrolment and this did not augur well for the goal of expanding access, retention and completion rates.

4.5.5 Improvement of CSG Implementation

The study sought the views of one Education officer, four DICECE officers, 31 head teachers, 31 ECD teachers and 31 Chairperson on how best to improve CSG implementation.

The information is presented on Table 4.9.

Table 4.9: Improvement of the Management of CSG in Schools

What government can do to improve CSG in schools	Frequency	Percentage
Timely sending of money and increasing on the amount sent	50	51.0
There should be improved monitoring of the use of CSG funding	29	29.6
The government should provide training to the committee members and schools management on proper use of the funds	16	16.3
The government should pay ECDE teachers	3	3.1
Total	98	100

The findings of the study showed that 50 (51.0%) of the respondents were of the opinion that timely disbursements of money and increasing the amount was the best option in improving CSG implementation. This was followed by 29 (29.6%) who said that there should be improved monitoring of CSG funding. With timely disbursements the school management could possibly pay the teachers in time and purchase the teaching learning resources. The improvement of monitoring would ensure early detection of misappropriation of funds and proper intervention put in place. This finding differs with that of Wanjohi (2010) that found out that employment of teachers was the best option of improving CSG.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the research objectives. The study had three objectives namely: to establish the level of utilization of Community Support Grants toward ECDE. Centres across eligible expenditure items in Siaya Sub County, to determine the access rates in early childhood centre after the introduction of Community Support Grant in Siaya Sub County, to determine the availability and type learning resources after the introduction of Community Support Grants in Siaya Sub County This chapter draws conclusions from the research findings and further draws recommendations for policy and practice.

5.2 Summary of Research Findings

This section presents a summary of the findings engendered by the research objectives. It is therefore subdivided into four sections each presenting a summary of the three objectives.

5.2.1 The Level of Utilization of Community Support Grants toward ECDE. Centres

The study found that since the year 2006 when CSG was introduced the total amount disbursed to the schools as CSG increased from 942144 shillings in the year 2006 to 2,304,680 shillings in the year 2010. The study also found out that a total of 7,296,786 shillings was disbursed to ECD centres in Siaya Sub- County and 4,724,448.50 was accounted for, while 35.25% (2, 572,337.50 shillings) could not be accounted for. The findings of the study showed that the level of financial management in ECD centres was high as there were no crucial financial documents to verify the prudent management. There was 25 (80.6%) of the centres missing minutes of committee meetings, 20 (64.5%) centres without proper filing systems,

poor budgeting system and lack of proper monitoring and evaluation by education officials as reported by the eight committee members.

The study also found that CSG was spent more on classroom construction, teaching and learning materials and was least used in the purchase of play materials.

5.2.2 The Access Rates in Early Childhood Centre after the Introduction of Community Support Grant

The study found that enrolment increased after the introduction of CSG in the year 2006 by 22.3 %, from 1973 to 2412 in 2010 instead of the expected 60%. The study found that a total of 29 (93.5%) committee chairpersons were of the opinion that CSG led to increased enrolment while the other 2 (6.4%) committee chairpersons said that CSG led to reduced enrolment. It also found that dropout rates also reduced after the introduction of CSG; in the year 2006 to 0.1% in the year 2010. The teachers agreed that CSG improved access to the ECDE centers. The committee chairpersons reported a number of non monetary factors as having contributed to low enrolment in the ECD centres. The factors included HIV/AIDS, poverty, ignorance, and lack of feeding, distance and other cultural barriers.

5.2.3 Availability and Type of Learning Resources after the Introduction of CSG

The findings clearly showed that majority of the ECD teachers 16 (48.3%) earned between KShs 1,001 to Kshs. 2,000. This was contrary to the minimum expected augmentation of Kshs. 2000 giving each a teacher a total of Kshs.4000.

Before the introduction of CSG the classrooms, toilets, seats, play materials and teaching and learning materials were not adequate as reported by most head teachers. This shows that introduction of CSG had contributed to improved adequacy of the classrooms, seats, play materials and teaching and learning materials.

The study found that after the introduction of CSG in the year 2006, classrooms, seats, play materials and teaching materials were more than adequate. Classrooms and play materials improved as 28 (90.3%) of the respondents reported the same. This was followed by learning materials 18 (80.7%). The status of seats followed at 18 (58.1%) while the status of toilets did not change much with 14 (12.9%) of the respondents indicating that the toilets were more than adequate. The researcher also observed that the state of desks and chairs in 19(61.2%) of the centres was good, opinion also shared by the head teachers.

Most of the classrooms were also permanent as reported by 17 (54.8%) head teachers while 15 (48.3%) said that the toilets in their school were permanent. On quality teaching it was observed that the environment was healthy, safe and protective with adequate resources and facilities. The teachers equally delivered the right content using child centred teaching approaches that enabled the learners to acquire basic skills of literacy and numeracy and skills for life. This was visible in 28 centres where the children actively participated in the learning process with a lot of enthusiasm.

5.3 Conclusions

The purpose of the study was to evaluate the utilization of the CSG in the ECDE centers. CSG received increased significantly from 2006 to 2010. From the study it was concluded that all forms of mismanagement and misappropriation were as a result of stakeholders who did not understand their roles or ignored the set procedures for the implementation of Community Support Grant. The disbursed funds were inadequate and not disbursed in a timely manner. as reported by the key stakeholders.

It was also concluded that during the implementation of Community Support Grant there was improved enrolment of learners and reduction in wastage in the form of dropout. However, the target enrolment of 60% was never achieved

ECD teachers play a crucial role in providing quality teaching and learning, however the School management committees did not augment their salary regularly. The remuneration was also very low.

The quality of teaching and learning resources in ECDE centres improved with classrooms being rehabilitated, more teaching and learning materials were bought and the environment became conducive for learning.

5.4 Recommendations

Based on the summary and conclusion, the study recommends that:

- i) The Ministry of Education should be involved in monitoring the use of Community Support Grants and ensure that crucial financial management documents and systems are put in place so as to avert misappropriation and mismanagement cases by the head teachers and the ECD management committees.
- ii) In addition the Government of Kenya should ensure that Community Support Grant is availed adequately and in a timely manner to the ECDE centers.
- iii) Both the Government and communities should invest in infrastructure development of classrooms, sanitary facilities, play and learning equipment. This would improve teaching-learning environment thus boost access to and quality of ECDE services.
- iv) The National government should invest in ECD teachers' salaries or remunerations and move towards developing ECDE teachers' scheme of service, with guidelines on teacher recruitment and salary harmonization. This would iron out the wide disparities of earnings among ECDE teachers. On the same note, the government through TSC should take over the ECDE teacher salary bill.
- v) The Government should invest in community mobilization and capacity building. This would improve the management of community support grant through Sub

County-based training workshops, enhancing parental education, involvement and engagement, supporting of DICECE, Training of Trainers (TOT), training ECDE management committees, and supporting advocacy campaigns for proper management of funds.

- vi) The study recommends that the parents should be educated on the purpose of Community Support Grant so that they do not take it as a substitute to what they are supposed to do.

5.5 Suggestions for Further Study

The study suggests that in future a research needs to be done in other counties so as to compare with the findings of this study,

The study also suggests that in future a research should be done to determine the level of preparedness of School Board of Management in handling Community Support Grants in ECD centres.

The study explored the contribution of Community Support Grant to enrolment, however, a comparison of CSG and other non-monetary factors such as long distance, cultural beliefs and government policies should be replicated to determine the main factor affecting access in ECD centres.

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APPENDICES

Appendix A

Questionnaire for Education officials (DICECE Officers and Sub County Education Officers)

Good morning/afternoon

You are one of the respondents selected to participate in this study. The purpose of this study is to evaluate the utilization of community support grants for ECDE. centres in Siaya Sub County. Kindly respond to each question by providing appropriate responses. The researcher would wish to know your honest opinion based on your experience as ECDE. Supervisor. Any information so obtained shall be strictly confidential. Do not write your name anywhere on this questionnaire.

Section I - Provision of Community Support Grant

1. Indicate the total amount of CSG funds allocated to your District during the following years:

Year	Amount (ksh)
2006	
2007	
2008	
2009	
2010	

Section II-Access and Participation of Children in the ECD Centres

- 2 Do you agree that the fee payment is a hindrance to children attending ECD centers?

- Strongly Agree
- Agree
- Undecided
- Strongly Disagree
- Disagree

Section I11- Teaching and Learning Resources

- 3.Indicate your assessment on the state of physical facilities in your ECDE center

.N/B One classroom 25 pupils, One door toilet for 25 pupils, Each child with a seat,
Each child with a play material.

Facility	More than adequate	Adequate	Not adequate
Classrooms			
Toilets			
Seats			
Play materials			
Teaching and Learning materials			

4. Indicate the status of your learning facilities.

Facility	Permanent	Semi-permanent	Temporary
Classrooms			
Toilets			

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

Good morning/afternoon

You are one of the respondents selected to participate in this study. The purpose of this study is to evaluate the utilization of community support grants for ECDE. Centres in Siaya Sub County. Kindly respond to each question by providing appropriate responses. The researcher would wish to know your honest opinion based on your experience as Head teacher. Any information so obtained shall be strictly confidential. Do not write your name anywhere on this question.

Section I- Background Information

(Tick[✓] in the box or respond appropriately)

1. Indicate your gender

Male

Female

2. Indicate your highest professional qualification.

P1

Diploma in ECD

Degree

Masters

Others (Indicate) _____

3. How long have you been in your current station?

1-2 years

3-5 years

6-10 years

Over 10 years

Section II- Provision of Community Support Grant

- 4 Indicate the total amount of CSG funds allocated to your school during the following years:

Year	Amount (Ksh)
2006	
2007	
2008	
2009	
2010	

- 5 Indicate the amount of money used for each eligible expenditure item, for the last five year.

Item	2006	2007	2008	2009	2010
Teaching/learning materials					
Teacher payment					
Construction of classrooms					
Toilet construction					
Repair of classrooms					
Repair of toilet					
Purchase of play materials					
Other (Specify)					

Section III-Access and Participation of Children in the ECD Centres

- 6 Do you agree that the fee payment is a hindrance to children attending ECD centers?

- Strongly Agree
- Agree
- Undecided
- Strongly Disagree
- Disagree

Section IV- Teaching and Learning Resources

7. Indicate your assessment on the state of physical facilities in your ECDE center.

N/B One classroom 25 pupils, One door toilet for 25 pupils, Each child with a seat, Each child with a play material.

Facility	More than adequat	Adequate	Not adequate
Classrooms			
Toilets			
Seats			
Play materials			

8. Indicate the status of your learning facilities.

Facility	Permanent	Semi-permanent	Temporary
Classrooms			
Toilets			

9. What can the government do to improve CSG in schools?

APPENDIX C

QUESTIONNAIRE FOR THE ECDE TEACHERS

Good morning/afternoon

You are one of the respondents selected to participate in this study. The purpose of this study is to evaluate the utilization of community support grants for ECDE. Centres in SiayaSub County. Kindly respond to each question by providing appropriate responses. The researcher would wish to know your honest opinion based on your experience as ECDE. Teacher. Any information so obtained shall be strictly confidential. Do not write your name anywhere on this questionnaire.

Section I-Background Information

(Tick [✓] in the box or respond appropriately)

1. Indicate your gender

Male

Female

2. Indicate your highest professional qualification.

KCSE UT

Trained KCPE

Certificate

Diploma

Degree

3. How long have you been in your current station?

1-2 years

3-5 years

6-10 years

Over 10 years

Section II-Level of Provision of Community Support Grant

- 3 Indicate the total amount of CSG funds allocated to your school during the following years:

Year	Amount (ksh)
2006	
2007	
2008	
2009	
2010	

- 5 What is the range of your monthly pay?

- 500/= to 1000/=
- 1001/= to 2000/=
- 2001/= to 3000/=
- 3001/= to 4000/=
- 4001/= to 5000/=
- Over 5000/=

- 6 What is the range of fees charged per child in your school?

- 50/= to 100/=
- 101/= to 150/=
- 151/= to 200/=
- 201/= to 250/=
- 250/= to 300/=
- Over 300/=

7 Do you agree that Community Support Grant was spent on the following eligible items?

Item	SA	A	U	D	SD
Teaching/Learning materials					
Teacher payment					
Building classrooms					
Construction of Toilets					
Committee Transport and meals					
Head teacher's pocket money					
Feeding programme					

8 Do you agree that the CSG funds were adequately provided to schools?

N/B One classroom 25 pupils, one door toilet for 25 pupils, Each child with a seat, Each child with a play material.

More than adequate	Adequate	Not adequate

Section III- Access and Participation of ECD Children

(Tick[✓] in the box or respond appropriately)

9 Community Support Grant improved enrolment in ECD centers.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

10. Factors that can improve enrolment in ECD centers

Factor	SA	A	U	D	SD
Government to pay ECD teachers					
Government to increase CSG					
Government to have clear enrolment policy					
Parents to be sensitized on their roles					
Provincial administration to ensure that all ECD children are in school					
Provision of physical facilities					

Section IV-Teaching and Learning Resources

11 Conditions under which children learn in your ECD center.

Condition	SA	A	U	D	SD
Under trees					
Dilapidated structures					
Borrowed classrooms					
Dusty and unhygienic classrooms					
Child friendly classroom					

12 Indicate your assessment on the state of physical facilities in your ECDE center.

N/B One classroom 25 pupils, One door toilet for 25 pupils, Each child with a seat, Each child with a play material.

Facility	More than adequate	Adequate	Not adequate
Classrooms			
Toilets			
Seats			
Play materials			

APPENDIX D

INTERVIEW SCHEDULE FOR CSG COMMITTEE CHAIRPERSON

Name of ECD Center _____

1. In what ways has the introduction of CSG assisted the ECDE center?
2. Were you satisfied with the utilization of CSG in you center?
3. Has the introduction of CSG improved the enrolment of Children in your center?
4. In your view, are there other factors affecting enrolment in your centre?
5. In your view, did the teacher receive their salary in your centre?
6. In your view, has the introduction of CSG improved the quality of learning in your center?
7. In your view, what should the government do to improve the management of CSG in schools?

APPENDIX E

OBSERVATION CHECKLIST

School _____

Zone _____

1.

Type of classroom floor	Cement	Packed Earth	Tile	Wood

2.

Condition of Classroom	Good	Fair	Poor	Very Poor

3.

State of desks and chairs	Good	Fair	Poor	Very Poor

4.

Educational materials	Number of picture books	Total number of manipulative materials	Total number of educational posters and charts	Total number of educational materials

5.

Condition of latrines	Good	Fair	Poor

6.

Overall quality of teaching	Good	Fair	Poor	Very poor

7.

Overall quality of learning environment	Good	Fair	Poor	Very poor

APPENDIX F

DOCUMENT ANALYSIS GUIDE

Name of the ECD center _____

Zone _____

The following documents were analyzed for purposes of collecting data for the study

1. School committee minute book
2. Financial records
3. School register for the last 10 years; that is 2001 to 2010?
4. Inventories for the purchases of books and teaching materials

Sub County's Office

5. Disbursement schedules for the years CSG has been disbursed
6. Monitoring reports for CSG?
7. Attendance lists of trained Community Support Grant committees?

APPENDIX G

FORMULAE

The following formulae adopted from UNESCO 1972 will be used in the analysis of the flow of pupils

Key

N = number enrolled in a grade

k = previous grade

t = previous year

R= number of repeaters

1. Actual Survival Rate (ASR)

$$\text{ASR} = \frac{[N^{k+1}_{t+1} - R^{k+t}_{t+2}]}{N^k_t}$$

2. Grade Dropout Rate (GDR)

$$\text{GDR} = \frac{N^k_t - [(N^{k+1}_{t+1} - R^{k+t}_{t+2}) + R^k_{t+1}]}{N^k_t}$$

Key

N = number enrolled in a grade

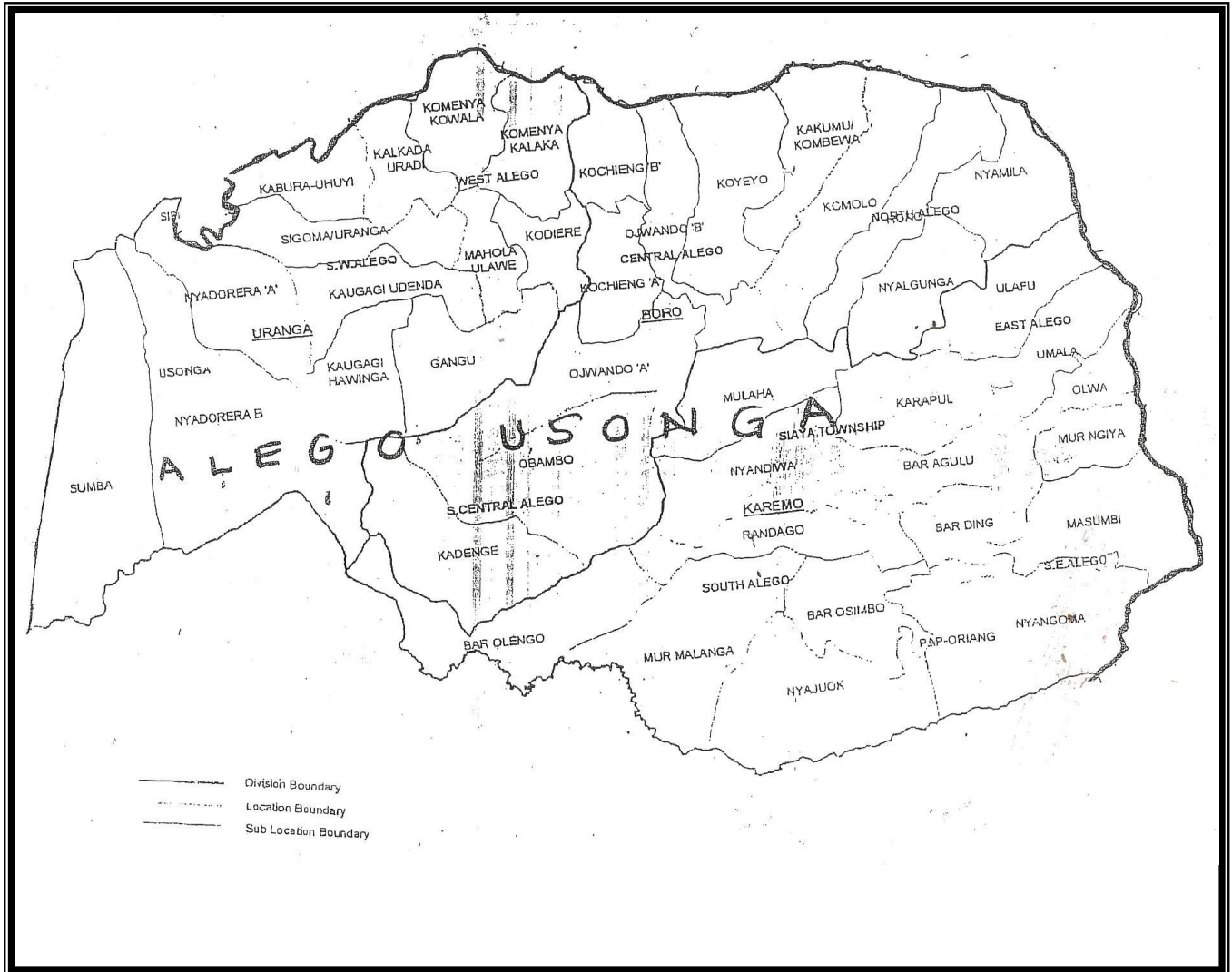
k = previous grade

t = previous year

APPENDIX H

Map of Siaya Sub County

SIAYA SUB COUNTY MAP



Source : Siaya County Integrated Development Plan

APPENDIX I: AUTHORIZATION LETTER



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 11th November, 2014

TO: Remjius Nyakina Otieno
PG/MED/00053/2008
Department of Education Management and Foundation
School of Education
Maseno University, Maseno, Kenya

REF: MSU/DRPC/MUERC/00102/14

RE: Evaluation of Utilization of Community Support Grants for Early Childhood Development Centres in Siaya Sub County, Kenya. Proposal Reference Number: MSU/DRPC/MUERC/00102/14

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 11th day of November, 2014 for a period of one (1) year.

Please note that authorization to conduct this study will automatically expire on 10th November, 2015. If you plan to continue with the study beyond this date, please submit an application for continuation approval to MUERC Secretariat by 8th October, 2015.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach MUERC Secretariat by 8th October, 2015.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.

Yours faithfully,

Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee.



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED

