THE ROLE OF COMMUNITY FINANCING IN ENHANCING ACCESS TO
PRE-PRIMARY EDUCATION IN IGEMBE SOUTH DISTRICT
MERU COUNTY-KENYA

Japhet Gitonga Mitu

A Research Project Submitted to the Department of Educational Administration
and Planning in Partial Fulfilment of the Requirements for the Award of the Degree
of Master of Education in Economics of Education.

University of Nairobi

July, 2015
DECLARATION

This research project is my work and has not been presented for an award of any degree in other university or Institution. No part of this research project may be reproduced without prior permission of the author and /or University of Nairobi.

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Japhet Gitonga Mitu

E55/66602/2011

This Research project has been submitted with the Knowledge of the supervisors.

_______________________________________

Dr. Andrew Riechi

Senior Lecturer

Department of Educational administration and planning

_______________________________________

Mr. Ferdinand Mbeche

Lecturer

Department of Educational administration and planning
DEDICATION

I dedicate this work to my wife Eunice Kanario, my son Michael Ngugi and daughter Sharleen for their help contribution and endless patience in this journey. Special thanks to my uncles, Jackson Mutiria, Festus Mari and Samuel Gitonga for their continued encouragement.
ACKNOWLEDGMENT

I wish to thank the Almighty Father for His favour and Mercy upon me throughout undertaking this project of M.Ed (Educational Administration).

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<th>Description</th>
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<tbody>
<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Lands</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development and Education</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HIV and AIDS</td>
<td>Human Immune Virus/ Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>KDHS</td>
<td>Kenya Demographic and Health Survey</td>
</tr>
<tr>
<td>KEPI</td>
<td>Kenya Expanded Programme of Immunization</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>LATF</td>
<td>Local Authority Transfer Fund</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>SEBF</td>
<td>Service Employee Benefit Fund</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nation International Children Fund</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

The purpose of this study was to determine the role of community financing in enhancing access to pre-school education in Igembe South District. The study also aimed at highlighting the underlying challenges facing community financing of pre-school in Igembe South given that their financing is mainly from the community. The following objectives guided the study: establish the sources of funding to promote access to pre-school education in Igembe South District, to examine the significance of community funding in enhancing access to pre-school education, assess the amount of funding by community to promote pre-school education, determine challenges facing community financing of pre-schools in Igembe South District. The research design used in the study was descriptive survey. The target population for this study comprised of 62 head teachers of the schools that benefited by community financing, 62 PTA chairmen, 5 DICECE officers and 1 DEO in Igembe South District. A total of 130 subjects were involved in the study. A sample size of 70 of the population was sampled. This study used questionnaires for head teachers and PTA chairmen. A face to face interview was conducted with the DICECE officers and DEO. This study employed descriptive statistics to analyze the data. Analyses were done using SPSS version and results presented in form of frequencies and percentages. The results were discussed and interpreted so as to answer the research questions. The study through both the heads teacher’s and the PTA chairmen found that there was a common agreement from respondents that they were aware of sources of funding to promote access to pre-school education in as show by a majority of 82% and 76% respectively. The study found that head teacher and PTA chairmen response 68% and 44% were who the majority agreed that community funding enhanced access to pre-school education. The study found that corruption in allocation of funds challenged community financing of pre-schools to a great extent (mean score 4.04 and 4.02). Lack of financial management skills challenged community financing of pre-schools to a great extent (mean score 4.00 and 4.01). The study conclude that community financing is faced by a number of challenges which some are institutional based while other are political. The study further concludes that this scenario calls for solid partnerships between the government and NGOs, the private sector, local communities, religious organizations and families so as to expand, renovate or establish new mechanisms to meet the funds needed in enhancing access to pre-primary education.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an essential tool for human life that helps pupils to optimize their potentials (Baller, 2009). The last several decades have seen growing global interest in the potential for public investment in early childhood care and education to improve the development of young children especially those from socially disadvantaged groups (Nores, 2010). The world community that assembled in Dakar Senegal in 2000 to for the 10th anniversary of Education for All (EFA) reaffirmed its commitment to early childhood care and education (UNESCO, 2005).

In most developing countries early childhood care and education had not been part of public policy. The last several decade have sees growing global interest in the potential for public investment early childhood care and education to improve the development of young children especially those from socially disadvantaged groups (Nores 2010). Education is essential tool for human life that helps pupils to optimize their potentials (Baller,2009).The constitution of Kenya 2010,schedule 4,article 9 gives the county government responsibility of managing pre-primary education centres. The new arrangement has not rolled out elaborate financing plans for the early childhood centres in Meru County.

The world community that assembled in Dakar Senegal, in 2000 for the 10th anniversary of Education For All (EFA) reaffirmed its commitment to early childhood care and education (UNESCO,2005)In most developing countries, early childhood care and education has not been part of public policy (UNESCO,
especially in private institutions which stands at 10% that is inferior to the world mean of 40%. Despite that ECDE is under ministry of education science and technology it not anchored in the education and training act.

Investment in early childhood development programs worldwide have grown since 1970s for a number of reasons (UNESCO, 2005). First, the increasing participation of women in the labour force and changes in family structures and child-rearing practices has created new demands for child care. Second, steady improvements in the survival of children have led governments to invest in laying the foundation for human development by improving the health, nutrition, and learning potential of those who survive beyond the first year of life. Third, governments have recognized that early childhood interventions are particularly useful as a preventive investment for groups at high risk of educational failure.

Recent years have seen a global endeavour to prioritize early childhood care and education as a foundation for later learning and development as evidenced by the global guidelines for early childhood education in the 21st century (Association for Childhood Education International, 1999). Early childhood development education (ECDE) is crucial for human capital formation and for enhancing the educability of Children. There is an increasing body of scientific literature pointing to the importance of the first few years of life from the point of view of human physical, mental and social development. Appropriate physical and mental development of children in the pre-school years leads to timely school enrolment and improved progress and performance in school. A number of experimental studies on early child vulnerability to adverse environmental circumstances during the pre-school years, and more important from applied perspective, have shown that deficits in intellectual
development that accompany poverty and malnutrition can be prevented or compensated through early childhood development interventions, that provide improved diets, learning experiences and health surveillance (Achoka, 2007).

While the Kenyan child's chances of survival have drastically since the year 1960, child quality indicator such as level of educability, morbidity and nutritional status showed that much remains to be done (UNESCO, 2005). Improvements in these indicators are considerably worse for the children from poor households, who are less likely to attend school and more likely to be malnourished than the average Kenyan child. The demand for early child development services in Kenya has resulted in the establishment of a large network of child development centres. Mostly in rural areas parent of children who do not have access to privately owned nursery school. The community has been the most important partner in the development of centres. For example, in the provision of physical facilities, payment of salaries, organisation of feeding programmes, and provision of learning and playing materials. Some communities do receive financial and supervisory support from non-governmental organizations and local government.

In 1970s the Government of Kenya stepped in to provide training support and supervision for centres. In 1984, the national centre for early childhood education (NACECE) was established at the Kenya Institute of education. NACECE was made responsible for the training of trainers, curriculum development, research and co-ordination (UNESCO Early Childhood Policy review report, 2005). In full cognizance of the national and international goals of education, ministry of education developed a comprehensive early childhood development an education policy paying special attention to vulnerable and disadvantaged children. The policy sort out objects of
ensuring that all children in difficult circumstances that had access and complete free and compulsory primary education by 2021. This is in line with Kenya constitution 2010.

The demand for child care in Kenya has increased as a result of increasing numbers of nuclear families with working/single-parents, most of whom are poor. Results from the Kenya poverty assessment (1995) indicate that a third of rural households are female-headed. These households, and those in arid and semi-arid lands (ASALS), slums and those in plantation areas lack access to quality childcare.

The demand for early child development services in Kenya has resulted in the establishment of a large network of child development centres, mostly in rural areas, by parents of children who didn't have access to privately owned 'nursery schools'. The community has been the most important partner in the development of the centres, taking responsibility for the provision of physical facilities, payment of salaries, organization of feeding programs, and provision of learning and playing materials. Some communities received financial and supervisory support from non-governmental organizations (NGOs) and local governments. In the 1970s, the government of Kenya stepped in to provide training support and supervision for centres. In 1984, The National centre for Early Childhood Education (NACECE) was established at the Kenya Institute of Education. NACECE was made responsible for the training of trainers, curriculum development, research and coordination (UNESCO, 2005).

In full cognizance of the National and International goals of education, ministry of education (MOE) developed a comprehensive early childhood development and education policy paying special attention to vulnerable and disadvantaged children by
2005. The policy sought out objects of ensuring that all children in difficult circumstances that had access to and completed free and compulsory primary education by 2012. The policy paper did not specifically handle ECDE neither did the act on Education and Training. This left ECDE to be based on a partnership policy paper, sessional paper No. 6 of 1988. The Kenyan constitution (2010) 4th Schedule article 9 gives the county government responsibility of managing and preparing curriculum and teachers for pre-school.

Owing to the challenges of implementing county government structures, pre-school education has not been addressed fully despite the fact that it is an area of concern. Financing of the centres has not been fully rolled out hence lack of financing is adversely affecting access to this level of education. The role of community financing in enhancing access is critical but faces challenges that include inadequate community participation. Despite remarkable achievements in boosting pre-school enrolments, over forty percent of children of preschool going age are not enrolled in pre-schools (DEO’S office, 2013).
Table 1.1: Enrolment of pre-school pupils in Igembe South District, year 2014

<table>
<thead>
<tr>
<th>Pre-school institution</th>
<th>Number</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>102</td>
<td>4050</td>
<td>3990</td>
</tr>
<tr>
<td>Private</td>
<td>51</td>
<td>2581</td>
<td>2583</td>
</tr>
<tr>
<td>Feeder school</td>
<td>50</td>
<td>650</td>
<td>410</td>
</tr>
<tr>
<td>Grand total</td>
<td>203</td>
<td>7281</td>
<td>6983</td>
</tr>
</tbody>
</table>

Source: DEO’s office Igembe south 2014

From the above table 1.1, it is evident that every pre-school centre is handling well above 80 learners. With the constraint of classes and teachers coupled with the great population that lacks access to pre-school education an urgent source of financing of the centers is inevitable. Such a source is expected to be in form of community financing.

The main challenge that leads to this high number missing pre-school education is lack of adequate classes, teachers and learning materials due to inadequate funding. This study therefore intends to evaluate the role of community financing in enhancing access of pre-school and determine challenges facing the community financing in enhancing access in Igembe South District.

1.2 Statement of the Problem

Sections of pre-school and school age children in Igembe South District are not benefiting from pre-schooling. Access to pre-schooling is adversely affected by inadequate pre-school centers. According to Igembe South D.EOs office (2013) it is only about 40% of pre-school age children that are accessing pre-schooling, leaving a whole 60% of the eligible population in a situation of dire necessity.
The government initiated free primary education neglecting the funding of pre-school education. The constitution of Kenya (2010) left the responsibility of pre-school education to the county government that has not become fully operational. Since the important facility lacks funding from a clear government scheme, its financing has purely been left to the parents and the community. Poverty indices and illiteracy levels are biting in Igembe South. The two factors combined have adversely affected the access of pre-school education in Igembe South District.

1.3 Purpose of the Study

The purpose of this study was to determine the role of community financing in enhancing access to pre-school education in Igembe South District. The study also aimed at highlighting the underlying challenges affecting community financing of pre-school in Igembe South given that their financing is mainly from the community.

1.4 Research Objectives

The following objectives guided the study:

i. Establish the sources of funding to promote access to pre-school education in Igembe South District.

ii. To examine the significance of community funding in enhancing access to pre-school education.

iii. Assess the amount of funding by community to promote pre-school education.

iv. Determine challenges facing community financing of pre-schools in Igembe South District.

v. Determine effective strategies to remedy the challenges facing community financing of pre-schools in Igembe South District.
1.5 Research Questions

This study aimed to answer the following questions:

i. Which are the sources of financing pre-school education in Igembe South?

ii. What is the significance of community funding in enhancing pre-school education?

iii. How much money is necessary to promote access to pre-school?

iv. What are the challenges facing the involvement of community in financing pre-school in Igembe South District?

v. What are effective strategies that can remedy the challenges facing the community financing pre-school education in Igembe South District?

1.6 Significance of the Study

It is hoped that this study generated data that will be used to address the challenges facing community financing of pre-school education. Findings and recommendations of this study can bring about improvements in access to pre-school education. The study is expected to generate data and information to promote children’s early learning. Findings may help County Executive Committee Member for Education to advice on the best ways of utilizing community financing of pre-school centres within their jurisdiction. Pre-school education is under County Government in the new constitution dispensation.

1.7 Limitations of the Study

One of the limitations to this study faced was lack of adequate literature and data on the role of community financing on enhancing access to pre-school education, in Igembe South; data that was used as empirical source of information to guide the context of this study. This is particularly because few studies were found in reference
to this study in Kenya. Available data focuses on challenges of implementing free primary education (FPE) with scanty information on community fund raising. Other limitations to this study included lack of comprehensive records/documentation of utilization of funds raised by the community.

1.8 Delimitations of the Study

This study was conducted in Igembe South District. Head teachers, PTA chairmen, DICECE Officers and a District education officer was the target for the study. These were the custodians of the primary data that involves access to pre-school education. The report given by head teachers combined by DEOs office helped assess whether community financing had enhanced access Since the PTA chairmen co-ordinates financing in consultation with the head teachers they compensated lack comprehensive records on utilization of funds raised by communities.

1.9 Basic Assumptions

This study made the assumptions that; fund raised through community initiatives were used to provide facilities as intended and fund raised improved access. The respondents were literate enough to interpret the questions raised in the questionnaires.
1.10 Definition of significant Terms

Access: In this study the word access is used to refer to the enrolment of pre-school-age going children to ECDE programs.

Challenges: In this study the term challenge is used to refer to factors hindering access to education of pre-school children.

Pre-school: Refers to centres’ where children are taken to learn before joining standard one.

Pre-school education: Provision of learning of children before the commencement of statutory and obligatory education. It is between age of zero and five years, depending on the jurisdiction.

1.11 Organization of the Study

The study comprises five chapters. Chapter one, introduction, consists of background to the study, statement of the problem, purpose of the study, objectives and Research questions of the study, significance of the study, limitations to the study, delimitations, basic assumptions and definition of key terms. Chapter two comprises of literature review theoretical and conceptual framework. Chapter three deals with the research methodology that comprises the research design, population, sample and sampling procedure, validity and reliability, procedure for data collection and data analysis. Chapter four presented data analysis and discussion of the study findings. Chapter five dealt with the summary, conclusion and recommendations for further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to this study. The review has focused on: Access to basic education in Kenya and inherent concerns, investing in Early Childhood Development, Education System achievements and challenges, Demographic trends and current status of pre-school. Part two deals with the theoretical and conceptual frame work of the study.

2.2 Role of Community Fundraising on Accessibility to pre-school.

According to Achoka (2007) basic education being the minimum education that every Kenyan must have, for progressive existence in society is a crucial factor. That is why Kenya subscribes to the international protocol that established Education for All (EFA) in Jomtien Thailand 1990, and the world education forum in Dakar, Senegal 2000. Since then, the Kenya Government in her Education Sector Strategic Plan and Sessional paper No. 1 of 2005 has articulated how to attain goals for education. For instance early childhood education which tries to ensure development of the whole personality of the child's physical, mental, and socio-emotional attributes faces challenges such as lack of access to early childhood education mostly caused by poverty, regional and gender disparities, policy framework, and HIV and AIDS among others.

At primary school level children stay longest in the schooling years and they develop more motor skill, further cognitive skills along with higher socialization than the early education level, has children failing to access education due to poverty, gender
imbalances, and regional imbalances among other concerns. Secondary education which creates human resource base higher than the primary education along with training youth for further education and the world of work registers restriction to many children due to concerns of poverty, gender imbalances, and insecurity among others. Achoka asserts that that reaching universal primary education (UPE) is the highest priority of the government of Kenya with the aim of accelerating the achievement of EFA goals. Other concerns related to EFA are gender equality, access and quality of non-formal education, special needs education and adult education. Achoka notes that ECDE in Kenya receives minimal government investment compared with other sub-sectors. Therefore leaving a financing gap. This funding gap can be bridged by involving communities.

2.2.1 Regional Concerns on Access to pre-school

Kenya is largely varied geographically. Some parts like those of Northern Kenya are Arid and Semi-Arid Lands (ASALs). Other parts like those of Central and Western Provinces are wetlands. Most families that live in the ASALs encounter difficulties that counteract government efforts to achieve education for all Kenyans. Their life styles are not conducive to learning as they often move from one location to the other in search of wetlands and water for themselves and their livestock (Achoka, 2007); as they move on, they take their children along with them. It is difficult to have children from these regions attend ECDE education as required. Another related concern is children who are born to parents that are forced to become exiles subsequent to land/tribal clashes in Kenya like is the case in Mt. Elgon region of Rift Valley Province (RVP) in year, 2007. Besides the RVP, another province that has been adversely affected by perennial land/tribal clashes is Coast. It should be noted that
RVP is the largest province in Kenya. It runs from north to south Kenya. Many families not only inhabit the province but also depend on it for their livelihoods. The Coast province is Kenya's "international market place" which like the RVP hosts many people. The most affected lot are children whose parents are either send away from their homes and/or are killed. They remain unsupported for any useful education.

Government efforts to provide equal educational opportunities for boys and girls are frustrated by some parents' choice to pay more attention to boys who are regarded a more formidable asset to the family than the girls. Consequently, more boys than girls enrol for ECDE creating gender disparity in spite of the fact that statistically Kenya's female to male population ratios are 51 to 49.

In some regions, primary schools are sparsely located. Young children have difficulties accessing such schools. Thanks to local transportation system, the famed “boda-boda” mania. However, this system is as expensive for many parents as tracking is too much for the children. In either way, this concern contributes positively to pre-school dropout rates particularly in some rural regions. Moreover; people who live in the ASALs have peculiar needs related to nomadic life style.

Establishment of low cost boarding schools has failed to alleviate the concern of low access and enrolment as either expansion and/or sustainability emerge as added concerns. Participation of the girl-child continues to be a challenge in some communities in Kenya. In particular, the cultural practice of early marriage for young girls haunts many families as their young girls are withdrawn from school and married to comparatively old men. This practice becomes double tragic when the girls must be quickly married to counteract perennial poverty in their homes. Of course the
government is against this practice. However it is difficult to totally eradicate a people’s culture.

Their life styles are not conducive to learning as they often move from one location to the other in search of wetlands and water for themselves and their livestock (Achoka, 2007); as they move on, they take their children along with them. It is difficult to have children from these regions attend ECDE A education as required. Another related concern is children who are born to parents that are forced to become exiles subsequent to land/tribal clashes in Kenya like is the case in Mt. Elgon region of Rift Valley province (RVP) in year, 2007. Besides the RVP, another province that has been adversely affected by perennial land/tribal clashes is coast. It should be noted that Rift Valley Province is the largest province in Kenya. It runs from north to south Kenya. Many families not only inhabit the province but also depend on it for their livelihoods. The coast province is Kenya’s international market place’ which like RVP hosts many people. Disturbances in these provinces therefore destabilize many Kenyans. The most affected lot are children whose parents are either send away from their homes and/or are killed. They remain unsupported for any useful education.

In addition, cattle-rustling menace in some parts of North-West Kenya leads to many deaths. Children are not spared the agony. Those who survive suffer poverty and neglect. Consequently, affected parents of land/tribal clashes and/or cattle rustling together with their children hibernate in market places, local chiefs’ camps, religious centres, or roam on the streets begging for security and maintenance. These parents are not able to finance their children’s ECDE education. The psychological trauma the children suffer is likely to hurt them the rest of their lives. Many of these children have been forced into becoming street beggars; that is a great concern, which the
government is striving to resolve since it came to power, 2003. By the, 20% of Kenya’s population belonged to age group 0-5 years (Republic of Kenya, 2003). Yet, enrolment into the ECDE was as low as 20% of the relevant age group (Republic of Kenya, 2006). Coupled with the above challenges is the issue of culture in some communities. Government efforts to provide equal educational opportunities for boys and girls are frustrated by some parents’ choice to pay more attention to boys who are regarded a more formidable asset to the family than the girls. Consequently, more boys than girls enrol for ECDE creating gender disparity in spite of the fact that statistically Kenya’s female to male population ratios are 51 to 49%. Accordingly, as earlier noted, enrolment for ECDE in Kenya is far below expected average of 79% (UNESCO, 2006) all efforts to improve the situation notwithstanding (Republic of Kenya, 2004). The North Eastern province exhibits the highest gender gap of 13.6 percentage points with the proportion of boys being 56.8% as against 43.2% for girls. Coast province was second in percentage mismatch between girls and boy enrolment with a disparity of 3.2 percentage points in favour of boys.

2.2.2 Policy Framework Concerns

Another concern in the provision of pre-school education is the lack of adequate policy framework as a result; centres of learning have tended to adhere to different curriculum whose outcomes are not uniform or measurable. This concern creates mismatch for children's entry behaviour to primary schools and compromises quality. The most adversely affected are children of the poor rural parents; yet they are the majority in Kenya. Moreover, the management of pre-school has been too long left to the abilities of individuals and affiliated societies. It scares an educator to realize that
pre-school in some parts of Kenya is processed in tiny rooms called "academies" whose managers are not trained teachers and/or care takers.

The learning environment in most of such centres is not conducive. For instance, such centres’ are patched either behind shops, or in some bandas or shanty-like buildings or religious centres with too much other activities going on so as not to allow proper learning to take place. Alternatively some centres are situated far from home of the learners who must then walk long distances only to arrive when they are too tired to access meaningful education. In any case, it is difficult under such learning conditions to detect children with special needs. This is because most of their teachers are not trained and/or they are more interested with enrolment than in paying special attention to children with special needs. It is at this level that one’s future is enhanced or destroyed and this is a major concern (republic of Kenya, 2006).

According to Sessional paper no.1 of 2005, titled: A policy framework for education, training and research (republic of Kenya, 2005). The overall goal of education is achieve EFA by 2015 in tandem with national and international commitment. The ministry as therefore set the following specific objectives in full cognizance of the national and international goals; to ensure that all children have access to complete free and compulsory primary education by 2010. To improve the quality of all aspects of education and to ensure that the learning needs of all, young pupils and adults are met through equitable access programmes by 2015.

The government is already implementing measures that seek to achieve these goals and improve the performance of this sub-sector. This includes curriculum development for ECDE, providing community support, to support marginalised/vulnerable communities. Enhancing the capacity of supervision and
inspection to ensure quality of ECDE programmes background report on the situations by (UNESCO) 2005. Show that despite the above measures, access, equity and quality in this subsector remains constrained by various factors that includes limited teaching and learning materials, inadequate ECDE centers, inadequate community participation, and lack of clear policy on transition from pre-school to primary.

2.3 Basic Education System, Achievements and Challenges

According to the Kenyan constitution 2010 basic education is free and compulsory under the Education Act 2013. Education is the right of every child. Primary school education is free and compulsory since 2003 but preschool education is not wholly supported by the central government. Pre-school education has been devolved to the county government. In 1985, Kenya embraced the 8-4-4 system of formal education, that is, 8 years of primary school, 4 years of secondary school and 4 years of university. Basic education covers pre-primary, primary and secondary school years. The age of entry into primary school is 6+. A non-formal system caters for disadvantaged children in arid and semi-arid regions and the urban slums. Prior to 2003, non-formal education was not funded by the ministry of education (MOE). Non-governmental organizations, religious bodies and local communities were the main References of support.

The age of entry into primary school is 6 years plus. A non-formal system caters for disadvantaged children in arid and semi-arid regions and the urban slums. Prior to 2003, non-formal education was not funded by the ministry of education (MOE). Non-government organization, religious bodies and local communities were main references of support. Non-formal as provided financial support. Non-formal schools
offer literacy and vocational skills to young children and youths. Since 2003 however, the ministry of education (MOE) has provided financial support to these institutions as part of the Free Primary Education (FPE) program. Unfortunately, most non-formal schools have poor facilities, lack of adequate textbooks and materials, and have high pupil-teacher ratios and untrained teachers.

**Pre-school Education:** Formal pre-school programmes were first established in Kenya during the colonial era, in the 1940s. Initially access to services was limited to more affluent urban residents or those living on tea, coffee and sugar plantations. Even with the establishment of preschools in rural areas between 1952 and 1957, to cater for children whose parents were engaged in forced labour away from home (Ministry of Education, Science and technology (MOEST 2005), access to services was still very limited.

Four factors stand out as the key catalysts in scaling up pre-school in Kenya since independence: community involvement and ownership; government involvement and support; the existence of a national decentralized training system; and strategic support by various development partners.

According to the EFA global monitoring report (2004), Kenya’s GER in pre-school education (ages3-5) was 44.4% in 2005, that is 44.8% for boys and 44.0% for girls. Kenya experienced a slight decline in pre-school GER from 2000 to 2004. The highest GER of the period 2000-2004 was recorded in 2000, at 48.4% for girls and 47.6% for boys. In 2004, GER was 44.4% for boys and 38.3% for girls. Nairobi province shows the highest GER throughout the period. Regional disparities are acute. The northeastern province recorded GER of just 11.2% for and 8.2 for girls in 2004. Gender
disparity at pre-school level are not highly pronounced like in other levels. What is worrying is the low GER rates levels of pre-school education in most of rural areas. DICECE trainers and pre-school teachers hold parental education programs, material development and cooking demonstrations for parents and community members. These activities have helped raise awareness among parents and local communities of the importance of ECDE and especially of the needs and rights of young children. These initiatives have equipped parents and local communities with crucial skills and knowledge about how children grow and develop and the need for quality services in pre-schools. They are able to use the knowledge and skills to benefit themselves, their children and families. Moreover, growth monitoring and promotion (GMP) activities—mainly health and nutritional surveillance—by pre-school teachers and parents of under-fives in and out of pre-school has increased access to ECDE services [NACECE,1995]

**Primary education:** Attaining Universal Primary Education (UPE) by 2015 is a national goal in Kenya. Prior to 2003, primary education was a mirage for most Kenyan children, who could not afford registration fees, books and charges for the maintenance of facilities. Enrolment rates declined from 95% in 1989 to 76% in 1999. In 2001, the net enrolment rate in primary education was 69.9%. (Analytical Report on Education in Kenya, Ministry of Planning and National Development and EFA Global Monitoring Report, 2005). After the government introduced FPE, enrolment rose by 17.7% from 6.131 million in 2002 to 7.208 million in 2003. In the same period, the number of teachers increased slightly from 178,037 to 178,622, resulting in higher pupil-teacher ratios in some schools. Some 91% of existing primary schools are public; the rest are private. A major problem concerning access to primary
education, according to the 1999 census, was that children tended to enrol at a late age to start schooling. About one-third of 7-year-olds and one-fourth of 8-year-olds are not in school.

Thirty percent of children entering standard 1 drop out before they reach last grade of primary education. According to the Analytical, Report of education (2003) the dropout rate in the primary school cycle is 3.2%, ranging from 2% for standard 1 to 5.2% for standard 7. However, a tracer study conducted by Njenga and Kabiru (2001) in Embu District showed that the average dropout rate is 4.9% and it tends to be higher in the earlier grades. Eastern and North Eastern provinces had the highest dropout rates at 6.1% respectively. Reasons for dropping out include parental ignorance of the importance of formal education (9%), poverty (13%), poor academic performance (6.5%) and pregnancy and/or early marriages (13.5%).

The repetition rate is 13-16% in standards 1 to 6, rising to as high as 19% in standard 7 before dropping below 5% in standard 8. The high rate for standard 7 is because many children are made to repeat this year in order to improve their performance in the Kenya Certificate of Primary Education (KCPE) in order to increase their chances of being admitted into secondary school. 1.39 The tracer study by Njega and Kabiru (2001) cited above found that repetition rates were high in the earlier grades, notably in standard 1. Repetition rates are lower for girls than for boys. The primary completion rate for 200/01-2002/3 was 56%.41 Transition rates from primary school to secondary schools are even lower, with fewer girls entering secondary schools than boys. The current challenges facing primary education including: a high pupil-teacher ratio (40:1 in 2003, rising from 34:1 in 2002); low quality of education due to a
lack of teacher training; and poverty and the HIV/AIDS pandemic, resulting in the rising number of orphans, absenteeism and non-enrolment.

Table 2.1: Government and Household Financing Ratio on Education Sector in Kenya

<table>
<thead>
<tr>
<th>Sub sector</th>
<th>Public schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government %</td>
<td>Household %</td>
</tr>
<tr>
<td>Pre-school</td>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>Primary</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Secondary</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>TIVET</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>University</td>
<td>92</td>
<td>08</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, 2009

From the above data, there is very little attempt by the government to finance public pre-school education, while in the private pre-school centers are not financed by the government.

2.4 Pre-school Access

Data is lacking on access to the pre-school education services. The most widely collected data on access regards pre-school education targeting children aged 3-5. Attempts have been made to collect as much relevant data as possible from the Ministry of education (MOE), e.g., the Ministry's KDHS of 2003, for the present report. But since little information is available on services falling under the auspices of ministries other than the MOE, it may be necessary to liaise with these ministries as
well as NGOs to collect relevant data. According to the EFA Global Monitoring Report (2004), Kenya's GER in pre-school education (ages 3-5) was 44.4% in 2001 (44.8% for boys and 44.0% for girls). Kenya experienced a slight decline in pre-school GER from 1998 to 2002. The highest GER of the period 1998-2002 was recorded in 1998, at 48.4% for girls and 47.6% for boys. In 2002, GER was 44.4% for boys and 38.3% for girls. Nairobi Province shows the highest GER throughout the period. Regional disparities are acute: the North Eastern Province recorded GER of just 11.2% for boys and 8.2% for girls in 2002. With regard to gender, there is no significant disparity in GER for pre-schools, unlike other levels of education.

**Figure 2. 1: Preschool Ger by gender, 2003-2008**


From the above figure, it is evidence that gross enrolment rate is low in Kenya, therefore, there is need to increase gross enrolment rate especially at pre-school level.
2.4.1 NACECE/DICECE Initiatives to Increase Access

DICECE trainers and pre-school teachers hold parental education programs, material development and cooking demonstrations for parents and community members. These activities should help raise awareness among parents and local communities of the importance of pre-school education and especially of the needs and rights of young children. These initiatives do equip parents and local communities with crucial skills and knowledge about how children grow and develop and the need for quality services in pre-schools. They are able to use the knowledge and skills to benefit themselves, their children and families. Moreover, growth monitoring and promotion (GMP) activities — mainly health and nutritional surveillance — by pre-school teachers and parents of under-fives years has increased access to pre-school education services (NACECE1995)

2.4.2 Initiative by the Ministry of Health to Increase Access

The MOH implements the Kenya Expanded Immunization Program (KEPI), a partnership-based program involving parents, local communities, NGOs and bilateral donors (e.g., UNICEF, World Bank). This partnership helped raise immunization coverage from 50% in 1963 to about 71.2% in 1993. However, coverage dropped to between 65% and 60% in 1998. The fairly high immunization coverage maintained so far is attributed to campaigns mounted by the MOH and participating agencies. Awareness of the importance of immunization is raised through mobile clinics (which take the services to the communities), through the media (especially radio, television and posters), and through announcements made at chiefs' "Barazas" (community meetings), churches and other public places. The parents are informed where to take their under-fives for immunization. Training of community health workers (CHWs)
and TBAs is yet another initiative by the MOH, which has helped to increase access to immunization and quality care for young children. Other policies such as the breastfeeding policy have contributed to improving children's holistic development.

**2.5 Challenges Facing the Implementation of Community fundraising.**

MOE (2003) Report of the sector Review and development, identifies the following:

**Low government investment in pre-school:** One cause of low enrolment rates and disparities in access is lack of government investment in the pre-school education sub-sector, which it regards primarily as a family and community responsibility. Less than 0.1% of the government budget for recurrent costs goes to the pre-school Program, compared with 61% for primary education. Parents and local communities finance about 70% of pre schools, while the rest are supported by other sponsors such as local authorities, religious and welfare organizations, NGOs and private entrepreneurs.

**Free Primary Education Policy:** This policy has had a negative impact on access to pre-school services. Most parents are refusing to pay pre-school fees, arguing that the government should provide free pre-school as well as primary school education. Thus, an increasing number of children are not benefiting from pre-school experiences, moving from home directly into primary schools. Such children miss the head start for primary school learning that they would get at pre-school which is known to cushion them against hostile experiences common to lower primary school classes, especially in Standard 1.

**Poverty:** Unlike primary education, pre-school services are fee-paying. This puts a particular burden on poor parents, who are also expected to contribute to the building of facilities, payment of teachers' salaries and management of pre-schools. Little or no financial support comes from other References. Poor children have no choice but to
attend overcrowded pre-school services or stay at home if no affordable service is available in the vicinity. In some cases, hunger prevents children from attending pre-schools even when their fees have been paid. Usually it is parents with low education levels and those living below the poverty line who do not enrol their children in pre-schools. A combination of ignorance and poverty prevents children from partaking of the rich experiences offered by pre-schools, which provide a head start and a solid foundation for the development of life-long learning. These children stand to benefit most from pre-school experiences, without which they risk remaining disadvantaged and caught up in a lifelong cycle of poverty.

2.6 Theoretical Framework

This study embraces human capital theory based upon the work of Schultz (1961), Psacharopoulos and Woodhall (1989). Human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population.

In short the human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes on how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital which the proponents of the theory have considered as equally or even more worthwhile than that of physical capital.

Human capital theory provides a basic justification for large public expenditure on education in developing and developed nations. The theory was consistent with the ideologies of democracy and liberal progression found in most western societies. It
appeal was based upon the presumed economic return of investment a human capital both at macro and micro levels. The conventional theory of human capital developed by Becker and Tomes (1962) views education and training as the major source of human capital accumulation that in turn have direct and positive effect on individuals life time earnings. It has been proven that the human capital theory and educational. On the other hand, Schultz (1961) emphasized that investments in human capital were a major contributor to economic growth. On the basis of this theory too study sought to establish the effect of community financing in enhancing access. The human capital theory is adapted to emphasis importance of investing in pre-school education which influences human capital development of a given society.
2.7 Conceptual Framework

Figure 2.2: Conceptual framework showing the role of community financing in enhancing access to pre-school education

Community financing - Government policies - Cultural practices - Community Involvement

Independent Variable

Intervening variables

Dependent variables

Access to pre-school education - Sources of funding - Significance of community financing - Challenges facing community financing - Strategies to address the challenges

Community financing entails provision of infrastructures such as Classrooms, toilets, teaching, and learning materials and paying teacher’s salaries. This is to be manipulated to bring about change in the dependent variable that is access to preschool education in Igembe South District, but other extraneous variables may influence the outcome of the independent variables. Access includes enrolment in school and quality of the programme. It is conceptualized that community financing has enhanced access, improved infrastructure, teaching and learning materials.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the study. The chapter covers the research design, the study location, the target population, sampling procedures and sample size, research instruments, validity and reliability data collection procedures and data analysis.

3.2 Research Design

The research, design used in the study was descriptive survey. The descriptive survey was chosen for the study because it allows the researcher to study phenomena that will not allow for manipulation of variables (Kombo & Tromp, 2006). Since the study involved human subjects, and the information needed was not manipulated, the researcher collected information on the state of affairs in the schools, without manipulating any variables making the design appropriate for the study. According to Lockesh (1984) descriptive research studies was designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts that was discovered.

3.3 Population

The target population for this study comprised of 62 head teachers of the schools that benefited by community financing, 62 PTA chairmen, 5 DICECE officers and 1 DEO in Igembe South District. A total of 130 subjects were involved in the study.
3.4 Sample and Sampling Procedure

Orodho (2001) defines a sample as part of large population, which is brought to be representative of the larger population. Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of characteristics found in the entire group. The accessible population was in Igembe South District and 62 pre-school centres that were beneficiaries of the community financing. Schools were first clustered and 32 randomly sampled. The rationale for clustering the schools was to obtain well defined clusters according the geographic areas that the schools exist. The head teachers in the 32 pre-school centres were automatically sampled. 32 PTA chairmen were also obtained by simple random sampling and participated in the study. The researcher requested the head teacher to randomly provide PTA chairman to participate in the study. The study used purposive random sampling and 5 DICECE officers and 1 DEO were purposively sampled. A sample size of 70 of the population was sampled.

Table 3.1: Sample Matrix

<table>
<thead>
<tr>
<th>Category of population</th>
<th>Total population</th>
<th>Sampling procedure</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>62</td>
<td>Simple random</td>
<td>32</td>
</tr>
<tr>
<td>PTA chairmen</td>
<td>62</td>
<td>Simple random</td>
<td>32</td>
</tr>
<tr>
<td>DICECE Officers</td>
<td>5</td>
<td>Purposive</td>
<td>5</td>
</tr>
<tr>
<td>DEO</td>
<td>1</td>
<td>Purposive</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>130</strong></td>
<td></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

Source: Igembe South District Education Office
3.5 Research Instruments

This study used questionnaires for head teachers and PTA chairmen. A face to face interview was conducted with the DICECE officers and D.E.O. The questionnaires were used because they allowed the researcher to reach a large sample within a short time. The questionnaires consisted of open and closed ended items, with section dealing with bio-data of the respondents. Section B sought to gather data on how of community financing has enhanced access. Section C contained items that sought to find out the challenges facing the community financing and identify possible remedies to these challenges. The DICECE officers and D.E.O were interviewed since it yielded a very personal approach in the responses and they were the only interviewee in that category. Interview allowed discussing issues, raising questions and exploring change of topics in the discussion (Hussey and Hussey, 1997) as cited by (Ngeera 2009).

3.6 Validity and Reliability of the Instrument

According to Borg and Gall (1986) validity is the degree to which a test measures what it purports to measure. To validate the research instrument the questionnaire were tested in five pilot schools that were not involved in the study. Content validity is a measure of the degree to which data collected using a particular instrument represented a specific domain or content of a particular consent.

To assess content validity my supervisors who are experts and professionals in the field gave valuable guidance. A pilot study was used to assist in identifying the problems that respondents encounter in the process of answering the questions put to them. From the piloted questionnaires ambiguous items were modified. Reliability is
a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003).

Prior to the data collection, instrument piloting was conducted in five schools that were not included in the study. This involves administering the instrument only once to a sample of PTA chairman, head teachers, DICECE officers and district education officer.

The split- halves method of measuring reliability was used to estimate the degree to which the same results can be obtained within a repeated measure of the same concept. It involved splitting the pilot questionnaires into halves and finding the extent of correspondence or reliability between the halves. Scores from the two groups were then correlated in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses every time the instrument was administered. The Spearman's rank correlation coefficient was used to analyze for the two scores. Gay (1992) states that a correlation coefficient of at least 0.7 and above for the two halves was considered high enough to judge the reliability of the instrument. The reason behind pre-testing was to access the clarity of the questionnaire items so that those items that were found inadequate or vague were discarded or modified.

3.7 Procedure for Data Collection

A permit to carry out the research was obtained from the National Council for Science and Technology. The permit was presented to the County Education Officer and the County Commissioner allowed visiting the schools. The researcher visited the respondents to administer the questionnaires and collected them immediately after they were satisfactorily attended to.
3.8 Data Analysis Procedure

This study employed descriptive statistics to analyze the data. Gay (1981) asserts that descriptive survey data is commonly represented through use of frequency polygons, graphs, pi-charts and frequency table. The researcher visited school and administered questionnaires, which he collected after they were dully completed. Analyses were done using statistical program for social sciences (SPSS) version 11.5 and results presented in form of frequencies and percentages. The results were discussed and interpreted so as to answer the research questions. The matrix in the next page gives the procedure of analysing research questions.
Table 3.2: methods of data analysis

<table>
<thead>
<tr>
<th>Research question</th>
<th>Independent variable</th>
<th>Dependent variable</th>
<th>Method of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Which are the sources of financing pre-school education in Igembe South District</td>
<td>Sources of financing</td>
<td>Pre-school access</td>
<td>Means, frequencies, percentages</td>
</tr>
<tr>
<td>ii) What is the significance of community funding in enhancing pre-school education in Igembe South District?</td>
<td>Significance</td>
<td>Access</td>
<td>Means, frequencies, percentages</td>
</tr>
<tr>
<td>iii) How much money is necessary to promote access to pre-school?</td>
<td>promote</td>
<td>Access</td>
<td>Means, frequencies, percentages</td>
</tr>
<tr>
<td>iv) What are the challenges facing community involvement in financing pre-school in Igembe South District.</td>
<td>Challenge</td>
<td>Access</td>
<td>Means, frequencies, percentages</td>
</tr>
<tr>
<td>v) What are the effective strategies that can remedy challenges facing community in financing pre-school education in Igembe South District</td>
<td>Remedies</td>
<td>Access</td>
<td>Means, frequencies, percentages</td>
</tr>
</tbody>
</table>
Table 3.2 shows methods of data analysis. The results were discussed and interpreted so as to answer the research questions. The study was undertaken to find out the role of community financing in enhancing access to pre-school in Igembe South District.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the role of community financing in enhancing access to pre-primary education in Igembe South District Meru County, Kenya. The data were gathered exclusively from questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study. To enhance quality of data obtained, Likert type questions were included whereby respondents indicated the extent to which the variables were practiced in a five point Likerts scale.

4.1.1 Response Rate

The study sampled 70 respondents where 53 filled in and returned the questionnaire contributing to 76%. This commendable response rate was made a reality after the researcher made personal visits to remind the respondent to fill-in and return the questionnaires. Four (4) key informants also responded to the interview guide.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Response</th>
<th>Head Teachers</th>
<th>PTA chairmen</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Responded</td>
<td>31</td>
<td>88</td>
<td>28</td>
</tr>
<tr>
<td>Not responded</td>
<td>4</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>
According to the findings in the table 4.1, majority of the respondents 83% filled and completed questionnaire collected by the research

4.2 Bio Data

4.2.1 Respondents Gender

The study aimed at establishing the respondent’s gender, on the headmasters side 61% who were the majority were male while 39% were of the female gender. On the PTA chairmen side 84% were male while 16% were female. The study was dominated by the male gender in terms of response however gender parity was considered.

Table 4.2: Respondents Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Head teachers</th>
<th>PTA Chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
<td>61</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the findings in the table 4.2, majority of the head teachers’ were males 61% while females were 39%.this shows that, there was gender disparity among old teachers where male prevailed.

4.2.2 Respondents Professional Qualifications

On evaluating the professional qualifications of head teachers, 54% who were the majority had P1, 39% had diploma certificates in ECE while 7% had certificates in BED. This shows that the respondents were literate and could understand the questionnaire.
According to the figure 4.1, 54% of the teachers were P1 holders, while those with diploma qualification accounted for 39%. The finds reveal that the highest qualification was BED certificate. The findings generate a professional qualification that this study was postulate to may have an influence on management of funds raised by community, when programmed the lower cadre in the qualification are the implementers of the program.

4.2.3 Head Teacher Work Experience

On ascertaining the experience of the head teacher, the study found that; 43% who were the majority had an experience of 10 to 20 years, 32% had an experience of 5 to 10 years, 14% had an experience of over 20 years while 11% had an experience of less than 5 years. The findings thus show that the head teachers were qualified for the current positions.
According to the finds in the table above, majority 12 (43%), 9 (32%) respondent had served between 10-20 years and 5-10 years respectively. Others had served over 20 years as indicated by 4 (14%) respondent while 3 (11%) indicate they had work experience of less than 5yrs. these findings implies that majority subject were knowledgeable head teachers who were qualified for the current positions.

### 4.2.4 Parent Teachers Association Chairman Level of Education

The PTA chairmen were asked to indicate the level of education, 56% who were the majority had secondary certificates, 28% had tertiary certificates, and 12% had primary certificates while 4% had university certificates. This shows that the respondents were literate and could also respond to the questionnaires.
4.2.5 PTA Chairman Working Experience

On evaluating the respondents working experience, 44% who were the majority had an experience of less than 5 years, 36% had an experience of 5 to 10 years, 12% had an experience of 10 to 20 years while 8% had an experience of over 20 years. This shows that the respondents were knowledgeable on the school’s operations.

Table 4.4: PTA Chairman Working Experience

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>5-10 years</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>10-20 years</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As shown in table 4.4, above, majority of the chairmen 44% had an experience if 5-10 years, 36% had experience of less than 5 years, 12% had experience of 10-20 years, while 8% had experience of over 20 years. This shows that chairmen were experienced and knowledgeable about the school operations.
4.2.6 PTA Chairman Field of Experience

On ascertain the PTA chairmen field of experience the study found out that; 44% who were the majority were self-employed, 32% were working under the private sector while 24% were employed by government. This shows that the respondents were employed and this shows that even the parents had a source of income.

Figure 4.3: PTA Chairman Field of Experience

According to the findings in the table above majority of PTA chairmen 44% were self-employed, 32% were working under private sector while 24% were employed by the government. These findings shows that the respondents were employed and this shows even the parent had a source of income. We can therefore conclude that they had a reliable source of income.

4.3 Sources of Funding to Promote Access to Pre-School Education in Igembe South

The following were the main sources of financing pre-school education in Igembe South District school fees, community initiatives, national government, county government, NGOS and sponsorship by corporate bodies.
4.3.1 Awareness of Sources of Funding to Promote Access to Pre-School Education in Igembe South District

On establishing whether the respondents were aware of sources of funding to promote access to pre-school education in Igembe South District. Respondents from both the heads teacher’s and the PTA chairmen agreed as shown by a majority of 82% and 76% respectively while 18% from the heads teachers and 24% from the PTA chairmen disagreed.

Table 4.5: Awareness of Sources of Funding to Promote Access to Pre-School education in Igembe south district

<table>
<thead>
<tr>
<th>Response</th>
<th>Head Teachers</th>
<th>PTA chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>23</td>
<td>82</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the findings in the table 4.5, those who agreed to be aware of sources of funding to promote access to pre-school education in Igembe South District were asked to indicate their extent of funding in given sectors. According to the respondents the government funding promoted access to pre-school education to a great extent as shown by a mean score of 3.77 and 4.29 by the heads teachers and PTA chairmen respectively. According to the heads teachers respondents NGOs funding promoted access to pre-school education to a moderate extent as shown by a mean score of 3.50 while according to the PTA chairmen respondents NGOs funding promoted access to pre-school education to a great extent as shown by a mean score
of 4.22. It was to a great extent that parents through school fees promoted access to pre-school education to a great extent as shown by a mean 3.58 and 4.05 from the heads teacher and PTA heads.

Sponsorship by corporate bodies’ e.g. multinationals or private owned companies funding promoted access to pre-school education to a low extent as shown by a mean score of 2.31 and 2.03 from both the head teachers and PTA heads respectively. Community initiative funding promoted access to pre-school education to a moderate extent as shown by a mean score of to a great extent as shown by a mean score of 3.65 and 3.92 from both the head teachers and PTA heads respectively. Pupils out of pocket costs funding promoted access to pre-school education to a moderate extent as shown by a mean score of to a low extent as shown by a mean score of 2.19 and 2.10 from both the head teachers and PTA heads respectively.

Table 4.6: sources of funding to promote pre-school education in Igembe South District

<table>
<thead>
<tr>
<th>Category</th>
<th>Head Teachers</th>
<th>PTA chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Government</td>
<td>3.77</td>
<td>1.142</td>
</tr>
<tr>
<td>NGOs</td>
<td>3.50</td>
<td>1.030</td>
</tr>
<tr>
<td>Parents through school fees</td>
<td>3.58</td>
<td>.238</td>
</tr>
<tr>
<td>Sponsorship by corporate bodies’ e.g. multinationals or private owned companies</td>
<td>2.31</td>
<td>.087</td>
</tr>
<tr>
<td>Community initiative</td>
<td>3.65</td>
<td>1.231</td>
</tr>
<tr>
<td>Pupils out of pocket costs</td>
<td>2.19</td>
<td>.415</td>
</tr>
</tbody>
</table>
According to the data in table 4.6, the main source of funding was from the government through community development fund (CDF) however money was also raised from community contributions which were organised annually.

### 4.4 Significance of Community Funding in Enhancing Access to Pre-School Education

The study aimed at evaluating whether community funding enhanced access to pre-school education, according to head teacher and PTA chairmen response 68% and 44% were who were the majority agreed that community funding enhanced access to pre-school education (32% and 44% respectively). This shows that community funding did enhance access to pre-school education.

<table>
<thead>
<tr>
<th>Response</th>
<th>Head Teachers</th>
<th>PTA chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>Yes</td>
<td>19 68%</td>
<td>14 56%</td>
</tr>
<tr>
<td>No</td>
<td>9 32%</td>
<td>11 44%</td>
</tr>
<tr>
<td>Total</td>
<td>28 100%</td>
<td>25 100%</td>
</tr>
</tbody>
</table>

According to the data in the table 4.7 above, both head teachers and PTA chairmen agreed that community funding enhanced access to pre-school education. 68% of head teacher agreed and 52% of chairmen agreed that community funding do enhance access to pre-school education.
This shows that community financing do enhance access. Head teacher who are managers of pre-school suggested that the following are the main areas which should be targeted:

(i) Construction of classrooms.

(ii) Provision of play things and learning materials

(iii) Provision of feeding programme for per-school in remote areas

The findings also show that if the community financing of pre-school in Igembe South is well utilized access will be greatly improved.

- Enhancing levels in Igembe South will increase to the reach be national level of about 47% of Gross enrolment rate GER in Kenya.

4.4.2 Community Funding in Enhancing Access to Pre-School Education in Igembe South District

On establishing whether community funding enhanced access to pre-school education in given ways the study found that; according to the respondents quality of education had improved in the region to a moderate extent as shown by a mean score of 3.15 and 3.38 from the head teachers and PTA chairmen respectively. The community projects had been beneficial due to the level of literacy in the area to a moderate extent as shown by a mean score of 3.31 and 3.09 from the head teachers and PTA chairmen respectively.

The number of schools had improved hence reducing the distance to school to a moderate extent as shown by a mean score of 3.54 and 3.18 from the head teachers
and PTA chairmen respectively. Community financing entails provision of infrastructures such as classrooms, toilets, teaching, and learning materials and paying teachers’ salaries there is positive improvement in school programmes like the feeding programmes, which have encouraged retention of learners in schools to learn. Especially the orphaned and the physically challenged children can access pre-school education.
Table 4.8: Community Funding in Enhancing Access to Pre-School Education in Igembe South District

<table>
<thead>
<tr>
<th>Statement</th>
<th>Head Teachers</th>
<th>PTA chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Deviation</td>
</tr>
<tr>
<td>Quality of education has improved in the region</td>
<td>3.15</td>
<td>1.287</td>
</tr>
<tr>
<td>The community projects have been beneficial due to the level of literacy in the area</td>
<td>3.31</td>
<td>1.289</td>
</tr>
<tr>
<td>The number of schools has been improving hence reducing the distance to school</td>
<td>3.54</td>
<td>1.334</td>
</tr>
<tr>
<td>School programmes have improved including the feeding programs</td>
<td>2.15</td>
<td>1.263</td>
</tr>
<tr>
<td>Many orphaned and physically challenged children can access education</td>
<td>3.19</td>
<td>1.201</td>
</tr>
<tr>
<td>Has led to affordable fee structure</td>
<td>3.12</td>
<td>1.098</td>
</tr>
</tbody>
</table>

The study established that school programmes had improved including the feeding programs to a moderate extent as shown by a mean score of 2.15 and 2.44 from the head teachers and PTA chairmen respectively. According to the respondents many orphaned and physically challenged children can access education to a moderate
extent as shown by a mean score of 3.19 and 3.37 from the head teachers and PTA chairmen respectively. Community funding enhanced access to pre-school education to a moderate extent as shown by a mean score of 3.12 and 3.29 from the head teachers and PTA chairmen respectively.

The study further sought to find out the significance of community finding to financing pre-school education in Igembe South.

The following factors have been improved by community financing.

Community project geared towards pre-school infrastructure have been improved. These projects are like class rooms, supply of piped water, and provision of learning and playing materials. Therefore it is true to say that quality at pre-school education as improved.

There is positive improvement in school programmes like the feeding programme, which have encouraged retention of learners in schools to learn. Especially the orphaned and the physically challenged children can access pre-school education.
4.5 Amount of Funding By Community to Promote Pre-School Education

The study further sought to find out the amount of funding by community to promote pre-school education. The results are presented in the table 4.9 below.

<table>
<thead>
<tr>
<th>Amount Received(Kshs)</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10,001- 50,000</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>50,001-100,000</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>100,001-150,000</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>150,001-200,000</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>200,001-250,000</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The study establishes that most schools 11 (37%) had raised cash between Kshs 10,000-50,000, 9 schools (30%) raised cash between Kshs 50,000-100,000. 5 (17%) raised cash between kshs100,000-150,000. 3 schools (10%) raised cash between Kshs 150,000 and 200,000 while only 2 (7%) raised kshs 200,000 to 250,000. This shows similar findings by a report from DEO’s office.(2013) that financing of pre-school centres has not been fully rolled out hence lack of financing is adversely affecting access.

According to the data collection the amount raised by parents in financing pre-school education is inadequate. Majority of pre-school were able to get a figure between ten thousand to fifty thousand Kenya shillings. This amount is inadequate to finance a pre-school. Therefore it explains one cause of low access to pre-school education in Igembe South. All stakeholders like county government, faith based organization and non-governmental organization should team together to finance pre-school education.
The implication of inadequate financing is adversely affecting access. There is need to roll out community financing to cover all pre-schools in Igembe South. As the main analysis that leads to wish is number missing pre-school is lack of adequate classes, teachers and learning materials due to inadequate financing. Therefore to check the trend of low access in Igembe South we should embrace and roll out community financing.

4.5.1 Amount of Funding By Community to Promote Pre-School Education

Respondents were asked to rate the extent to which amount of funding by community to promote pre-school education. According to the respondents the budget allocated depended with the funds available to a great extent as shown by a mean score of 3.62 and 4.25 from the head teachers and PTA heads respectively. Amount funded was dictated by the school PTA to a great extent as shown by a mean score of 3.73 and 4.11 from the head teachers and PTA heads respectively. According to the head teachers amount funded was equal in the whole region to a moderate extent as shown by a mean score of 3.31 while it was to a great extent from the PTA heads as shown by a mean score of 4.19. According to the head teachers there was fair allocation compared with other counties to a moderate extent as shown by a mean score of 3.38 while from the PTA head it was to a great extent as shown by a mean score of 4.17.
Table 4.9: Amount of Funding By Community to Promote Pre-School Education

<table>
<thead>
<tr>
<th>Statement</th>
<th>Head Teachers</th>
<th></th>
<th>PTA chairmen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Std.</td>
<td>Mean Std.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The budget allocated depends with the funds available</td>
<td>3.62 1.098</td>
<td>4.25 .374</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount funded is equal in the whole region</td>
<td>3.31 8.118</td>
<td>4.19 .952</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is fair allocation compared with other counties</td>
<td>3.38 1.416</td>
<td>4.17 .193</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount to be funded is dictated by the school PTA</td>
<td>3.73 1.041</td>
<td>4.11 .167</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the data above amount necessary to promote access to pre-school was dependant on the number of children and projects projected for the academic year, other factors cited was the schools programmes.

4.6 Challenges Facing Community Financing of Pre-Schools in Igembe South District

The fourth objective establishes challenges facing community financing of pre-schools in Igembe South District;

The study sought to find out challenges facing financing of pre-school. The data collected pointed out several challenges which affect negatively community financing of pre-school in Igembe South. These challenges are both local and national wide. For example corruption was mentioned as one of main challenges facing financing of pre-school. Corruption is becoming endemic in Kenya and communities are not spared.
To tame low levels of access corruptions should be minimised or eliminated in management and utilization of community finances raised for financing pre-school education.

Other challenges which were at main concern are negative politics, poverty and lack of financial management skills. On evaluating the challenges faced by community financing of pre-schools to Igembe South are a barrier to sustainable access to pre-school. To correct low access to pre-school we should address the challenges thoroughly.

1. Lack of interest in education matters
2. Corruption in utilization of funds
3. Lack of financial management skills.
4. Politicisation of the process
5. Lack of enough funds
6. Poor budgeting techniques.

4.6.1 Challenges facing financing of pre-schools in Igembe South District

On evaluating the challenges faced by community financing of pre-schools in Igembe South District the study found that this was due to corruption in allocation of funds which challenged community financing of pre-schools to a great extent as shown by a mean score of 4.04 and 4.02 from the head teachers and PTA heads respectively. Lack of financial management skills challenged community financing of pre-schools to a great extent as shown by a mean score of 4.00 and 4.01 from the head teachers and PTA heads respectively. Poor budgeting techniques challenged community financing of pre-schools to a great extent as shown by a mean score of 3.73 and 4.07 from the head teachers and PTA heads respectively.
Table 4.10: Challenges facing financing of pre-school in Igembe South

<table>
<thead>
<tr>
<th>Statement</th>
<th>Head Teachers</th>
<th></th>
<th>PTA chairmen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Poor budgeting techniques</td>
<td>3.73</td>
<td>.116</td>
<td>4.07</td>
<td>.721</td>
</tr>
<tr>
<td>Corruption in allocation of funds</td>
<td>4.04</td>
<td>.038</td>
<td>4.02</td>
<td>.429</td>
</tr>
<tr>
<td>Lack of financial management skills</td>
<td>4.00</td>
<td>.783</td>
<td>4.01</td>
<td>.295</td>
</tr>
<tr>
<td>Lack of interest in education matters</td>
<td>3.57</td>
<td>1.105</td>
<td>4.39</td>
<td>.172</td>
</tr>
<tr>
<td>Politicization of the process</td>
<td>3.58</td>
<td>.270</td>
<td>4.27</td>
<td>.291</td>
</tr>
<tr>
<td>Lack of enough funds</td>
<td>3.61</td>
<td>.175</td>
<td>4.21</td>
<td>.350</td>
</tr>
</tbody>
</table>

The study establishes that lack of enough funds challenged community financing of pre-schools to a great extent as shown by a mean score of 3.61 and 4.21 from the head teachers and PTA heads respectively. Politicization of the process challenged community financing of pre-schools to a great extent as shown by a mean score of 3.58 and 4.27 from the head teachers and PTA heads respectively. Lack of interest in education matters challenged community financing of pre-schools to a great extent as shown by a mean score of 3.57 and 4.39 from the head teachers and PTA heads respectively.

According to the key informants challenges facing the involvement of community in financing pre-school were due to lack of interest from the community and lack of proper training by the stakeholders.
4.7 Effective strategies to Remedies the Challenges Experienced by Community Financing of Pre-Schools of in Igembe South District

Respondents were asked to suggest remedies for the challenges experienced by community financing of pre-schools. According to the respondents Increase in budget allocation for the area would increase the effectiveness of community financing of pre-schools to a great extent as shown by a mean score of 4.14 and 3.69 from both head teachers and PTA heads respectively. Regular visits by the quality control officers to ensure the funds are well accounted for would increase the effectiveness of community financing of pre-schools to a great extent as shown by a mean score of 3.92 and 3.73 from both head teachers and PTA heads respectively. Engaging parents would increase the effectiveness of community financing of pre-schools to a great extent as shown by a mean score of 3.75 and 3.58 from both head teachers and PTA heads respectively.

Reducing cost of education would increase the effectiveness of community financing of pre-schools to a great extent as shown by a mean score of 3.65 and 4.19 from both head teachers and PTA heads respectively. Reforming the funding structure would increase the effectiveness of community financing of pre-schools to a great extent as shown by a mean score of 3.65 and 3.57 from both head teachers and PTA heads respectively. Introducing conditional cash transfers (CCTs) would increase the effectiveness of community financing of pre-schools to a moderate extent as shown by a mean score of 3.35 and 3.01 from both head teachers and PTA heads respectively. Training of the community to take the oversight role in the schools would increase the effectiveness of community financing of pre-schools to a moderate extent as shown by a mean score of 3.06 and 3.15 from both head teachers and PTA heads respectively.
Table 4.11: Suggested Remedies for the Challenges Experienced by Community Financing of Pre-Schools in Igembe South District

<table>
<thead>
<tr>
<th>Statement</th>
<th>Head Teachers</th>
<th></th>
<th>PTA chairmen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Reducing cost of education</td>
<td>3.65</td>
<td>.018</td>
<td>4.19</td>
<td>.962</td>
</tr>
<tr>
<td>Introducing conditional cash transfers (CCTs)</td>
<td>3.35</td>
<td>.129</td>
<td>3.01</td>
<td>.518</td>
</tr>
<tr>
<td>Reforming the funding structure</td>
<td>3.65</td>
<td>.129</td>
<td>3.57</td>
<td>.175</td>
</tr>
<tr>
<td>Engaging parents</td>
<td>3.75</td>
<td>.026</td>
<td>3.58</td>
<td>.270</td>
</tr>
<tr>
<td>Increase in budget allocation for the area</td>
<td>4.14</td>
<td>.175</td>
<td>3.69</td>
<td>1.192</td>
</tr>
<tr>
<td>Training of the community to take the oversight role in the schools</td>
<td>3.06</td>
<td>.274</td>
<td>3.15</td>
<td>.026</td>
</tr>
<tr>
<td>Regular visits by the quality control officers to ensure the funds are well accounted for</td>
<td>3.92</td>
<td>1.153</td>
<td>3.73</td>
<td>1.115</td>
</tr>
</tbody>
</table>

The data above table 4.11 cite effective strategies that remedy the challenges facing the community financing. According to the study; education funds needed to be regulated by the central government and the county government to avoid corruption. The committee regulating the education funds should include parents to avoid bureaucracy in receiving the funds. External auditors should be introduced to the funding system to ensure accountability in the process.

The key informants indicated that in order to improve financing in the pre-school education, they ensured that the schools chose their PTA members democratically and even before the elections the parents meet the required standards in terms of accounting for the funds. They made special request to the government stakeholders.
in requesting for more funds. They helped the schools in budgeting so as to ensure that the budget reflect the needs of the schools.

4.8 Discussion

The study found that a quarter of respondents were not aware of sources of funding that promoted access to pre-school education. This was in line with a study by Achoka (2007) who asserts that another concern in the provision of pre-school education is the lack of adequate policy framework as a result; this leads to lack of awareness from the stakeholders on the funds allocation and management. This concern creates mismatch for children's entry behaviour to primary schools and compromises quality.

The study found that government funding promoted access to pre-school education to a great extent. NGOs funding promoted access to pre-school education to a moderate extent. It was to a great extent that parents through school fees promoted access to pre-school education to a great extent. The findings correlated with Baller (2009) in that education is an essential tool for human life that helps pupils to optimize their potentials. Also the findings show that prior to (2003), non-formal education was not funded by the ministry of education (MOE). Non-governmental organizations, religious bodies and local communities were the main References of support. Some communities received financial and supervisory support from non-governmental organizations (NGOs) and local governments. In the 1970s, the government of Kenya stepped in to provide training support and supervision for centres. In 1984, The National centre for Early Childhood Education (NACECE) was established at the Kenya Institute of Education. NACECE was made responsible for the training of trainers, curriculum development, research and coordination (UNESCO, 2005).
The study found that community funding did enhance access to pre-school education. The study also found that quality of education had improved in the region to a moderate extent. The community projects had been beneficial due to the level of literacy in the area to a moderate extent. The number of schools had improved hence reducing the distance to school to a moderate extent. These findings were similar to Achoka (2007) in that a number of early child vulnerability to adverse environmental circumstances during the pre-school years, and more important from applied perspective, have shown that deficits in intellectual development that accompany poverty and malnutrition can be prevented or compensated through early childhood development interventions, that provide improved diets, learning experiences and health surveillance.

The study found that corruption in allocation of funds challenged community financing of pre-schools to a great extent. Lack of financial management skills challenged community financing of pre-schools to a great extent. Poor budgeting techniques challenged community financing of pre-schools to a great extent. The study further found that increase in budget allocation for the area would increase the effectiveness of community financing of pre-schools to a great extent. This shows similar findings by a report from the DEO’S office, (2013) that financing of the centres has not been fully rolled out hence lack of financing is adversely affecting access to this level of education. The role of community financing in enhancing access is critical but faces challenges that include inadequate community participation. Despite remarkable achievements in boosting pre-school enrolments, over forty percent of children of preschool going age are not enrolled in pre-schools.
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of the main study findings is presented. The chapter also
covers conclusions and recommendations of the study as well as suggestions for
further research. The purpose of this study was to determine the role of community
financing in enhancing access to pre-primary education in Igembe South District
Meru County, Kenya. The following were the specific objectives of the study:

i. Establish the sources of funding to promote access to pre-school education in
Igembe South District.

ii. To examine the significance of community funding in enhancing access to
pre-school education.

iii. Assess the amount of funding by community to promote pre-school education.

iv. Determine challenges facing community financing of pre-schools in Igembe
South District.

v. Determine effective strategies to remedy the challenges facing community
financing of pre-schools in Igembe South District.

The following are the summary of the research findings upon which conclusion and
the recommendations of the study were made.
5.2 Summary of Findings

The study had the following objectives; first, establish the sources of funding to promote access to pre-school education in Igembe South District. The study through both the heads teacher’s and the PTA chairmen found that there was a common agreement from respondents that they were aware of sources of funding to promote access to pre-school education in as show by a majority of 82% and 76% respectively. According to the respondents the government funding promoted access to pre-school education to a great extent (mean score 3.77 and 4.29) by the heads teachers and PTA chairmen respectively. NGOs funding promoted access to pre-school education to a moderate extent (mean score 3.50) while according to the PTA chairmen respondents NGOs funding promoted access to pre-school education to a great extent (mean score 4.22). It was to a great extent that parents through school fees promoted access to pre-school education to a great extent (mean score 3.58 and 4.05) from the heads teacher and PTA heads.

The second objective was to examine the significance of community funding in enhancing access to pre-school education. The study found that head teacher and PTA chairmen response 68% and 44% were who were the majority agreed that community funding enhanced access to pre-school education. This shows that community funding did enhance access to pre-school education. The study also found that quality of education had improved in the region to a moderate extent (mean score 3.15 and 3.38) from the head teachers and PTA chairmen respectively. The community projects had been beneficial due to the level of literacy in the area to a moderate extent (mean score 3.31 and 3.09) from the head teachers and PTA chairmen respectively. The number of schools had improved hence reducing the distance to school to a moderate extent (mean score 3.54 and 3.18) from the head teachers and PTA chairmen.
respectively.

Inadequate financing was a major concern. The study established that most schools over 55% raised less than ksh100, 000 per annum.

The fourth objective was to determine challenges facing community financing of pre-schools in Igembe South District. The study found that corruption in allocation of funds challenged community financing of pre-schools to a great extent (mean score 4.04 and 4.02). Lack of financial management skills challenged community financing of pre-schools to a great extent (mean score 4.00 and 4.01). Poor budgeting techniques challenged community financing of pre-schools to a great extent (3.73 and 4.07) from the head teachers and PTA heads respectively.

The last objective of this study was to determine effective strategies to remedy the challenges facing community financing of pre-schools in Igembe South District. The study further found that increase in budget allocation for the area would increase the effectiveness of community financing of pre-schools to a great extent (mean score 4.14 and 3.69). Regular visits by the quality control officers to ensure the funds are well accounted for would increase the effectiveness of community financing of pre-schools to a great extent (mean score 3.92 and 3.73). Engaging parents would increase the effectiveness of community financing of pre-schools to a great extent (mean score 3.75 and 3.58) from both head teachers and PTA heads respectively.
5.3 Conclusions

The studies conclude that community financing in Igembe South District of pre-school is faced by a number of challenges which some are institutional based while other are political. Some of the challenges noted include; poor budgeting techniques, corruption in allocation of funds, lack of financial management skills and lack of interest in education matters.

The study concludes that money raised is not sufficient and is also availed late in the year when the academic calendar of schools is almost half underway. Disbursement is also done discriminatively which denies deserving students a chance to utilize the fund. The study also concludes that the government has no set criterion for identifying needy students and for allocation of funds for the same. The criterion used in left room for a lot of discretion which could be subjective. This calls for measures to be put in place to ensure that the fund benefits those who need it.

The study further concludes that this scenario calls for solid partnerships between the government and NGOs, the private sector, local communities, religious organizations and families so as to expand, renovate or establish new mechanisms to meet the funds needed in enhancing access to pre-primary education.

5.4 Recommendations of the Study

In view of the findings of the study, the researcher makes the following recommendations:

The Kenya government should develop a public-private partnership policy framework especially in education to guide corporate/business organizations to be involved in pre-primary education in the county. Such regulatory framework should provide
incentives for business, such as tax breaks for business involvement in partnerships as well as facilitating legislation for business involvement in the domain of education. Community financing has great potential at targeting and alleviating poverty so the study recommends that school stakeholders who include parents be capacity build more often and where possible exchange programmes between counties be promoted so that best practices can be transferred and be replicated.

The public should be adequately sensitized on the existence of the community financing and when it is released to ensure that more children are able to utilise the resources. The allocations of the community financing to needy students should be done transparently and fairly to ensure that deserving children benefit.

The researcher recommends that the timing of the community financing should be in line with the school academic calendar so that children can get the funds at the right time. The amount allocated should be increased so that more children can benefit. All bursaries available from the County Government and National Government such as CDF, LATF, and SEBF should be harmonized to enhance equitable distribution of fund to needy students.

5.5 Suggestion for Further Study

In view of the delimitations of the study, the researcher recommends further research to be conducted in the following areas:

The study was conducted in Igembe South District Meru County-Kenya only which means that it can only be generalized for other parts of the country with a lot of caution. Therefore, a similar study should be conducted in wider areas for example covering the whole of the Meru County or the whole country.
This study also involved head teachers, PTA chairs, DEO and DICECE officers leaving out other stakeholders such as teachers and local church administrative officials. A similar study should therefore be undertaken involving these persons as respondents.
REFERENCES


Nairobi: Paulines Publications Africa.


Wara R. (2000)” what is a name? Goddesses has been always been worshipped” Institute of policy analysis and research. Nairobi.

APPENDICES

Appendix I: Letter of Introduction to the Respondents

Dear respondents,

REF: RESEARCH FIELD WORK

I am a postgraduate student pursuing a Masters in economics of education in the department of educational administration and planning University of Nairobi. I am currently undertaking a research study to determine the role of community financing in enhancing on access to pre-school education in Igembe South. I will greatly appreciate information given for the purpose of this research. The results of this study will hopefully enable the government, ministry of education officials, school administrators, teachers, and communities to determine the role of community financing on access to pre-school education.

All your responses to the questionnaire will be treated with utmost confidence and will be used strictly for the purpose of the study. You are therefore kindly advised not to indicate your name for confidentiality. Please answer all the questions.

Thank you for your cooperation

Yours faithfully,

Japhet Gitonga Mitu
Appendix II: Questionnaire for Head Teachers

The research is intended to find out the role of community financing on enhancing access to pre-school education. It is meant for academic purpose only. The identity of participants and information provided will be treated confidential. Please answer all questions as fair and honest as possible.

PART A: Bio data

Please tick appropriate in the box.

Kindly indicate your field

Head teachers [ ]

1. Gender

Male [ ] Female [ ]

Head teacher

2. Professional Qualifications

P1 [ ] Diploma in ECE [ ] BED [ ] Masters [ ] Any other………………

3. Working experience as a head teacher

Less than 5 years [ ] 5-10 years [ ] 10-20 years [ ] over 20 years [ ]
PART B: Sources of Funding To Promote Access to Pre-School Education

1. Are you aware of sources of funding to promote access to pre-school education in Igembe South District?
   
   Yes [ ] No [ ]

2. If yes to what extent do the following sources fund to promote access to pre-school education in Igembe South District? Use a scale of 1-5 where; 5 Great extent, 4 Moderate extent, 3 Neutral, 2 Low extent and 1 Very low extent.

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PART C: Significance of Community Funding in Enhancing Access to Pre-School Education

3. Has community funding enhancing access to pre-school education?

   Yes [ ]  No [ ]

To what extent has community funding enhanced access to pre-school education in the given ways? Use a scale of 1-5 where; 5 Great extent, 4 Moderate extent, 3 Neutral, 2 Low extent and 1 Very low extent.

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PART D: Amount of Funding By Community to Promote Pre-School Education

4. To what extent do you agree with the following statement? Use a scale of 1-5 where; 5 Great extent, 4 Moderate extent, 3 Neutral, 2 Low extent and 1 Very low extent.

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PART E: Challenges Facing Community Financing of Pre-Schools

5. To what extent does the following challenges face community financing of pre-
schools in Igembe South District? Use a scale of 1-5 where; 5 Great extent, 4 Moderate extent, 3 Neutral, 2 Low extent and 1 Very low extent.

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PART F: Effective Strategies to Remedy the Challenges Facing Community Financing Of Pre-Schools

6. To what extent can the following remedies be implemented to counter the challenges facing community financing of pre-schools in Igembe South District? Use a scale of 1-5 where; 5 Great extent, 4 Moderate extent, 3 Neutral, 2 Low extent and 1 Very low extent.

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THANK YOU FOR YOUR TIME AND PARTICIPATION
Appendix III: PTA Chairman

The research is intended to find out the role of community financing on enhancing access to pre-school education. It is meant for academic purpose only. The identity of participants and information provided will be treated confidential. Please answer all questions as fair and honest as possible.

PART A: Bio data

Please tick appropriate in the box.

Kindly indicate your field

PTA chairmen [ ]

1. Gender

Male [ ]  Female [ ]

PTA chairman

2. Level of education

Primary [ ]  Secondary [ ]

Tertiary [ ]  University [ ]

3. Working experience

Less than 5 years [ ]  5-10 years [ ]

10-20 years [ ]  Over 20 years [ ]
4. Field of experience

   Employed by government [ ]    Private sector [ ]    Self-employed [ ]

**PART B: Sources of Funding To Promote Access to Pre-School Education**

1. Are you aware of sources of funding to promote access to pre-school education in Igembe South District?

   Yes [ ]    No [ ]

2. If yes to what extent do the following sources fund to promote access to pre-school education in Igembe South District? Use a scale of 1-5 where; 5 Great extent, 4 Moderate extent, 3 Neutral, 2 Low extent and 1 Very low extent.

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PART E: Challenges Facing Community Financing of Pre-Schools

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THANK YOU FOR YOUR TIME AND PARTICIPATION
Appendix IV: Interview Schedule for D.E.O and DICECE Officers

1. Which are the sources of financing pre-school education in Igembe South?
2. What is the significance of community funding in enhancing pre-school education?
3. How much money is necessary to promote access to pre-school?
4. What are the challenges facing the involvement of community in financing pre-school in Igembe South District?
5. What are effective strategies that can remedy the challenges facing the community financing pre-school education in Igembe South District?
6. How is your office involved in improving financing pre-school education in Igembe South?
Appendix V: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

NACOSTI/P/15/0470/4920

20th March, 2015

Japhet Gitonga Mituu
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The role of community financing in enhancing access to pre-primary education in Igembe South District, Meru County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Meru County for a period ending 21st May, 2015.

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

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

DR. S. K. LANG’AT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:
The County Commissioner
Meru County.
The County Director of Education
Meru County.

Appendix VI: Research Clearance Permit

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 4539

THIS IS TO CERTIFY THAT:

MR. JAPHET GITONGA MITU
of UNIVERSITY OF NAIROBI, 0-60600 KENYA, has been permitted to conduct research in Meru County on the topic: THE ROLE OF COMMUNITY FINANCING IN ENHANCING ACCESS TO PRE-PRIMARY EDUCATION IN IGEMBE SOUTH DISTRICT, MERU COUNTY, KENYA,

for the period ending: 21st May, 2015

Permit No.: NACOST/P/15/0470/4920
Date Of Issue: 20th March, 2015
Fee Received: Ksh. 1,000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

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