FACTORS INFLUENCING THE IMPLEMENTATION OF QUALITY EARLY CHILDHOOD DEVELOPMENT PROGRAMMES IN KENYA'S INFORMAL SETTLEMENTS; A CASE OF KIBERA SLUMS IN NAIROBI COUNTY, KENYA

BY

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A research project submitted in partial fulfillment of the requirements for the award of the degree of Master of Arts in project planning and management of the University of Nairobi.

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DECLARATION

This research project report is my original work and has not been submitted to any other university or institution of higher learning for examination.

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DEDICATION

This work is dedicated to my lovely son Benard Ohenga.

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LIST OF ACRONYMS AND ABBREVIATIONS

COK	Constitution of Kenya
ECD	Early Childhood Development
ECE	Early Childhood Education
ECDE	Early Childhood Development and Education
EFA	Education For All
ECCDE	Early Childhood Care, Development and Education
ICT4ED	Information Communication Technology for Education
IQ	Intelligence Quotient
MDG	Millennium Development Goal
NGOs	Non-Governmental Organizations
SPSS	Statistical Programme for Social Sciences
US	United States
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

Early Childhood Development programmes have been shown to yield benefits in academic achievement, educational progression and attainment, delinquency and crime, and income and labour market success, among other domains. There have been arguments about the quality of implementation of many ECD programmes in low income communities in Kenya. This study has the view that several factors contribute to quality implementation of ECD projects. The purpose of this study therefore is to find out the factors influencing the implementation of quality ECD programmes in Kenya's informal settlements. The study is guided by four objectives that seek to; determine the extent to which financial resources influence implementation of quality ECD programmes, reassess the extent to which ECD project managers influence implementation of quality ECD programmes, establish the extent to which the political environment influence implementation of quality ECD programmes and determine how participation of parents and guardians influence implementation of quality ECD programmes in the Kenyan informal settlement. The objectives also form the themes in literature review. A descriptive study design was used to carry out this study. The research targeted school committee members, head teachers, and ECD teachers in the schools in Kibera slums. The target population was 451 but a population sample of 92 was used. A pilot study was conducted to check the instruments reliability and validity. Data will be collected using a structured questionnaire which will be administered personally, via e-mails, enumerators and pick them after they had been filled. Data was coded and analyzed using the SPSS. The data was analysed and the variables correlated to check the relationship of data. These findings from this research are an opportunity to understand more about implementation of quakity ECD programmes in informal settlements.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Projects are temporary endeavors undertaken to produce specific objectives within a given time and at a specified costs. This means that a project must have a clearly defined scope (work to be done and specific performance requirements that must be meet), have a definite starting and ending points and a budget for successful completion. In project management, four key constraints i.e. Scope, Time, Quality and Budget relates to each other in successful completion of the projects (PMBOK 2004 cited by International Journal of Chemical and Natural Science, 2013).

Projects worldwide are initiated with aims of solving a particular problem, satisfaction of need for the community or to take advantage of an existing opportunity in the business world. In developed countries, projects sponsored by the respective governments have played a great role in job creation, food sustainability, provision of health services as well as education with an aim of poverty eradication and development in the countries especially in the disadvantaged settings like the slums and the rural areas. To speed up their economic development with the implementation of significant number of projects, developing countries are depending on different type of funding from Official Development Aids (ODA) donors, e.g., Japan's Overseas Economic Cooperation Fund (OECF), the Word Bank (WB), Asia Development Bank (ADB), African Development Bank (ADB), etc, in which financial sources are attached to effective management of funded projects (Burke, 2013).

Due to the realization of the role of human development and quality manpower training in accelerating the existing and the planned development projects across the globe, countries have given their largest shares to manpower development through the implementation of various educational projects (Frame, 2013). According to the UNESCO (2013)'s Education For All Global Monitoring Report 2013/14, investing in

human capital is vital in achieving economic growth and development in any country. According to the report, there is a positive correlation between education and overall economic growth of a country more specifically when education for local problems is embraced. One year of extra schooling of a labourforce can contribute as much as 9% increase in GDP for the first year of schooling and 4% for the next three years (UNESCO, 2010a). Education is recognized as a central element of development. It is an essential component that determines the character and pace of socio economic development in any nation.

In this view, in China, Stimulus package was announced by the Central People's Republic of China on 9 November 2008 as an attempt to minimize the impact of global financial crises on the world's second largest economy and strategically boost its projects completion thus boosting economic development. The government allocated resources toward different projects among them rural, slums and disadvantaged communities' educational development and education technological advancements programs worth 370 billion Yuan. The projects sponsored by the government included building schools amenities, designing ECE centres, supporting the procurement of ICT4ED materials and provision of clean safe drinking water for the children below age 15 in various educational centres between 2008-2009 (Chinese economic stimulus plan , 2008-2009 cited in World Bank, 2012).

According to the report contained in UNICEF (2010), in the last two decades china has produced the highest numbers of children with high IQs in the various mathematics, language and IQ tests carried out by various international bodies, with one notable child from the suburb slums of the Chinese capital solving the otherwise believed most difficult mathematics question in the world. This is attributed to the better Chinese education given right from the ECD levels to the university levels. According to Shu (2014), China has been the best 2 economy in the world today because it has invested heavily in educational projects, remarkably, the ECE that determines the future development of a child. However, he continues to argue that, the implementation of these ECE programmes have never been an easy ride since they are capital intensive; requiring

both, labour capital, financial capita, time as a capital resource itself, technology capital and many more. Pat Pridmore (2011) argues that in china, besides the billions of Yuans from the govern, technology support in ECE projects implementation etc., other factors like politics and unrests, parenting and parents' participation in the projects have been had variously determined their success.

In the developing countries, India has taken the lead in investing in ECDE projects due to its increasing population just like China. A report by UNESCO (2010: 56) shows that, in the last decade India has made remarkable progress in getting children into school through the development and implementation of the various ECDE projects. While India in the 1990s emerged as a global player in skill-based service industries – especially information technology – and is now positioning itself to become one of the world's leading economies, it still needs to make a considerable effort to assure basic education for all its children is expanded more due to its population increase. However, a number of factors have been cited by various researchers to have limited the dream of India achieving its ECDE projects as per the requirements of the MDGs. UNDP (2013) shows that financial constrains have for over 11 years since 1999 limited the rate at which India has been implementing the ECD projects, World Bank (2011) talks of lack of sufficient qualified ECD teachers, limiting technology and many more.

Across Africa, Nigeria has been the country that comparatively shares its politics, resources and culture to Kenya. The country with over 100 million population of whom over 39 million are under 17 years (also known as children) and those below the age of 10 years going for over 15.21 million and those in the troubled informal settlements like the slums and the war thorn areas going for 9.12 million, the country has been in panic and still is as far as the providence of basic universal elementary education is concerned (UNESCO, 2010c; USAID/Nigeria. 2014). While studying the Factors that Need to Be Considered in Managing Projects in Africa, Muhammad (2014) looked at the implementation of ECD projects in the 4 states in northern Nigeria and identified three major determinants of educational enrolment and ECD projects implementation. They included: socio-economic status of the local communities (poor parents were not ready

to support ECD programmes and instead gave their children income generating opportunities), educational infrastructure like classes, latrines, play grounds and furniture, and culture (whereby, the culture limited the girl child from competitive education, the Islam Madrassa required children to take parallel courses and the polygamous families discouraged resources for children's access to ECDE).

There is rich literature available on the determinants of ECD projects implementation in major slums in east Africa. According to UN (2014) report, Tanzania has the third highest slum growth rate in Africa, over 6% per year, and the sixth largest slum population. With over 6 million people living in slums, slum dwellers make up more than two-thirds of its urban population. Other UN reports estimate that in fact 92% of Tanzania's urban populations live in slum conditions – more than 11 million people – which would make it the third largest slum population in Africa. In recent years, the government has carried out numerous evictions, leaving tens of thousands of poor households without shelter, water and sanitation, and often livelihoods.

People living in Tanzania's slums often lack secure tenure, clean water, basic education and basic services, and the rapid growth of slums has seen water and sanitation coverage regress in many areas. School structure like Pit latrines, the most common form of sanitation, are poorly constructed and often collapse during the rainy season (WHO, 2013), Health is a common problem for both the infants, school going children and their parents (World Health Organisation, 2014), lack of proper access to basic education has left over 49% under 10years in the slums like Temeke out of schools annually (UNICEF, 2010). The report also shows that, basic services such as roads, drains and water networks are missing, solid waste uncollected and land for public amenities such as open spaces, schools and health centres is almost impossible to find. This led to numerous campaigns in the last 9 years in Tanzania that have always targeted the ECD programmes and the early Tanzania child's education.

A report by UNICEF (2012) shows that the responsibility of child rearing and early childhood education development projects implementation in Tanzania has in many

places remained in the hands of individual families and communities without a proper and competent institution to provide for their continued needs of education and development. In some cases religious organisations, the Government of Tanzania with the support of donors, particularly UNICEF, and some Ujamaa villages have initiated various formal programmes for the care and education of the children. These programmes are known by different names such as Day Care Centres, Nursery Schools and Kindergartens although in most cases their activities do not always match with those institutions. However, the implementation of these programmes have been said to be influenced by a number of factors that include high poverty levels and constrained financial resources (UN-OCHA, 2012b), cultural practices that have never prioritized education (Department of Children and Youth Affairs, 2011), poor support from the local and national government (UNESCO, 2010b), poorly training management that handles the ministry of education; full of little knowledge about the slums dwellers' needs as far as education is concerned (NICHD Early Child Care Research Network, 2009) etc.

According to Akoto (2012) Kenya has been among the best rated education provider in east Africa and by extension featuring among the top ten best rated education projects implementation country in Africa; having had its allocations doubling since the 1990s. Early Childhood Development Education (ECDE) projects globally and Kenya in particular has been recognized as a crucial programme that lays a foundation for a child's holistic and integrated education that meets the cognitive, social, moral, spiritual, emotional, physical and developmental needs. According to the Kenya Institute of Education (KIE) (2009), Early Childhood Care, Development and Education (ECCDE) seek to develop the whole child and Preschool plays a central role in establishing quality development of an individual.

On realizing that an effective ECD programmes enhances a country's social economic growth and political stability, the government through the Sessional Paper No 1 of 2005 a Policy Framework on Education Training and Research recommended the development of a comprehensive ECD policy framework and service standard guidelines. The implementation of this policy will ensure enhanced financing, access, quality, equity and

efficient management of ECD services (Njue, 2013). Research findings by Education for All (EFA) Global Monitoring Report of 2007 indicate that ECDE is still not a priority in most of the developing countries like Kenya, although the governments have realized the value of such programmes. This state is attributed to slow response to social and economic trends, and to the role of the family and the state in the implementation and management of ECDE projects (Muganga, 2013).

Other contributing factors to the slow implementation of ECD programmes in Kenya today include lack of knowledge on child development research results, lack of rigorous studies in this country just like other developing countries, governments prioritizing primary education and international aid focuses on other educational levels such as free primary education programme implementation subsidized secondary programme . This implies that ECDE has not been given a lot of emphasis in Kenya and the rest of the developing countries which gives impetus to the current study.

Other scholars have written on factors influencing the development and implementation of ECD projects in Kenya with special bias to the ECD projects in the slum areas. Muthaa (2010) for example wrote on the Factors Affecting Implementation of Early Childhood Development Education in Public Centres in Imenti South District and specifically focused on the peri-slums of Imenti. According to him, Imenti South District has about 180 public ECDE centres of which almost 45 lie in the poorly developed town centre. Imenti South District report (2008) indicates that some centres operate in open air, others in religious buildings while others operate in classes which were previously owned by primary school and were dilapidated. The District Education (2008) report also shows that 75% of children sit on the floor, bricks or wooden objects. Those in permanent classrooms use desks that belonged to older children not suitable for their age and heights. In the study, Muthaa got 78% of the respondents arguing that low funding of ECDE programmes by the exchequer in comparison with other levels of education, widespread poverty and poor economic growth hampering the quality of sustainable ECDE programmes, Inadequate Physical Facilities, Inadequate qualified ECDE teachers, using mother tongue as a medium of instruction etc.

A similar study carried Kanga (2011) entitled early childhood development education in Kenya: a literature review on current implementation issues Nairobi slums shows that, in over the 191 public ECD projects have been implemented across the slums of Baba Ndogo, Dandora, Fuata Nyayo, Gatwekera, Huruma, Kambi Muru, Kangemi, Kawangware, Kiambiu, Kianda, Kibera, Kichinjio, Kisumu Ndogo, Korogocho, and Laini Saba. The report shows that as much as the government has previously done its little seen efforts compared to those made by the private sector in ECD projects implementation in the Kenya's capital, the public ECD programmes in the slums have suffered a great deal. A number of issues were found to have influenced the rate of success and implementation of the ECD projects in the slums. In Fuata Nyayo and Laini Saba slums for example, an interview on 67 head teachers and 59 ECD teachers in 2011 showed that, 67% of the respondents felt that economic factors like lack of enough finances, poverty at homes and lack of money for basic learning materials had kept young learners out of ECDE centres, 79% felt that many ECDE centers lack adequate teaching and learning resource and facilities suitable for ECDE in their learning environment, 80% felt that High Teacher-Child Ratio with Poor Remunerations is a defect, poor ECD infrastructure, the insecurity levels in the slums, poor parenting and social levels attracted 90% responses. In this relationship, this research has fertile grounds to look at the determinants of these ECD projects implementation in the large Kibera slums.

1.2 Statement of the Problem

The issue of access of children to ECD centres has been a major concern all over the world. Policy frameworks in many Governments do not adequately address issues concerning Early Childhood Development programmes Implementation, UNESCO (2010b), an issue that has been a challenging trend in both the developing countries and the falling states. In Kenya, there is an emerging trend of pre-school institutions being sub-divided into three distinct categories but remaining in one setting; Baby class, Middle class and Pre-unit. This sub-division itself has made the state of implementing of the various ECE projects a sham and a tricky activity.

Although the government policy supports that every public school should have a preprimary section to increase access of children to ECE, Access has remained very low in Kenya especially in rural areas and the worst has been cited in the urban slums that have limitations of security, low value for education, poor cultural believes of street hustling, poor family background and many more. A study by the World Bank (2013) shows that, access and participation in ECE in Kenya's slums and informal settings are very low with a Net Enrolment Rate (NER) OF 42% in 2009 and 50% in 2010. This means that 58% and 50% of the school-going age pupils were not in school in 2009 and 2010 respectively (GOK policy framework on education, 2012).

This limited enrollment in the Kenyan poorly planned urban centres/slums has been attributed to a number of factors like, Low funding of ECDE programmes, Policy formulation: Inadequate clear policy to guide ECDE has led to un-coordinated service provision between government organs, the NGOs, international agencies and the local communities, ECDE centers all over the country offer different services and this is made worse by competition for admission to good primary schools and also the fact that many private centers are commercially based and are competing for children, Widespread poverty and poor economic growth hampering the quality of sustainable ECDE programmes, Inadequate Physical Facilities, Inadequate qualified ECDE teachers etc. (Kanga, 2011). Other studies by other scholars in the informal settlements in majors towns have also shown a number of factors interacting to influence the implementation of ECD projects as exemplified by, Njue (2013) who did factors influencing the implementation of child friendly school programme in public primary schools in Kikuyu informal settlement, Kiambu county, Kenya who argued that factors such as ECD infrastructure, financial resources, parental involvement and parenting styles, Political environment, ECD project managers etc.

Due to the issues surrounding the implementation and success of ECD programmes in this remarkable informal settlement the research thus aimed at investigating the factors influencing implementation of quality ECD programmes in the Kenya's informal settlements – A case of Kibera slums in Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to examine the factors influencing the implementation of quality ECD programmes in the Kenya's informal settlements; a case of Kibera slums in Nairobi County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

i. To what extent do financial resources influence implementation of quality ECD programmes.
ii. To assess how ECD project managers influence implementation of quality ECD programmes.
iii. To establish the extent to which the political environment influence implementation of quality ECD programmes.
iv. To determine how participation of parents and guardians influence implementation of quality ECD programmes in the Kenyan informal settlement.

1.5 Research Questions

The study sought to answer the following research questions:

i. What is the extent to which financial resources influence implementation of quality ECD programmes?
ii. How do ECD project managers influence implementation of quality ECD programmes?
iii. To establish the extent to which the political environment influence implementation of quality ECD programmes.
iv. To determine how participation of parents and guardians influence implementation of quality ECD programmes in the Kenyan informal settlement.

1.6 Significance of the Study

The government of Kenya has endeavored to make Early Childhood Education compulsory as per the new Constitution and accessible to the majority of the children. However, the implementation of the Programme and retention of the young kids in public ECD schools and the prevailing environmental conditions at early Childhood education centers have not been successful because of lack of adequate Teaching and learning facilities, lack of finances, proper management, lack of supportive culture and levies charged at this level, lack of knowledge of the role of ECD in children development. The will be important to a wider spectrum of individuals.

It is hoped that the findings of this study will benefit the parents by sensitizing them on the need to enroll their school age going children to pre-schools in the slum settings and their role as parents on ECD projects implementation; more specifically through participation and support.

It is hoped that, the headteachers will use the findings of this study to create awareness to all ECD stakeholders in the importance of pre-school education and how the various factors interact to influence the implementation of these programmes. The stakeholders like NGOs, CBOs, FBOs, and other local leaders who having been involved in the education change to kids in the slums will get information on the factors that determine the success of the ECD projects.

Also it is hoped that the findings of this study are expected to help the policy makers to come up with policy framework that spells out clearly the roles of the parents, the Ministry of Education (M.O.E) Administrators and teachers in ECE projects success. The findings of this study are expected to help pre-school managers and the administrators to come up with strategies that will enhance resources, politics, parental participation and the culture of the community are checked on in order to ensure the success of the ECD projects.

Researchers interested in this area are expected to benefit from the study. They may get available information which they will utilize as they endeavor to further the study. It is worth noting that this study area has not been widely researched and therefore, the study is significant in that it will contribute to the literature.

1.7 Basic Assumptions of the Research

The study was carried out with the following assumptions.
The data obtained from the DEOs place was a true reflection of what was on the ground and all parents would want their children to access ECE and those that are unable to access are due to factors that are beyond their means and ability. In other words it was not out of choice. This is an argument that held.

Also, all the respondents could faithfully answer the questionnaire without any prejudice and judgmental idiosyncratic responses, and the research assumed that the county ministry of education could give all the records about ECD projects especially those touching on finances and cultural views like religion without any fear and suspicion.

1.8 Limitations of the Study

Limitation is an aspect that that may influence the results negatively, but over which the researcher has no control (Mugenda and Mugenda, 2003). The study was limited in the sense the intolerable weather conditions in the city due to high rainfalls could limit the accessibility and at times putting the enumerators at risk of being washed away. However this was overcome by carrying out fieldwork during the relatively dry periods.

Since the information within the topic was considered sensitive, the responses were kept confidential and names were not exposed. Also, time was a constraint as the researcher is in formal employment without study leave.

1.9 Delimitations of the Study

The study delimited itself by limiting the scope into the Kibera slums and specifically by concentrating on the public and private ECD programmes being implemented in the Kibera slums. This is due to the fact that Kibera slum is one of the largest informal settlements in Kenya and the world today and has the highest number of children who urgently need the ECE programmes.

The study also confined itself to the variables in the objectives. Other variables that could influence the dependent variables were not considered.

Finally, it delimited itself by using the basic instrument of data collection that was easy to understand and that limited one from giving personal information- the questionnaire and structured interview guide.

1.10 Definitions of Significant Terms Used in the Study

Early childhood education refers to the pre-primary school level of education with reference to Kenyan education system. It includes baby class; middle class and pre-unit with children up to six years old (Save the Children Australia, 2011).

ECD project managers are the employees in leadership positions that give strategic management to the ECD centres.

Financial Resources is the money available to a business for spending in the form of cash, liquid securities and credit lines. Before going into business/starting a project, an entrepreneur/investor needs to secure sufficient financial resources in order to be able to operate efficiently and sufficiently well to promote success (World Bank, 2010).

Informal settlements are the settlement patterns that are normally sub-standard and non-planned as it is dominated with people having low income and dwell in low paying jobs in the peri-urban settings.

Participation of parents and guardians is the active and direct efforts made by the custodians of the ECD pupils in the institutions.

Political environment refers to the operations that revolve political decisions more specifically in resources allocation.

Public ECE center is an ECE center that is not owned by an individual person but is owned and managed by the community, religious groups or the government.

1.11 Organization of the Study

This research project report is organized in five chapters. Chapter one is the introduction which includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, delimitations of the study, basic assumptions and the definition of significant terms. Chapter two of the study consists of the literature review with information from other articles which are relevant to the researcher. Chapter three entails the methodology to be used in the research. Chapter four presents the data analysis and interpretation of the data. Chapter five presents conclusions, discussions and recommendations from the research findings. The chapter also suggests areas of further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature related to the purpose of the study. It is organized according to the specific objectives in order to ensure the relevance to research problem. The review is undertaken in order to eliminate duplication of what has been done and provide a clear understanding of existing knowledge based in the area of the problem. The literature review is based on outlined objectives.

2.2 The Concept of ECD Programmes Implementation in Kenya

Historical development of early childhood development education dates back to the ages of Aristotle. From the global perspective, Plato 428 and Aristotle 384 – 322 BC were great Greek philosophers who wrote about children's development. Both of them recognized the importance of beginning education with young children. Plato specifically found that, if we educated children as early as possible we would have "Good Citizens". They considered human beings as good and they emphasized the development of the children's mind and body so that they could create a society in which good people followed "good laws" (Sifuna and Otiende, 2007 cite by Anne *et al.*,2011) .

In Europe before the turn of the century, nursery education program for the under five in most countries remained poor, as it continued to be incorporated in the general elementary schools, except for a number of schools started by individuals mainly inspired by foreign educationists like Frobel and Pestalozzi (Sifuna and Otiende, 2007 cited by Anne ,2011). The development of pre-school in Europe, and America was greatly influenced by the need to provide health, welfare and care of poor children from war and slum conditions (Austin, 1976; World Bank, 2014). In United States of America (USA) ECDE covers 0 – 8 years. Previously, in USA, they had to cover from 0_5 years but changed later because of various reasons: According to research findings, significant developmental changes in children's intellectual, social and physical powers occur around 7 – 8 years more than when they are 5

years old. This brought about increase in actual number of children who were enrolled in Early Childhood Education (ECDE) after finding out that ECDE had long term benefits specially children from poor environment. So in USA, they started a programme known as Head Start. This was a programme which sought to ensure that children were familiar with concepts they were supposed to have when they began schooling. For example, children from good environment knew something about computers than those from poor environment. So they could be helped to know these fundamental actions and computers. When they did this, they found that the children from poor environment did the same as children from good environment (Krueger, 1999 cited in UNICEF, 2010).

Early childhood education programme implementation in Kenya has a long history. Although in Kenya and Africa, institutionalized pre-school education is relatively a new phenomenon in general Early Childhood Education (ECDE) itself was not a new phenomenon in our society. In the Kenyan traditional societies, children in ECD receive adequate care, stimulation and socialization from parents and other community members. Intellectual needs were also met through stories, riddles and games just to mention but a few. Institutionalization of preschool education is a byproduct of colonization (Kenya Institute of Education, 1992; UNICEF, 2009). As a colony many changes happened in the social, cultural and economic set up of communities that affected the way children were socialized giving birth to institutionalized pre-school education. The forces that influenced the commencement and development of ECDE in Kenya to its current status trace its roots in the colonial period.

The first organized pre-school education movement was in the early 1940's in urban areas of Kenya to cater for Europeans and Asians living in the urban areas. The colonial administration established pre-school institutions in the urban centres where there were heavy concentration of European and Asian population to specifically serve these communities. The first pre-schools for African children can be traced back in the urban areas in African settlements (Republic of Kenya, 2009). This was mainly as a result of the effects of the 2nd world war.

The Africans who were involved in the war in other parts of the world came in touch with European brand of education. When the war was over and they came back to Kenya they had high educational aspirations for their children and hence copied their educational models including pre-school education. The mental attitudes of the Europeans and Africans towards each other were greatly changed by the war. This psychological effect also encouraged Africans to have a greater demand for education. The First World War made Kenya prosperous hence more could pay fees for their children's education. The economic boom created by the World War II meant that many people flocked in the towns from the countryside to take up new jobs. This created bigger urban areas and hence the Africans copied pre-school models from the Europeans and Asians in their respective urban settlements and plantations (Republic of Kenya, 2011a).

In the rural areas, the first preschools catered mainly for under fives and emerged in the mid 1950's. These centres initially started as feeding centres in restriction camps and emergency villages between 1952 and 1957 in areas affected by the emergency especially in central and eastern Kenya during the freedom fighters movement war known as the Mau Mau. These centres were never meant to be schools. They were to provide custodial care for children while their parents were engaged in forced communal labour. In most of the villages, missionaries provided milk and medical checkup and treatment of the children. To pass time the children spent most of the day on play and other socialization activities. The centres became an important vehicle for ensuring improved health and nutritional status of many children. From this humble beginning the pre-school movement gradually spread to other parts of the country (Republic of Kenya, 2013).

According to (Ocholla, 2009), the main objective of pre-primary education in Kenya presently is to provide an all-round or integrated development of the child from birth to the age of entry to the primary school. This source also asserts that "all-round" or integrated development in this case means nurturing the whole personality of the child encompassing the growth of the child's physical, mental, cognitive, emotional, spiritual and sociological attributes. To realize the main objectives of pre-primary education, MoE developed

curriculum guidelines at the national level that allows early childhood care and education (ECDE) to address the natural cultural, and socioeconomic of each area (World Bank,2009).

Although ECDE programmes have made impressive progress in terms of enrolment many 4-5 year olds still remain out of such programs e.g. enrolment grew from 488148 in 1982 to 1,204,606 in 2003, (EFA Global Monitoring Report, 2010), also, although enrolment between 1982 and 2003 increased by 40%, it was not uniform because the Gross Enrolment rate (GER) declined from 35.5% in 1990 to 33.4% in 1999 (Republic of Kenya, 2010a). This means a large number children entering primary one do not go through ECD Programme (Republic of Kenya, 2010b). In recognition of this the government conceived and adopted session paper number 1 of 2005 titled 'A policy Framework for Education Training and Research' whose objectives to enhance access, equity, retention and quality of education at all levels by the year 2010 (KESSP Early Childhood Development Investment Programme (ECDIP) (2009).

A study by Wandawa (2012) shows that, currently the management of ECD programmes are decentralized: at district (sub-county) levels, there are District Centers for Early Childhood Education (DICECE), and at the municipal level there are County Centers for Early Childhood Education (COCECE). The DICESE and COCECE are responsible for implementing the ECD program, training pre-school teachers, inspecting schools and carrying out parental and community awareness programs as well as management and disbursement of ECD grants to approved ECDE centers.

In Kisumu Kenya for example, enrollment in pre-primary schools/centers increased from 13,499 in 2000 to 25,398 in 2006 and expected to tripartite by 2020. However, enrollment in public institutions has been increasing rapidly since 2003, while enrollment in private institutions has been fluctuating due to availability of grants for public institutions lowering the cost of ECDE for parents. Parents' ability to pay teacher salaries have contributed to this fluctuation. Parents withdraw children when they are unable to pay and re-enroll them when they can pay which is why the ECD grant program was started (MOEST, 2010).

In the implementation process, the government planned to start paying all pre-primary teachers in 2010, when it was expected that early childhood would be integrated into the basic education program. Until then, the Ministry of Education has been providing community support grants to a limited number of community-managed centers. In 2006 the government provided community support grants totaling Ksh. 300 million ($3.75 million) to 4,000 ECCE centers around the country for infrastructure development, purchase of teaching learning material and salary top up for ECDE teachers. Kisumu municipality received Ksh. 2,270,373 and the funds benefited 1,533 pupils at 21 institutions. Each school was granted Ksh. 1,481 ($18.51) per child, and the funds were used to top up salaries for ECDE teachers, infrastructure improvements and the purchase of some learning materials. ECD management committees decided how much was to be allocated to salaries, infrastructure and learning materials thus disadvantaging the Programme (MOE, 2012).

In Kibera slum, 63 ECD Centres have been said to be registered by the ministry of education while over 32 centres are operating behind the legal frameworks/illegally and have been said to have benefited in the years 2007 to 2013 from various government allocations. Out of this, 31under the management of public primary schools were given the grant in form of cash money. The slum received over Ksh. 5,642,649.85 between 2007 and 2010, for the improvement of the ECD centers. These were channeled to the school accounts (Republic of Kenya, 2013). The projects in the district/sub-county are monitored by the DICECE officers together with the Ministry of Education officials from the headquarters and those from the counties. However, changes in dynamics of the ECD area due to the newly adopted constitution (Republic of Kenya, 2014) has seen the number of the ECD projects shrink up to only 26 very active ones in the region run by the county government (EFA Global Monitoring Report, 2014),while those in the private sector are almost tripling. Reasons as to why there is a challenge in the implementation of these Programme in Kibera slum, Lack of enough numbers of qualified ECD teachers, limited finances, Mushrooming of unregistered ECDE centres, Low funding of ECDE programmes by the exchequer in comparison with other levels of education, Lack of schemes of service for ECDE teachers, Inadequate Physical Facilities, Overcrowding, Slums- no-space for children to play and poor sanitization.

2.3 Financial Resources and Implementation of Quality ECD Programmes

Newbert (2007) categorized theoretical approaches in projects implementations and resources roles into four types: financial resource heterogeneity, organizing approach, conceptual-level, and dynamic capabilities. The financial resource heterogeneity approach argues that a specific financial resource, capability, or core competence controlled by a firm, affects its competitive advantage or performance. Therefore, scholars, management strategists and multinational management organisations like Northwest Finance Circle (2014) argue that financial resources are central in implementing the various child development and protection programmes across the world. According to the report, financial resources are ever useful in ensuring that infrastructure development is achieved, quality teachers are hired, learning materials and relevant security is achieved. This is discussed in the following sub-headings.

2.3.1Financial Resources for ECD Infrastructure Development

Infrastructure is the core operation and stand in which any project in the world relies on. In the ancient times, infrastructural facilities like water ways, ships, wind power, HEP and many more were greatly depended on for the development of the wealthiest states in the world like Babylon and the ancient Canaan. In ECD programmes, infrastructure involves the latrines for the kids, the classrooms, the sleeping bays, the play grounds and more that are normally suffocated or at a verge of collapsing (UNISDR, 2012). There are factors that contribute to the deterioration of ECD infrastructure (classrooms, the children's play grounds, the pit latrines and the most important dining environments like the kitchen and serving halls). A number of factors have been quoted by scholars like Kamande (2012) who argue that, factors such as reduced funding available to properly build, design and maintain school facilities have significant effects.

While focusing on the role of money in the construction and maintenance of preprimary education infrastructure, Randi (2011) observes that the value for money in construction and maintenance allows a greater emphasis to be put on how infrastructure supports other educational inputs, how buildings are used and maintained, where resources are targeted and

what added value can be incorporated into the construction process. Issues to be addressed when considering value for money therefore include: Targeting investments to where the need is greatest; Coordinating programmes with other educational interventions; Putting schools and communities at the centre of the process; Using modest design standards which provide safe, attractive, durable and flexible learning environments and allow access for all; Ensuring that there is a balance between new construction, renovation and maintenance; Using procurement approaches that are simple, transparent and lower costs; Focusing on the quality of construction;

Emphasizing on the provision of water, sanitation and hygiene promotion; Increasing the efficiency of building use, and Providing predictable, long term financial support, capacity building, monitoring and evaluation; and Creating a 'child-friendly' enabling learning environment (following UNICEF's guidance on this), with particular attention to the needs of girls.

A report in the USAID (2010) for example shows that in 2006, total amount spent in renovation and maintenance of schools in United States was estimated at $ 254.6 billion in 2008. There are over 94,000 public elementary middle and high schools being attended by more than 50 million students and there is need to implement an effective method of estimating facility maintenance. Inadequate investment in school facility maintenance has led to a scenario where there are a significant number of school facility with need for major infrastructural facilities, repairs and renovations. The cost of deferred expenditures currently runs to over $200 million in Los Angeles, Detroit, Chicago, Seattle, and Miami's Dade Country, with an enormous bill of $780 million for the New York City schools. The accumulated cost to develop new infrastructure and repair the nation's public schools, according National Forum of Educational Administration & Supervision Journal according to knowledgeable sources, can now be conservatively placed at $60 billion and may run as high as $150 billion (Report to Congressional Requesters, 2005). In the year 2009, government sources estimated the nation's school repair bill to be $2,900 per student, and the cost per student for schools needing to make the repairs was $3,800 per student. Approximately 76 percent of public schools needed major construction, repair or

renovation. In this backlog, educators must be equipped with knowledge base and skill level in facility appraisal (US, 2010).

In Sub-Saharan Africa, the challenge of providing adequate early childhood education infrastructural facilities is huge. An estimated cost of up to US$ 30 billion is needed to build up to 10 million classrooms (World Bank, 2013). In Nigeria there are several issues confronting effective school classrooms and latrines construction and maintenance in Nigeria Schools. These include: Enrolment explosion leading to excessive pressure on existing school facilities; Inadequate funding arising from economic recessions and competitions for funds by other sectors. Consequently, facilities are inadequate to cope with increased enrolment pressure. In addition, inadequate funds have not allowed for proper maintenance of available facilities. In this note, the Nigerian government was forced to borrow over billions

In Kenya, major implementation of infrastructure projects in relation of the ECD schools in Busia and Teso was striking between the years 2007-2009 (GOK, 2010b). The study showed that few classrooms for the lower grades had desks, so most pupils sat on the dirt floor, classes were held outside due to a lack of permanent classroom structures. The school headmaster collected most local school funds from parents in the form of annual school fees, which are set by each school's primary school committee. Local community members who did not have children in the school did not typically participate in the school committee, and they were not expected to pay school fees. The second source of local primary school funding to account for approximately one-third of local funding in western Kenya were village fundraisers called harambees are an important source of public finance throughout Kenya, at which parents as well as other community members met and publicly pledged their financial support for a planned school investment project, such as the construction of a new classroom. This finally led to increased funds available for the implementation of school construction projects like classes and erecting of pit latrines thus increasing the number of children to over 3125 in a period of less than 3 years.

Most recently, education quality in Kenya has received a lot of attention with the introduction of supported county ECD programmes (Republic of Kenya, 2014). Successful implementation of this programme has been centralized to the actualization of construction/ renovation of physical facilities / equipment in public ECD learning institutions in disadvantaged areas particularly in Arid and Semi-Arid Lands (ASALs) and urban slums like Kibera slums (MOE, 2011a). There are two school infrastructural programmes with components which include; School improvement grants, new school construction, management and capacity building; and Monitoring and Evaluation (UNESCO, 2012). These two types of funds were found to have increased the ECD infrastructure development in Kibera for example from almost an average of 106 classrooms, 302 pit latrines in 2008 to over 156 and 610 respectively. In this argument therefore, the research intends to find the current situation as per the infrastructural development in the slum in relation to financial resources availability.

2.3.2 Financial for ECD Teachers

Indeed the education sector has since 2003 been the biggest spender averaging 18% as a share of the total global budget as indicated by the World Bank(2013), African Development Bank(2010), UNICEF(2011) and many more. From the global perspective, the Germans spend up to US$ 10 billion annually in employing, maintaining and retraining their Montessori system of education that is aimed at equipping the young kids with the best background in the elite world (world bank, 2012).The report shows that, in 2009 alone for example, the Germany chancellor ordered the hiring and training of over 2800 who were to benefit with over US$ 3, 812 each within the short period. The aim of doing this was to make a stride in the success of the then laid down structure of integrated ECD programmes that were introduced into the education system over a decade before. In return, there was a pool of 2800 ECD trained teachers who were sent to the various ECD centres and later on improved the number of Montessori academies by 12 in one year.

In its comparative study of the issues surrounding the success of ECD programmes in Nigeria, Lesotho, and Guinea Bissau, UNESCO (2010a) noted that trained teachers are the major determinants of the excellent performance of projects in a school setting. It continues

to argue that the quality of a teacher depends on educational background and training. Many studies demonstrate that ECD centres with trained teachers perform better than those with teachers who have no certification. Similarly, those who have professional training produce higher children achievement than those who enter the professional and lack his background.

In this regard therefore, the central parts, southern and the oil rich parts of Nigeria for example under Hon. Oleseguni Obasanjo came up with a set fund in the ministry of education and higher learning that introduced ECD courses in the universities and colleges. In turn, the funds facilitated the training of quality teachers who were in turn deployed to various centres; making the whole process a success. This led to the increase of ECD projects in the country from 115 public centres in the Kano plains for example to 210 in a span of 5 years (United Nations International Strategy for Disaster Reduction 2011). The report by the Nigeria's Official Radio Council shows that during Obasanjo's time, the government made the greatest strides in the ECD teacher's quality improvement through the various trainings that were carried out in the ministries that dealt with such teachers. Similar studies in Lesotho and Guinea Bissau have shown that the training of teachers improves the rates at which ECD projects are implemented and achieved across the various points of these countries.

In his writing entitled, 'Vulnerability of Kenyan Schools to Disaster,' Ndiangui (2010) argues that teachers should be knowledgeable in the development of young children both from primary level to secondary level. Teachers who have strong early childhood education backgrounds in recreation will be aware of activities that are safe for children. Research indicates that the achievement gap widens each year between children with most effective teachers and those with least effective teachers. This has for a long time discouraged parents for example from public primary schools with ECD programmes and instead they have run to the private schools. The Kamunge commission report (1988) observes that, the feature of Kenya's formal education and training since independence has been a rapid growth in enrollment at all levels. Maria Montessori (1870-3952) developed methods of teaching children and succeed teaching children with disabilities. A high effective teacher is one whose children show the most gains from one year to the next.

Teacher quality depends on four key dimensions namely, contact knowledge, teaching experience, professional certification and overall academic ability. Teachers' content knowledge influences child's academic performance in that teachers who teach activities that they have previously studied in depth while in college are effective than those who have not. MoE (2010) argues that the number of untrained teachers is still high at 56 percent in public ECDE centers in the country and the percentage moves to over 61% in slums and ASALs; a factor that limits the success of the ECD programme in the county, more specifically in these troubled areas.

Another factor limiting the rates and the speedy success of the ECD programme in the country is the number of hired teachers/staffing and the remuneration tied to it. The number of teachers in a school is closely tied with the availability of concrete reports for more staffing from the school head or an increase in the number of pupils in a given school and the reports are well communicated to the TSC in time and using the most appropriate influential channels. However, a report posted in the TSC website shows that about 56% of the school heads for example in the ASALs, Marginalized areas like the Kenyan coast, hardship areas like Mwingi, Kitui, Endau and many more have no accurate records of their staff members and the deficits. This has overall effects of having many children in a class being handled by one teacher in all the subjects; watering the intention of implementing the ECD programmes (EFA Global Monitoring Report 2010b).

According to World Bank (2014) in selected primary schools in Mombasa county's slums of Likoni, Kisumu Ndogo, Bangladesh , Mukuruini slum Nairobi, Kibera, Kariobangi, Dandora, and ASALs shows that , the Teacher: pupil ratio, in some ECD classes the ratio is 1:70 which is far beyond the recommended maximum rate of 1:25. Such a high ratio has got its own challenges. Okwach et al (1997) argues that teachers find it impossible to pay attention to all learners, especially the slow ones. Teachers are not able to give adequate assignments to the pupils, as they are not able to cope with the marking and teaching workload (UNESCO, 2012).

2.4 ECD Project Managers and Implementation of Quality ECD Programmes

Early Childhood settings are just projects like any other other project that needs planning, resourcing, monitoring, implementation and evaluation. In his work, Rukwaro (2012) argues that, just like all other education settings, ECD programmes in the country need to be managed effectively by well trained and qualified managers. Administration is closely tied to the management of any project in the world and involves a combination of mainly organizational skills which together help to achieve the best results with limited resources. These include the organization of resources, time, individuals and team meetings together with systems, structures, money etc. Good administration leads to good management (MOEST, 2012).

There is need for the school heads to maintain and support the school as whole, develop and support the individual members and organize the structures and systems necessary for effective functioning and performing the tasks. They should also be active, seen to be part of the team, as well as leading it and approachable to all involved in the setting (staff, parents, children and outside visitors), operating in a transparent way which takes into account Bronfebrenner's ecological system (Johnson *et al*, 2009) and the relationship between different partners. National College for School Leadership (NCSL) (2014) stated that outstanding leadership is a key character to outstanding schools. Good administration is supposed to improve organizational performance.

In a study that focused on 94 ECD supervisors in Malaysia in 2009-10 (equivalent to head teachers in Kenya), 90 of them were found to have played a very great role in determining the direction and success of the ECD projects while the remaining 4 has an influence as much as their powers were tied to their sponsors more specifically the county councils. In this study, questionnaires were used and the responses had the alternative hypothesis being favored against the null which stated that, 'ECD management has no influence in the successful implementation of ECD programmes in the capital city of Qwaralumbar.'From this therefore, the study concluded that management was central as it was found to be the one that allocated resources like finances, staffing, did monitoring and evaluation, gave the

schools mission and set the organisation culture besides that of the organisational culture etc. (Tjosvold& Su, (in press)).

Quoting NICHD-Early Child Care Research Network' research, Jeroen Smits (2010) argues that, primary school heads and ECD supervisors need to possess financial management skills for effective running of the projects in the school, should have well defined channels of communication and the management should set a standard school culture. For example, budgeting by its nature necessitates the authorization and delegation of budget activities between individual managers and other members of the organization like HODs, Class Teachers, teachers etc. The head teacher performs the following tasks in the school; budget development, maintaining inventory control, repair and maintain school physical facilities, development of plans and utilization of resources in the school; development and implementation utilization of the department and allocation of resources to the rest of the school, availing the necessary resources for the teachers, and pupils, he too ensures the facilities necessary for the improvement of the schools' academic performance are available. Above all, the teacher is the one who acts as a link between the donors/ sponsors and the school board (UNESCO 2010b), he/she acts a resource mobilizer between the governments and other stakeholders (GOK, 2010b), allocates resources, draws major plans for development/gives direction for implementation (World Bank, 2010) and also ensures that disciplinary actions are taken against misconducts.

Ndiku, (2009), Nyakoe (2010) argue that head teachers should draw, source finances for school development projects, coordinate the school budget etc. The head teacher therefore needs to possess financial skills that go with that. The teacher also should be able to do need analysis so as to determine the order of priority. Head teachers should search organization's environment for opportunities and initiate projects to bring about change. He is an important person in the school as he allocates and approves organizational decisions. An effective and efficient manager must possess the technical, human and conceptual skills in order to be a good organizer.

A study carried out by Amsha Africa Foundation's Fundraiser (2013) came up with Prevention and Protection against Child Protection Implementation Guidebook in Africa that focused on war thorn areas like Burundi, Rwanda, Sudan and the DRC Congo.

According to the report, countries like Rwanda have had the managers of the proposed ECD rehabilitation centres for example for the over 25,000 kids born due to intertribal raping come up with estimated budgets, development plans, identify stakeholders, give the relevant sustenance mechanisms with the major aim of seeing the country have the otherwise neglected out casts feel at home. Today, over 20,000 teenagers in Rwanda are enjoying a second life on earth after the psychological death they experienced as being rejected as either not being Utus of Tusis. The report still indicates that the ECD projects were very successful in the last one decade due to the country's realization of the need of the management in having basic psychological, financial and reconciliatory skills as offered by the government. According to Child Protection working Group (2012) the school managers should be equipped with relevant knowledge and skill to perform administrative duties which include planning daily routine, among other duties. This implies that school managers need to be trained to equip them with the relevant skills and techniques to prepare them to be effective in implementation of educational policies. A school manager, who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that people place between themselves and the changes required.

Across the country, ECD projects implementation more specifically in the public primary schools and the schools co-operated between the national/county/other community education proving NGOs. According to World Bank (2014) the implementation of funding of ECD education in Kenya found school managers off guard; they had not been prepared for the change and so they found it challenging. Over 57.76% schools in the ASALs and the urban slums for example had an overwhelming increase in enrollment while others witnessed mass exodus. Average class sizes in the whole country for example rose from 40 to 70 while the facilities remained the same. It's notable that in Kenya today, approximately 50% of all the country's primary schools are housed in temporary and/or semi-permanent buildings; others are on split sites. The introduction of Community Support Programme in some of the Early Childhood Centres witnessed the rise in children enrollment which in turn led to strain in the existing physical resources .The UN (2012) shows that Kenya's largest slum of Kibera may not achieve the set MDGs especially the education for all and the under 17 years due to lack of enough trained school leaders who are still operating in the old ways of approaching to new change. A report in Mathare's Area 1 &2 by Elimu Yetu organisation

in 2014 showed that, in over 42 interviewed head teachers, only 12 had a strategic ECD development plan, 10 had a well prepared budget that showed the sources of income, financial status, inputs and expected outcomes while only 2 understood the process of M&E of the said projects (World Bank, 2014).

2.5 Political Environment and Implementation of Quality ECD Programmes

A report published by the Daily Monitor in the about USA's strides in education today focused critically on the role of politics in education success. After the 2nd world war for example, countries like china, japan, US and many more just came up with focused political trends that have steered these countries into the great 8 as termed in the world ranking (UN, 2012).The major aim of all the politicians were to muscle political resources and focus their energies into literacy acceleration.

Studies in the role of politics and ECD projects success takes us to Cuba. Education in Cuba has been a highly ranked system for many years. The University of Havana was founded in 1727 and there are a number of other well-established colleges and universities. Following the 1959 revolution, the Castro government nationalized all educational institutions, and created a system operated entirely by the government. Here, the government has been credited for involving its politicians for coming up with educational goals, passing a number of legal bills in the government, sourcing for finances and sponsorships. Strong ideological content is present, with the constitution stating that educational and cultural policy is based on Marxist ideology (UNESCO, 2010). Education expenditures continue to receive high priority, as Cuba spends 10 percent of its central budget on education, compared with 4 percent in the United Kingdom and just 2 percent in the United States (UNESCO, 2011).

According to Save the Children Australia (2012), prior to 1959, of the Cubans over the age of 15 years, 22% were found to be illiterate, over 34% of the under 7 years were totally illiterate and 60% of the country was found to be semi illiterate because many rural Cubans had a third-grade education or less. After the Cuban Revolution, the new government placed the reconstruction of the education system as a top priority. A list of five key objectives was devised and used to frame Cuba's educational system. Elementary school became mandated

and more importantly available for all children. Many children who lived in poverty were now able to acquire an education for free providing them with an opportunity that eluded them prior to the revolution. Following the basic restructuring and reopening of Cuban schools, the new government and its political organs focused on the huge literacy problem the country faced. By April 1959, 817 literacy centers were opened and to further reach out to all, teens and other volunteers were sent out to the countryside to teach their fellow Cubans how to read. The Literacy Campaign served two purposes; first, to educate every single Cuban and teach them to read, then, to give those who live in the city a chance to experience rural living. In a short time Cuba's new government made vast changes to the educational system and by 2000 97% of Cubans aged 15–24 were literate. Literacy provided poor uneducated Cubans a better standing within the country and the world. Education was vital to the new government and the leaders believed that for Cuba to be strong, and for citizens to be active participants in society, they must be educated (UNICEF staff, 2010).

School attendance is compulsory from ages 6 to 15 or 16 (end of basic secondary education) and all students, regardless of age or sex, wear school uniforms with the color denoting grade level. The curriculum in primary and secondary schools is based upon principles of "hard work, self-discipline and love of country". The primary-school curriculum includes dance and gardening, lessons on health and hygiene, and Cuban revolutionary history. Scholars have argued that this has been achieved due to proper political organisation and good will in the country (UNICEF, 2013).

Reports on the success of ECD projects in SA have greatly touched on politics recently. Several recent South African government initiatives point to high-level awareness of the importance of ECD projects implementation for human and social development and national productivity. These initiatives include significantly increased funding for ECD by the National Treasury, the production of a national Diagnostic Review of ECD in 2012, recognition of the importance of the early years in the National Development Plan (NDP) Vision for 2030, and the commissioning in 2013 of proposals for a new national ECD policy and programme. Recognizing that providing access to quality ECD services to poor and

marginalised children is a tough challenge, the government is aiming to rapidly scale up services for young children, with priority given to the 2.5 million poor and vulnerable children under the age of 6 (PROBE- Public Report on Basic Education, 2012).

Brinkerhoff (2014) shows that the advent of democracy has brought increasing interest in and support for the delivery of services for young children. But, in reality, the situation remains dire. We simply are not reaching all the children we need to reach, especially the most vulnerable. Thus, the lives of many of the SA children, particularly in the poorest communities, remain compromised. There are a variety of reasons for this, but a critical factor is that the current arrangements for ECD service delivery, both within government departments and across civil society service providers, is not geared for effective, population-based service delivery and scaling up. The holistic and complex nature of child development requires the involvement of multiple partners across ministries, communities, non-governmental organisations (NGOs), and other stakeholders, including parents and caregivers.

When studying the role of the central government as a central success for ECD projects in SA, USAID (2009) argues that, in 2004, the Office of the President declared ECD a national priority, putting in place directives that municipalities include ECD planning in their Integrated Development Plans. Since then, and especially after the publication of the National Integrated Plan for ECD in South Africa (2005) passage of the Children's Amendment Act (2007), ECD has become a national priority. But due to the fragmented nature of funding and service provision for ECD programmes in South Africa, many children are falling through the cracks. Government funding for ECD has increased in recent years, but the main focus has been on scale-up of Grade R services, especially Grade R in public schools (as opposed to community-based Grade R). In South Africa, 70% of children still do not participate in preschool or other ECD activities.

According to Githinji & Kanga (2011), in 2006, the Kenya government via the support of both the politicians from the NARC adopted a policy on Early Childhood Development (ECD) programme. The policy document outlines a comprehensive framework that

encompasses policies for early childhood services and programs for children from conception to age eight years. Also, it outlines an ECD policy system and provides a frame of reference in the provision of services for infants and children. Further, it provides a basis to strengthen, develop, and review policies related to health and nutrition, education, water and sanitation, and social services. According to a 2006 policy document, the Republic of Kenya sector policies are central in providing standards and guidelines for ensuring provision of quality services for all children in their earliest years. This evaluative study outlines salient components in education that are engrained in the ECD policy framework. The study investigates the extent to which the policy has been implemented at the national and grassroots levels, challenges, and lessons learnt from the process.

According to the MOE (2011), ever since GoK in her education sector strategic plan and Sessional paper No. 1 of 2005 articulated how to attain goals for education with a bias to the ECD programme, as a nation, it renewed her call to universalize education and more specifically increase the programmes that targeted kids below the age of 8 years. And as a result combined strategies of policy formulation, presidential orders and a move to decentralise funding coalesced to rejuvenate school and promote overall access to education. The new elected NARC Government of President Mwai Kibaki swiftly drew up an economic recovery plan in 2003. Kenya saw Education as an exit route from poverty more specifically as supported by the MP elects of Kibera then Hon. Raila Odinga and other MPs affiliated to the NARC government (GoK, 2010a).

SIDA (2011) argues that economic recovery plan attributed Education to better standard of living and propagated for 100 per cent net primary school enrolment rate and aimed for reducing disparity in access and quality of education in Kenya during the Kibaki's error and more specifically the in the urban slums. The NARC government strategy identified some challenges such as the direct cost of schooling that kept a significant proportion poor away from school and as well low level internal efficiency as evidenced by high dropout rate (5-6% per year), repetition rate (15-16% annually) at primary level and low transition rate to SE. Through the various political meetings and various commissions, the government identified regional and gender disparities with the ASAL areas and slums like Kibera being

particularly hard hit. In an attempt to meet these challenges the coalition Government of President Kibaki introduced Free Universal Primary Education (UPE) in 2003 coupled with revised ideas in 2006 that aimed at implementing recognized ECD projects and substantially revised the curricula in order to reduce financial burden of education.

UNESCO (2010) report that the politicians in Kenya play an important role in ensuring the success of ECD programmes since it was introduced in 2005 through policies development, passing of various education bills, allocating national budgets, proposing the best cites for the projects and many more. However, studies by the Kenya National Examination Council (2010) have shown that some government officials are corrupt and hence they mismanage or misallocation of funds that are allocated to them, such funds include the sponsor's funds which force some children who are poor to miss the opportune moments of schooling. Senior officials in the Ministry of Education in Kenya have been accused of protecting corrupt headmasters and members of Parents Teacher Association (PTA) suspected of embezzling funds because they are also indirectly benefiting from incentives that are being paid by parents. They allege that several internal audit reports as well as complaints by parents and teachers to the Ministry against certain school heads and PTAs have been swept under the carpet. Many officials say the payment of incentives to teachers had resulted in an upsurge of fraud by school heads who are now exposed to huge amounts of money which they were not used to handling. Little literature however is available as per the role of politics in ECD projects success in slums; a factor the research.

2.6 Participation of Parents and Guardians and Implementation of Quality ECD Programmes

School and community involvement, (through school management committees, parent teacher associations or similar bodies) has an important role in any ECE programme. The achievements made in the early education sector are largely attributed to the close partnership that exists between the government, parents, donors and communities. So, whereas the government provides a co-ordination role, the parents and communities are left to make decisions on the kind of programmes they want. And the donors only come in to provide funds and logistical support (Wambua, 2011).

According to World Bank (2012) a parent is the first teacher of a child. There are a number of factors revolving around a parent that determines to a great extent the rate of achievement in implementing school projects, the degree at which their kids will access schools and how better the schools for their children can operate and be in the run. Some of the roles that influence the ECD programmes since their inception in the county include: family size, parents' participation in ECD projects, level of education of the parents and finally the distance parents live from these projects. The term partnership between home and school emerged in the UK during the 1960s and since then parents have been encouraged to participate in many and varied homeschool initiatives. There is a growing body of research evidence that parental involvement has positive effects on the cognitive outcomes of children. . Brofenbrenner (1979, 1983) posits that for ECD programmes to be effective and have lasting impact, parents and communities need to be involved.

Researches support the notion that parental involvement in children's education has positive outcomes as the parents gain knowledge about school activities and would render valuable guidance to their children (Holloway, Yamamoto, Suzuki and Mindnich, 2008). The parents in most circumstances are the primary caregivers and the central figures in the heart of children's universe (Farquhar, 2003 in Mukuna and Indoshi, 2012). Hence, their involvement in early childhood education serves as a motivator that bridges the gap between two contexts, the home and school (Nokali, Bachman, Votrba-Drzal, 2010). Parent participation ranges from being recipients of services through to being instigators and controllers of programmes from passive to very active roles (Evans, 2006).

The participation of parents in their children's education is highlighted in the South African Children's Act (2006), wherein it is stated as one of the four main principals. The act states that first and foremost it is a parental responsibility to meet the needs of the child and thus advocates for partnerships between parents and other carers in the best interest of the child and to the success of the ECD programmes. Parent participation includes the quality and frequency of communication with teachers as well as participation in school functions and activities (Nokali, et al, 2010). Mukuna & Indoshi (2012) bring in another version of parental participation whereby it is organised into two, school- centred parent involvement and home- centred parent involvement. School- centred parent involvement includes

activities such as participation in classroom, social and service events, attending PTA meetings and attending and participating in school board meetings.

Home- centred parent involvement is where parents do activities with their children such as assisting children with homework, providing them with proper nutrition and healthcare. Determinants of parental participation can be classified into three categories: contextual, programmatic and personal. Contextual determinants include the nature of parenting in that time frame, locale and social milieu. The local culture, traditions language, value systems and norms are part of the context. Programmatic determinants embrace the stage and nature of the programme, access to resources and beliefs about the value of parental participation. Those of a personal nature include parents not being a homogeneous group, parental knowledge, skills or experience base and other daily life factors (Evans, 2006). Holloway et al (2008) aver that parents' cognition about their role has been identified as a major determinant of their willingness to participate. Key cognitions identified are parents' aspirations for their children's future, parents' self-efficacy in rearing and educating their children and their perceptions of the school. Hence, the determinants can help in the achievement of either positive or negative outcomes.

In line with this, WebsterStratton (1991) suggests lack of confidence, poverty, divorce, illness or job stress as contributory to parental nonparticipation in their children's education. However, the author (Webster- Stratton, 1991) proposes that both teachers and parents be trained in family involvement in order to avert conflicts and to encourage good practice. Research in Japan indicated that parents selfishly neglect their children's schooling and their development whilst indulging themselves in their hedonistic desire for leisure or employment (Holloway et al, 2008). This has negative ramifications. For instance, Japanese government officials and media cited neglectful parents as the cause of indiscipline such as bullying, absenteeism and disruptive behaviour in the schools (Okano & Tsuchiya, 1999 in Holloway *et al*, 2008).

Literature reveals the following as some of the barriers to meaningful parent participation in education: time, low self-esteem, hours of employment, social deprivation and poverty and feelings of inadequacy (Wall, 2011). Parents' participation can also be influenced by their different needs, skills, fears, vulnerabilities, their attitudes, personalities, experience,

employment patterns, socio-economic pressures, religious affiliations and cultural practices (Brown, 1998). Some get involved when offered sensitive support and understanding. The intimidating professionalism of the educators can also hinder parents from participating.

Also, Foot *et al*, (2002) argue that partnership goes beyond involvement. It is not just including parents in support and activities of pre-school education. Partnership implies quality and a division of power which inevitably draws the parents into decision making and policy issues, not merely helping and information sharing, it moves towards empowerment of parents (Ball, 1994) and towards increasing their self-efficacy. Foot *et al*, (2002) go on to argue that types of involvement on offer to parents should not be limited to activities which directly promote children or preschool but should also move towards making parents the direct recipients of their involvement. Further he argues that participation, for instance, in attending courses offered, planned or advertised by an early years setting for i.e. nursery school, can promote parents which, in turn, make parents conscious of their influential role. A highly participatory standards development process ensures that stakeholders across the spectrum including parents and children are involved in discussing accountability and in seeing expectations for meaningful performance (Kagan and Britto; 2005)

Attitudes of parents who are educated and those who are not are conspicuously different. Michelle, and Ayana (2006) in their research, noted that parents who were educated had better attitudes towards their children's schooling than the illiterate ones. According to a research study by UNESCO (2011), illiteracy level is high in Kenya and Africa at large; 142 million African adults are illiterate.

Sammons (2007) indicates that virtually all successful programmes are influenced by education and participation and other researchers have confirmed the same. For example, a study done in Tabaj Division, Wajir East by Saadia Abdi (2010) indicates that illiterate parents denied their children enrolment in ECD centres in order to stay at home with their siblings as they went to fetch water and perform other household chores.

2.7 Theoretical Framework

Due to the rich theories available in the justification and development of ECD programmes by communities, the study will restrict itself to the ancient theories of the first proponents of early childhood development.

2.7.1 Vygotsky's Socio-Cultural Learning Theory

Russian psychologist Lev Vygotsky proposed a "socio-cultural learning theory" that emphasized the impact of social and cultural experiences on individual thinking and the development of mental processes. Vygotsky's theory emerged in the 1930s and is still discussed today as a means of improving and reforming educational practices (Wulczyn, 2010).

Vygotsky argued that since cognition occurs within a social context, our social experiences shape our ways of thinking about and interpreting the world. Although Vygotsky predated social constructivists, he is commonly classified as one. Social constructivists believe that an individual's cognitive system is a result of interaction in social groups and that learning cannot be separated from social life (Wawira, 2013).

Vygotsky proposed that children learn through their interactions with more knowledgeable peers and adults. His concept of the zone of proximal development (ZPD) is the difference between what a learner can do without help and what a learner can do with help. According to Vygotsky, "what is in the zone of proximal development today will be the [child's] actual developmental level tomorrow". This theory heavily influenced contemporary early educational practices by increasing focus on material within the ZPD. Vygotsky proposed that children should be taught materials that employ mental processes within the ZPD (Lutta, 2013).

ZPD encourages early childhood educators to adopt "scaffolding", in which a teacher adjusts support to fit a child's learning needs. Scaffolding requires specially trained teachers, a differentiated curriculum and additional learning time. Vygotsky advocated that teachers facilitate rather than direct student learning. His approach calls for teachers to incorporate

students' needs and interests when developing curricula. Every student should actively participate in a reciprocal interaction with their classmates and educators (Shane, 2012).

Vygotsky's socio-cultural learning theory has also proven especially important for the education of the mentally disabled. According to Vygotsky, "special education was the creation of what he called a 'positive differential approach'; that is, the identification of a disabled child from a point of strength rather than disability". Providing the appropriate scaffolding enables students with special needs to develop abstract thinking (Kai, 2009).

2.7.2 Piaget's Constructivist Theory

Jean Piaget's constructivist theory gained influence in the 1970s and '80s. Although Piaget himself was primarily interested in a descriptive psychology of cognitive development, he also laid the groundwork for a constructivist theory of learning. Piaget believed that learning comes from within: children construct their own knowledge of the world through experience and subsequent reflection. He said that "if logic itself is created rather than being inborn, it follows that the first task of education is to form reasoning." Within Piaget's framework, teachers should guide children in acquiring their own knowledge rather than simply transferring knowledge (KCDF, 2012).

According to Piaget's theory, when young children encounter new information, they attempt to accommodate and assimilate it into their existing understanding of the world. Accommodation involves adapting mental schemas and representations in order to make them consistent with reality. Assimilation involves fitting new information into their pre-existing schemas. Through these two processes, young children learn by equilibrating their mental representations with reality. They also learn from mistakes (Matland, 1995).

A Piagetian approach emphasizes experiential education; in school, experiences become more hands-on and concrete as students explore through trial and error. Thus, crucial components of early childhood education include exploration, manipulating objects and experiencing new environments. Subsequent reflection on these experiences is equally important (Matland, 1995).

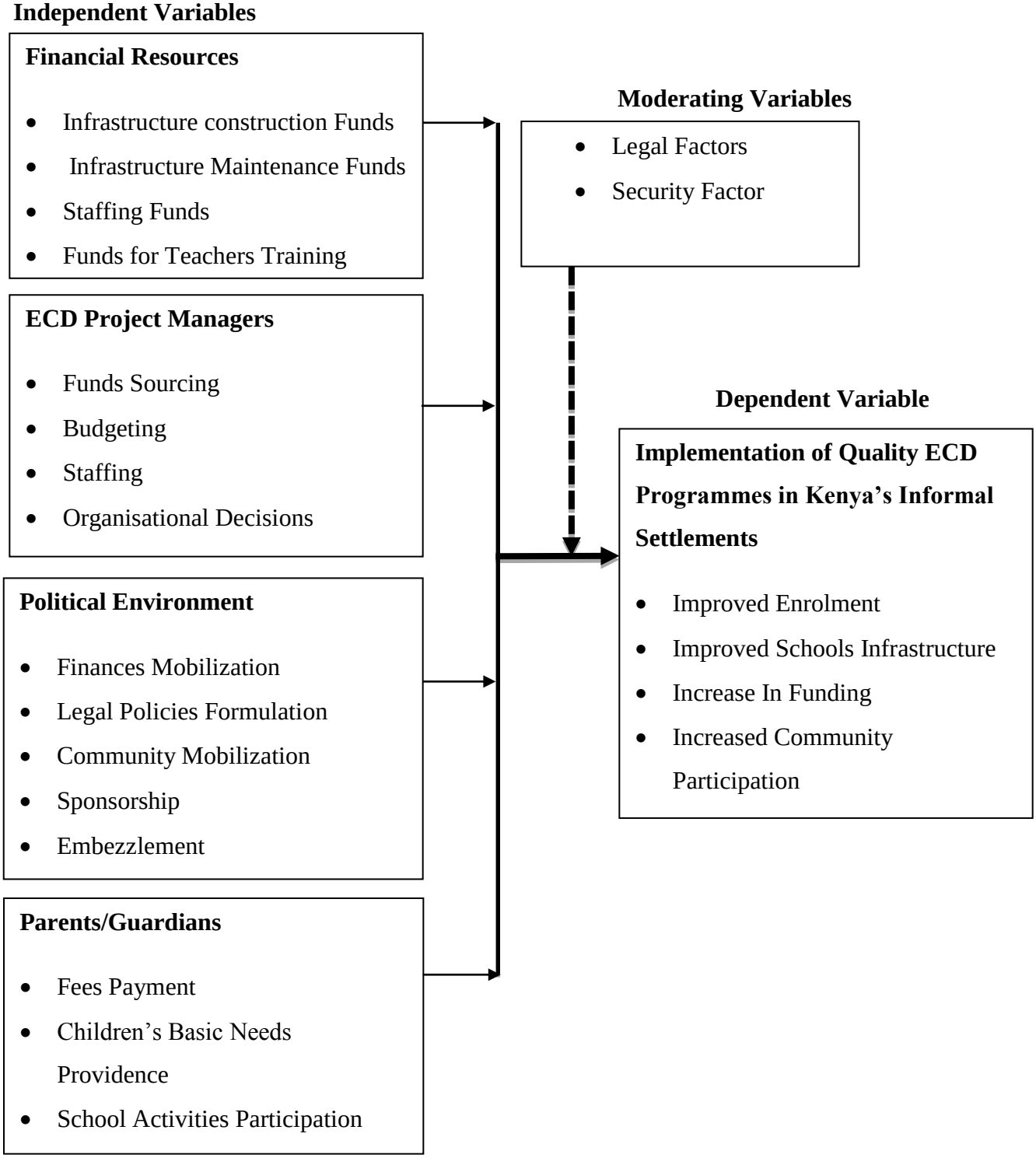
Piaget's concept of reflective abstraction was particularly influential in mathematical education. Through reflective abstraction, children construct more advanced cognitive structures out of the simpler ones they already possess. This allows children to develop mathematical constructs that cannot be learned through equilibration — making sense of experiences through assimilation and accommodation — alone (Mukuna, 2011).

According to Piagetian theory, language and symbolic representation is preceded by the development of corresponding mental representations. Research shows that the level of reflective abstraction achieved by young children was found to limit the degree to which they could represent physical quantities with written numerals. Piaget held that children can invent their own procedures for the four arithmetical operations, without being taught any conventional rules (Mukuna, 2011).

Piaget's theory implies that computers can be a great educational tool for young children when used to support the design and construction of their projects. McCarrick and Xiaoming found that computer play is consistent with this theory. However, Plowman and Stephen found that the effectiveness of computers is limited in the preschool environment; their results indicate that computers are only effective when directed by the teacher. This suggests that, according to the constructivist theory, the role of preschool teachers is critical in successfully adopting computers (Xinhua, 2012).

Figure 1: Conceptual Framework

This study is guided by the following conceptual framework;



In relation to the literature review, the conceptual framework has underlined a number of factors that influence the implementation of ECD programmes. The dependent variable in this research is the implementation of quality ECD programmes in Kenya's informal settlements. It receives all the impacts caused by the independent variables on the left hand side. The intervening variables have also been included in the table.

Factors that interact to bring this influence on the dependent variable are called independent variables and they include: Financial Resources, management, politics and Parental Factors. The four factors will be having some indicators that will determine whether the ECD programmes implementations are influenced by the indicators or not in a scale of measure. Also, besides the Dependent variable on the right side, are the intervening variables. These are factors that have a direct impact on the performance of the projects or have it coming indirectly but the final results felt in the implementation of the programmes. Due to time and limitation of the size of the document, these factors have not been included in the literature but they have an impact.

2.8: Study Gap

The study aimed at looking at the variables in table 2.1 below. Several studies that relate to the topic have been carried out. This study aims at the extend to which the various specific variables influence implementation of quality ECD programmes in the Kenyan informal settlements.

Table 2.1 Study gap

Variable	Indicator	Author (Year)	Title of the study	Findings	Knowledge gap
Financial Resources	Infrastructure construction Funds Infrastructure	Northwest Finance Circle (2014)	Child Care Child's Play: The Economic	Financial resources are useful in ensuring that infrastructure	Are the financial resources adequate for

	Maintenance Funds Staffing Funds Funds for Teachers Training		Impact of the Child Care	development is achieved, quality teachers are hired, learning materials and relevant security is achieved	implementation of quality ECD programmes?
ECD Project Managers	Funds Sourcing Budgeting Staffing Organisational Decisions	Rukwaro (2012)	Sanitation practices among public primary schools within Nyeri Municipality.	ECD programmes in the country need to be managed effectively by well trained and qualified managers	What role is played by ECD project managers in the implementation of quality ECD programmes in informal settlements?
Political Environment	Finances Mobilization Legal Policies Formulation Community Mobilization Sponsorship Embezzlement	Githinji & Kanga (2011)	World Data on Education VII ED 2010/11.	Politicians in Kenya play an important role in ensuring the success of ECD programmes since it was introduced in 2005 through policies development,	How does the political environment affect implementation of quality ECD programmes in informal settlements?

				passing of various education bills, allocating national budgets, proposing the best cites for the projects and many more.	
Participation of parents and guardians	Fees Payment Children's Basic Needs Providence School Activities Participation Guiding their Children	Mukuna (2011)	Enhancing parent-teacher partnership to met the challenges of early childhood education curriculum in Kenya	A good working relationship between parents and teachers promotes an effective learning environment for children in the ECD centers	To what extend does participation of parents and guardians affect quality of ECD programmes implementation in the informal settlements in Nairobi

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used to conduct the study, focusing on research design, study location, target population, sampling procedures and sample size, research instruments, questionnaires, pilot study, reliability, validity, data collection procedure and methods of data analysis, ethical consideration and operationalization of the variables.

3.2. Research Design

Research design refers to the procedures selected by a researcher for studying a particular set of questions or hypothesis; this includes the researcher's choice of quantitative or qualitative methodology, and how, if at all, causal relationships between variables or phenomena are to be explored (Orodho, 2009). A descriptive study design was used to carry out this study in order to determine the factors influencing the implementation of quality ECD programmes in Kibera slums. This type of design includes surveys and fact finding inquiries of different kinds. It will help to describe the status and nature of the project because it will deal with the different categories of people such as headteachers, members of the management committees and the ECD teachers (Kothari, 2008). It is also convenient in collection of substantial amount information from respondents over a wide area (Koul, 1979) and an efficient way to collect original data intended to measure attitude, perceptions, aspirations and orientation of a population that may be too large to be effectively be described (Kathuri and Pals, 1992). Descriptive statistics was used to describe the sample. It shows the variation in the challenges that will be studied from different regions thereby shading more light on the problem. Orodho (2001) asserts that descriptive survey enables researchers to describe the events as they are or they appear at the same time providing an opportunity of investigation of why they occur. The survey design was preferred as it explained the existing status of the two variables; it also enabled one to generate information directly from the respondents (Mugenda and Mugenda, 2003).

3.3 Target Population

Target population is a set of people or objects the researcher wants to generalize the results of the research (Borg and Gall, 1989). The target population for the study was defined as school committee members, head teachers, country directors/ministry officials and ECD teachers in the schools in Kibera slums. This group was purposively selected due to the fact that they have information on the research subject and thus add credibility to the findings.

3.4. Sample Size and Sampling Procedure

In this section, the research discussed the sample size and the sampling procedures. Under sample size the researcher explained how it was to be determined and under sampling procedures, the researcher explained in details of how the actual sampling was done.

3.4.1 Sample Size

The sample size for the study is 92 respondents drawn from the target population of 451 based on the Mugenda and Mugenda (2003) theory of sampling.
The following procedure was used to select the sample;

Table 3.1 Sample Size

Category	PTA/directors	Head Teachers	ECDE Teachers	County and Ministry Officials	Total
Population	142	142	142	25	451
Sample size (20%)	29	29	29	25	92

3.4.2 Sampling procedure

A combination of stratified random sampling and simple random sampling technique was used to gather the required data. This is because the samples were selected from three different that focused on the head teachers, PTA chair people/School directors, and finally the ECD teachers. The sample also included 25 county and ministry officials who were picked in the form of census. Stratified random sampling gives results that are more reliable and detailed information. It generally applies if a population from which the sample is to be drawn does not consist of a homogenous group (Kothari, 2008), as it was in the case in the study.

Stratified random sampling was employed because the researcher intended to solicit responses from each of the following groups: head teachers, management committee members, country directors/ministry officials and the ECD teachers in the public schools. Different schools were also be represented. The number of registered ECD schools in Kibera slums (both public and private) are 142 against the over 191 operating ECD centres in the slums. This included those run by CBOs, NGOs and FBOs. Therefore the total target population was all the school heads from the 142 ECD centres, PTA chair people/directors and one ECD teacher from each category. This also included 25 county and ministry officials who were picked in the form of census.

3.5. Research Instruments

The researcher used questionnaires for the head teachers, country directors/ministry officials and ECD teachers because it was assumed that they could be able to read and understand the questions and hence give required information. The questionnaires contained open ended and close ended scales where respondents responded to a series of statements by indicating the administrative, social and economic factors that influence implementation the ECD projects.

This helped to obtain responses relevant to the study. The questions inquired about head teachers managerial skills, economic and socials factors that influence the implementation

of ECD projects in schools in the slums. The questionnaire had two sections. Section A is about the background information of the respondents. Section B contained items on the financial, management, political and teacher related factors influencing the implementation of the project.

It also solicited information on the MoE's policies on funds disbursement. Interview schedules were also used to obtain information from the management committee members. Personal interviews are away of drawing in-depth and comprehensive information (Kothari, 2004). In-depth interviews enable the researcher to seek an understanding of participants' perspectives of their experiences or situation through repeated self to self-encounters (Orodho, 2003). This is because the management committee members could give more elaborative information beyond the restrictive questions in the questionnaire. A semi structured interview schedule (shown in appendix), was used to gather data from the management committee members that were dived into 3 groups of 10, 10 1nd 9 members.

3.5.1 Pilot testing of instruments

In order to know if the instruments were to gather the necessary information, a pilot study was conducted whereby the researcher distributed the research instrument to respondents in the target population (not included in the final sample for the study) with similar characteristics as they expected study subjects in order to gather information, then collected the instruments in order to find out if the instruments answered to the required objective questions and necessary corrections were done to the instruments before heading to the field. The researcher analysed the data to establish whether the instruments gathered the intended information. The findings from this pilot study helped the researcher to improve the instruments.

3.5.2 Validity of the Instrument

Validity is a procedure or an instrument (tool) used in research to measure the accurateness, correctness, truthfulness, or rightfulness of a phenomenon (Orodho, 2008). It is the degree of accurateness of the instrument to measure what it purports to measure. There are four types of validity; predictive validity, concurrent validity, content validity and construct

validity. Mugenda and Mugenda (2003) say validity refers to the accuracy and meaningfulness of inferences made based on the results obtained. The research employed content validity to measure the validity of the instrument. According to Orodho (2009), content validity means the subject matter or the amount of substance contained in something. It refers to the degree to which the research instruments or a tool measures what it should measure. Content validity enables data being collected to be reliable in representing the specific content of a particular concept. The instrument was subjected to scrutiny by the supervisor to check whether questions in the instrument answer research questions or achieve objectives.

3.5.3 Reliability of the Instrument

Mugenda Mugenda (2003) states that, reliability is the measure of the degree to which the research instrument yields the same results of data after repeated trials. To minimize errors the researcher employed test-retest method in order to test reliability of the research instrument. In order to know if the instruments could gather the necessary information, a pilot study was conducted whereby the researcher distributed the research instrument to colleagues and to a sample with similar characteristics as the expected study subjects in order to gather information, then collect the instruments in order to find out if the instruments could be answering to the required objective questions and necessary corrections done to the instruments before heading to the field.

The research instrument was retested on a sample of 16 respondents who did not have to be representatives (Kothari, 2004). The first tests was noted as T_1 and second ones as T_2.The scores obtained from the two groups will be quite close as affirmed by Orodho (1998). By use of Cronbach's formula, an alpha value of greater than 0.7 was acceptable. The researcher supplied 12 questionnaires and interviewed 4 respondents from the schools that were pilot tested; this helped the researcher identify the problems that were bound to occur, especially when it came to filling in the questionnaire. This ensured the necessary corrections on the final copies of the questionnaire and interview schedule.

3.6 Data Collection Procedure

A questionnaire was to collect data from the head teachers, PTA/Directors, county directors/ministry officers and ECD teachers while interview schedules were organizes with the PTA/Directors. Interviews were conducted among the PTA/Directors who were clustered into three groups with 10, 10 and 9 members respectively.

The questionnaire and the interview schedule were prepared on the basis of a review of literature on in Kenya and the rest of the world. Data collection tools were piloted and suggestions made before finalizing the questionnaire.

The study utilized a self-administered questionnaire/interview schedule and equally was referred to the existing secondary data. The researcher got a permit from the graduate school and ministry of education science and technology. The researcher visited the sample, used enumerators to access some other respondents, and e-mailed a questionnaire to some respondent who could committed for one on one filling. Necessary prior appointments were made to some respondents for interviews to avoid inconveniences and the researcher emphasized that the information given was specifically used for the study and it was to be private and confidential and that names could not be necessary.

3.7. Data Analysis Techniques

The researcher examined what was collected from the field and make deductions and inferences. The researcher tested any underlying assumptions; detect anomalies and underlying structures and exact variables. The findings of the researcher were analyzed using content analysis. This involved detailed description of the items that comprises the sample. In interpreting the results, the frequency at which an item occurred was interpreted as a measure of importance, attention or emphasis. The specific classification system used to record the information for the research were designated as content analysis which determined the frequency and trends with which concepts of the objectives were to be interpreted as a measure of direction. Quantitative data was analyzed using descriptive statistics such as means, percentages and frequencies. Qualitative data was analyzed in verbatim reported and described in themes and subthemes .Data was subjected to SPSS package version 20.0.

3.8. Ethical Issues

During the study the respondents were informed of their rights of either participating or refusing to participate in the study, they were informed that participation in the study was not compulsory and informed consent could be sought from the respondents. The participants were informed of their right to remain anonymous and that their identity could not to be revealed in this study. All ethical issues were observed during the study.

3.9 Operationalization of the variables

Table 3.2 Operationalization Table

Objective	**Independent Variable**	**Indicators**	**Measurement scale**	**Types of analysis**
To determine the extent to which financial resources influence implementation of quality ECD programmes	Financial Resources	• Infrastructure construction Funds. • Infrastructure Maintenance Funds. • Staffing Funds. • Funds for Teachers Training.	Nominal Scale	Descriptive
To reassess the extent to which ECD project managers influence implementation of quality ECD programmes.	ECD Project Managers	• Funds Sourcing. • Budgeting. • Staffing. • Organisational Decisions.	Nominal Scale	Descriptive

To establish the extent to which the political environment influence implementation of quality ECD programmes.	Political Environment	• Finances Mobilization. • Legal Policies Formulation. • Community Mobilization. • Sponsorship. • Embezzlement.	Nominal Scale	Descriptive
To determine how participation of parents and guardians influence implementation of quality ECD programmes in the Kenyan informal settlement.	Parents/Guardians Factor	• Fees Payment. • Children's Basic Needs Providence. • School Activities Participation. • Guiding their Children.	Nominal Scale	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The data collected was sorted, classified, keyed and analyzed by simple descriptive analysis using Statistical Package for Social Scientists (SPSS) version. The data was then presented through frequency tables by calculating the percentages and narrative analysis with the calculation of mean value to measure the degree of measure on the rated questions.

4.2 Questionnaires return rate

Out of the 92 questionnaires that were issued, 85 were returned while 7 were not returned therefore the return rate was 92.39% positive.8 respondents clearly gave information as per the interviews schedules conducted. This means that 8 interview schedules were planned.

4.3 General Information of the Respondents

The study was interested in looking at the general information about respondents in areas such as gender, educational qualifications and working experience.

Table 4.1 Gender of the Respondents

A questioned aimed at knowing the gender of the respondents in the field and the results were as follows;

Gender	**Frequency**	**Percentage**
Female	30	35.29%
Male	55	64.71%
Total	**85**	**100%**

From the responses 35.29% of the respondents were women while 55 who represented 64.71%were men. This is maybe tied to the fact that men are more educated than female in Kenyan education systems. Though the gap is not significant, it can be attributed to the fact a good number of teachers in the ECD system are women.

Table 4.2 Educational Qualification

Responses were asked to indicate their levels of education and results were as below:

Education level	Frequency	Percentage
Certificate	40	47.06%
Diploma	20	23.53%
Bachelors' degree	15	17.65%
Postgraduate degree	10	11.76%
Others	00	00%
Total	**85**	**100%**

From the responses, certificate attracted 47.06% of the respondents, 23.53% was attracted by diploma certificate, bachelors' degree attracted 17.65% of the respondents, postgraduate attracted 10 respondents who made 11.76%.Certificate dominates holding to the fact that a great number of teachers and workers in the relevant ECD centres have a training of certificate in education, equated to P1 education.

Table 4.3 Work Experience from the Field

Respondents were asked to give their work experience and responses.

Work experience	Frequency	Percentage
Below 1 year	20	23.53%
1 – 2 years	5	5.88%
2– 4 years	5	5.88%
4-10 years	25	29.41%
Over 10 years	30	35.3 %
Total	**85**	**100%**

23.53% of the respondents had less than 1 year experience in the job, 5.88% had between 1-2 years' experience, 5.88 % had an experience of 2-4 years, and 29.41% had an experience of 4-10 years' work experience while the remaining 35.3% had an experience of over 10 years. The majority of the respondents ranged between 4- 10years and over 10 years in work experience.

4.4 Financial Resources and Implementation of Quality ECD Programmes

The study was interested to look at the extent to which financial resources influence implementation of quality ECD programmes. This is because finance is a key resource in the implementation of various projects in the country and without it many projects will not be implemented effectively. Based on this, the respondents were asked a number of questions on the influence of financial resources in the implementation of ECD programmes in the country and a number of responses given as indicated in the tables below.

Table.4.4 Response on Financial Resources

Respondents were asked whether they taught that the Nairobi county government and national government are allocating enough finances for ECD programmes implementation in the Kibera slums and their responses were required to be supported by evidence and the results were as below:

Response	Frequency	Percentage
Yes	25	29.41%
No	60	70.59%
Total	**85**	**100%**

The respondents totaling to 25 making 29.41% said that Nairobi county government and national government are allocating enough finances for ECD programmes implementation in the Kibera slums while the remaining majority 60 who represent 70.59% argued that Nairobi county government and national government are not allocating enough finances for ECD programmes implementation in the Kibera slums. The respondents said that financial resources are vital in hiring qualified personnel, motivating them to perform their duties better, purchase and use the relevant equipment and many more but the government as always under-allocated finances to ECD programmes maybe because they have not seen their importance as seen in other developed countries. This therefore indicates that more needs to be done in allocation of funds for ECD to enhance a strong foundation for children

in Nairobi county. For the remaining who went for the idea that the government is allocating resources through the salaries for ECD teachers who were previously not hired, through building of ECD enhancing colleges and classes across the county.

Table 4.5 Rating of Financial Resources in ECD Programmes

Respondents were asked in a rating scale, to show the extent to which they agreed or disagreed with the following statements in relation to ECD projects implementation in Kibera. Scale of use was of 1-5, where 1= strongly disagree; 2 = disagree; 3 =Neutral; 4 =agree; 5 = strongly agree and the following responses arrived at:

Statement	1	2	3	4	5
There has been enough funds for infrastructure construction in all the ECD centers in the slum.	40	30	5	5	5
Infrastructure maintenance funds have been provided by the Various stakeholders to the maximum capacity.	50	20	6	2	7
Funds for hiring more teachers have been provided effectively.	30	30	10	10	5
Funds for ECD teachers training have been factored in budgets effectively.	55	20	5	3	2

From the responses in the field, in relation to the first statement that read, there have been enough funds for infrastructure construction in all the ECD centers in the slum, 40 respondents strongly disagreed with the statement, 30 disagreed with the statement, 5 were neutral, 5 agreed with the idea, while 5 strongly agreed with the statement. The second statement that read, infrastructure maintenance funds have been provided by the various stakeholders to the maximum capacity had, 50 respondents strongly disagreed with the statement, 20 disagreed, and 6 were neutral, 2 agreed, while the other 7 strongly agreed. The third statement touched on funds for hiring more teachers have been provided effectively and attracted 30 respondents who strongly disagreed with the statement, 30 who disagreed, 10 who were neutral, 10 who agreed and the rest 5 strongly agreed. On the fourth statement

that touched on funds for ECD teachers training have been factored in budgets effectively had 55 respondents who strongly disagreed, 20 who disagreed, 5 who were neutral, 5 agreed while the remaining 2 strongly agreed.

When an interview was conducted among the 29 respondents from the PTA/Directors part divided into 3 groups in relation to the first objective that touched on financial resources, the following results were arrived at:

When the interviewer asked the respondents to briefly explain how finances have played a role in the implementation of the ECD Programme in their school, 8 out of 10 in the first group argued that financial resources are vital in ECD programmes implementation since the sufficiency of finances translated to better payment and motivation of the ECD teachers to give better services, the finances could be used to build better classes and general infrastructure improvement, finances could be used to acquire and buy more space for expansion, the money could be used to hire qualified teacher, the money could be used to train and offer in service for both the managers and the teachers and this could translate to better results. However, 2 respondents argued that whether money is available or not, without proper planning and good will, the programmes could fail.

From the second group, 10 respondents in the group argued that with enough financial resources, human resources and other material resources will be availed and this could help make the programme implementation process go faster. Similar results were obtained from the last group made of 9 respondents who argued that lack of sufficient funding of ECD programmes has left teachers paid poorly, poor structures, poor working environment and money more; a factor that has favored the private ECD programmes in the city slums. On average, 93% of the respondents supported the idea that finances have an influence in the success of ECD programmes in the slum.

Another question sought to find out whether the schools had spelled mechanisms of sourcing for external financial resources for the ECD projects they led and responses indicated that only 9 respondents from the three groups had semi defined mechanisms of borrowing money for development more specifically from the politicians while the

remaining 20 had no mechanisms for extra finances except those given by the government. When asked to give reasons, those who had no mechanisms argued that, the education in the public sector in Kenya has been portrayed by the politicians to be fully funded by the tax payer's money and when one asked for any extra coin, people taught that he/she wanted money to misuse. Those who have simple ways of collecting some extra cash, used means like; political connection of which are not well defined sources.

4.5 ECD Project Managers' Influence in Implementation of Quality ECD programmes

The study was interested at finding out the influence of ECD project managers in the implementation of quality ECD programmes. This is because project managers play a key role in planning and execution of projects successfully. Respondents were asked a number of questions in relation to the influence of ECD Project Managers and implementation of quality ECD programmes and the following responses given.

Table 4.6 ECD Project Managers and their Influence

A question was asked on to what extent respondents thought school management influenced the implementation of ECD programme in their school using :not at all, little extent, moderate extent, great extent, very great extent: and the respondents were as follows:

Response	Frequency	Percentage
Not At All	5	5.9%
Little Extent	9	10.6%
Moderate Extent	17	20%
Great Extent	34	40%
Very Great Extent	20	23.5%
Total	**85**	**100%**

From the responses, 5.9% of the respondents went for the not at all response in relation to the idea that school management influenced the implementation of ECD programme in their school, 10.6% of the them went for little extent, 20% of them went for moderate extent, 40% of them went for great extent while the remaining 20 respondents who represented 23.5% of the respondents went for very great extent.

Table 4.7 Degree of Support of ECD Project Managers in Relation to ECD Programmes

Respondents were asked to show the extent to which they agreed or disagreed with the following statements in relation to ECD Project Managers. Scale of use was 1-5 where: 1= strongly disagree; 2 = Disagree; 3 =neutral; 4 =Agree; 5 = strongly agree

Factor	1	2	3	4	5
Management has been very aggressive in sourcing funds for ECD projects.	35	25	12	6	7
Budgeting activity has been professionally done by the ECD managers.	43	22	10	5	5
Staffing activity has been effectively done by the ECD managers.	55	15	12	1	2
Organisational decisions made by managers have a great influence in ECD success.	10	12	3	25	35

The first statement that read, Management has been very aggressive in sourcing funds for ECD projects had 35 respondents who strongly disagreed , 25 who disagreed, 3 who were neutral, 6 who agreed while the last 7 strongly agreed. The statement that read, budgeting activity has been professionally done by the ECD managers had 43 respondents who strongly disagreed , 22 who disagreed, 10 who were neutral, 5 who agreed while the last 5 strongly agreed. The statement that read, staffing activity has been effectively done by the ECD managers had 55 respondents who strongly disagreed , 15 who disagreed, 12 who were neutral, 1 who agreed while the last 2 strongly agreed. Finally, the statement that read, Organisational decisions made by managers have a great influence in ECD success had 10 respondents who strongly disagreed , 12 who disagreed, 3 who were neutral, 25 who agreed while the last 35 strongly agreed.

In an interview schedule, when respondents were asked to comment on the role of management in strides of ECD programmes in the Kibera region in the past five years and

responses were: 28 out of the 29 respondents in the various categories said that the managers/directors or PTA chair people have been in the run to have the ECD teachers employed are well trained, recognized by the government, they have been writing and following up with the government to increase funding and in many occasions have been involved in the construction, maintenance and development of structures in the schools. However one argued that the government and head teachers have for long time exempted them from development activities thus hindering the projects.

4.6 Political Environment and Quality ECD Programmes Implementation

The study was also interested in finding out the extend to which the political environment influences implementation of quality ECD programmes. This is because the political environment determines the stability of the environment in which the progarmmes operate hence may influence the success and completion of such programs. A number of questions were asked in relation to the influence of political environment and quality ECD programmes implementation and the results were as shown below.

Table 4.8 Political Environment and ECD programmes

A question that read, do you support the idea that politicians and politics both from the county and national governments have an influence in the implementation of ECD programmes in the slum with relevant examples and responses as shown in the table below were arrived at:

Response	Frequency	Percentage
No	20	23.53%
Yes	55	76.47%
Total	**85**	**100%**

From the findings, 55 respondents who represented 76.47% supported the idea that politicians and politics both from the county and national governments have an influence in the implementation of ECD programmes in the slum. In relation to the second responses, 20 respondents who represented 23.53% said that, politicians and politics both from the county and national governments have no influence in the implementation of ECD programmes in

the slum. When asked to give their views, 76.47% of the respondents who supported yes argued that politicians decided the number of ECD centres to be established, the amounts to be allocated to the county education boards to facilitate ECD, the sites of the ECD centres, the amounts and bursaries for training ECD teachers and many more. Those who said no had arguments like; politicians in Nairobi rarely participate in ECD education more specifically in the public sector.

Table 4.9 Rate of Support of Statements on Political Environment and ECD Programmes

Respondents on a scale with: 1= strongly disagree; 2 = disagree; 3 =not sure; 4 =agree; 5 = strongly agree, show how you agree or disagree with the following.

Table 4.9 Rating of Political Environment and ECD Programmes

Statement	1	2	3	4	5
Finances mobilization by the politicians for ECD projects implementation has been significant.	22	21	20	17	5
Legal policies formulation by the politicians in the area in relation to ECD has been successful.	32	23	15	10	5
Community mobilization has been highly achieved by politicians in relation to ECD projects implementation.	45	20	12	3	5
Sponsorship by politicians has been effective.	36	23	13	10	3
Embezzlement of funds by the ECD managers has been a collaboration activity together with the politicians.	12	5	5	33	30

From the field results, finances mobilization by the politicians for ECD projects implementation has been significant statement attracted 22 respondents who strongly disagreed with the statement, 21 who disagreed, 20 who were not sure, 17 who agreed while there were 5 respondents who strongly agreed. On the second statement of Legal policies formulation by the politicians in the area in relation to ECD has been successful, 32 respondents strongly disagreed, 23 disagreed, 15 were not sure, 10 agreed while 5 strongly agreed. The statement that community mobilization has been highly achieved by politicians

in relation to ECD projects implementation had 45 respondents who strongly disagreed, 20 who disagreed, 12 who were not sure, 3 who agreed while 3 strongly agreed. The second last statement that said, sponsorship by politicians has been effective attracted 36 respondents who strongly disagreed, 23 who disagreed, 13 who were not sure, 10 who agreed while 3 strongly agreed. Finally, Embezzlement of funds by the ECD managers has been a collaboration activity together with the politicians statement had 12 respondents who strongly disagreed, 5 who disagreed, 5 who were not sure, and 33 who agreed while 30 strongly agreed.

Coupled with the above is the result from the interview conducted. In the interview, respondents were asked whether with examples they thought that politicians have any significant role in ECD projects success and various responses were given. In the three categories, on average, 95% of the respondents argued that the politicians were central in determining the direction of the ECD programmes because they are the ones who decided on the number of ECD teachers to be employed in the counties, they had an hand in the choosing or promotion of head teachers, they influenced the projects to be implemented, they influenced the location of ECD training centres for political mileage, they influenced the amounts allocated for ECD education in the county and many more.

4.7. Parents' and guardians' participation and quality ECD programmes implementation

The study sought to find out the extend to which the participation of parents and guardians in ECD programmes influences the quality of implementation. This is because parents and guardians take their children to ECD centers and may be directly or indirectly involved in ECD center activities. A number of questions were asked in relation to Parental Factors and quality ECD programmes implementation and responses were given as it is shown below

Table 4.10 Rate of Support of Parental Factors and ECD programmes implementation

Respondents were required to rate the extent to which the following factors influence the implementation of ECD Programme in the Kibera, using a scale of 1-5 where, not at all =1, little extent =2, moderate extent=3, great extent =4, very great extent =5, and the results below arrived at:

Statements	1	2	3	4	5
Fees Payment by parents influences ECD programmes success in the areas.	5	7	12	34	27
Children's basic needs providence by parents influence the success of ECD Programmes.	3	3	2	15	62
School activities participation by parents influences ECD success.	9	10	11	12	43
Guiding their Children influences the ECD success.	11	8	12	32	22

In relation to the statement that read, fees payment by parents influences ECD programmes success in the areas saw 5 respondents who went for not at all with the idea, 7 who went for little extent, 12 who went for moderate extent, 34 who went for great extent while the remaining 27 went for very great extent. On the second idea that read, Children's basic needs providence by parents influence the success of ECD Programmes saw 3 respondents who went for not at all with the idea, 3 who went for little extent, 2 who went for moderate extent, 15 who went for great extent while the remaining 62 went for very great extent. On the third statement that read, School activities participation by parents influences ECD success saw 9 respondents who went for not at all with the idea, 10 who went for little extent, 11 who went for moderate extent, 12 who went for great extent while the remaining 43 went for very great extent. The final statement that read, parents guiding their children influences the ECD success saw 11 respondents who went for not at all with the idea, 8 who went for little extent, 12 who went for moderate extent, 32 who went for great extent while the remaining 22 went for very great extent.

In the interview, respondents were asked whether in their opinion they thought that parents play a role in the success of the ECD programmes you head and argued that, parents have

been and still are the key determinants of the direction to be taken by the ECD programmes. For example, respondents in group one and three in unison (19) strongly argued that parents are the only major stakeholders who financed ECD programmes by giving funds, sending their children to schools, supporting the activities of the teachers and many more. In group two, all the 10 respondents named three major activities of the parents as being primary (key) stakeholders who contributed both capital and human resources, they gave the learners to the programmes and they changed the community perception about ECD programmes in the slum's public sector.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, discussions, conclusions and recommendation of the research. The chapter also contains suggestions of related studies that may be carried out in the future.

5.2 Summary of Findings

Questionnaires were the main data collection tools that were used and they were allocated to a population sample of 92 respondents of whom 85 returned well filled questionnaires that were valid for the study. The interviews organized used an interview guide to strengthen the information gotten form the questionnaires. The interview was conducted in three sessions with 29 total sample targets of PTA/ECD directors.

5.2.1 Financial Resources

Findings from the field show that, in relation to the first objective that sought to determine the extent to which financial resources influence implementation of quality ECD programmes, the respondents totaling to 25 making 29.41% said that Nairobi county government and national government are allocating enough finances for ECD programmes implementation in the Kibera slums while the remaining majority 60 who represent 70.59% argued that Nairobi county government and national government are not allocating enough finances for ECD programmes implementation in the Kibera slums. When asked to support their answers, on average 70.59% of the respondents said that financial resources are vital in hiring qualified personnel, motivating them to perform their duties better, purchase and use the relevant equipment and many more. On a rating scale, results indicate that, in relation to the first statement that read, there have been enough funds for infrastructure construction in all the ECD centers in the slum, 40 respondents strongly disagreed with the statement, 30 disagreed with the statement, 5 were neutral, 5 agreed with the idea, while 5 strongly agreed with the statement. This has been supported by the interview findings where over 90% of the interviewee agreed that finances influence ECD programmes implementation.

5.2.2 ECD Project Managers

In relation to the second objective which sought to find out the extent to which ECD project managers influence implementation of quality ECD programmes, From the responses, 5.9% of the respondents went for the not at all response in relation to the idea that school management influenced the implementation of ECD programme in their school, 10.6% of the them went for little extent, 20% of them went for moderate extent, 40% of them went for great extent while the remaining 20 respondents who represented 23.5% of the respondents went for very great extent. In a rating of the management influence on a likert scale, a number of responses were reached at. For example, The first statement that read, Management has been very aggressive in sourcing funds for ECD projects had 35 respondents who strongly disagreed , 25 who disagreed, 3 who were neutral, 6 who agreed while the last 7 strongly agreed. The statement that read, budgeting activity has been professionally done by the ECD managers had 43 respondents who strongly disagreed , 22 who disagreed, 10 who were neutral, 5 who agreed while the last 5 strongly agreed. This has been in the case whereby 28 out of the 29 interviewees argued the managers/directors or PTA chair people have been in the run to have the ECD teachers employed are well trained, recognized by the government, they have been writing and following up with the government to increase funding and in many occasions have been involved in the construction, maintenance and development of structures in the schools.

5.2.3 Political Environment

On the third objective that sought to establish the extent to which the political environment influence implementation of quality ECD programmes, 55 respondents who represented 76.47% supported the idea that politicians and politics both from the county and national governments have an influence in the implementation of ECD programmes in the slum. When asked to give their views, 76.47% of the respondents who supported yes argued that politicians decided the number of ECD centres to be established, the amounts to be allocated to the county education boards to facilitate ECD, the sites of the ECD centres, the amounts and bursaries for training ECD teachers and many more. On a rating, the statement that community mobilization has been highly achieved by politicians in relation to ECD projects implementation had 45 respondents who strongly disagreed, 20 who disagreed, 12 who

were not sure, 3 who agreed while 3 strongly agreed. The second last statement that said, sponsorship by politicians has been effective attracted 36 respondents who strongly disagreed, 23 who disagreed, 13 who were not sure, 10 who agreed while 3 strongly agreed. In the interview, on average, 95% of the respondents argued that the politicians were central in determine the direction of the ECD programmes.

5.2.4 Participation of parents and guardians

In relation to the final objective that sought to determine how participation of parents and guardians influence implementation of quality ECD programmes in the Kenyan informal settlement, a number of responses were reached at. In relation to the statement that read, fees payment by parents influences ECD programmes success in the areas saw 5 respondents who went for not at all with the idea, 7 who went for little extent, 12 who went for moderate extent, 34 who went for great extent while the remaining 27 went for very great extent. On the second idea that read, Children's basic needs providence by parents influence the success of ECD Programmes saw 3 respondents who went for not at all with the idea, 3 who went for little extent, 2 who went for moderate extent, 15 who went for great extent while the remaining 62 went for very great extent. On the third statement that read, School activities participation by parents influences ECD success saw 9 respondents who went for not at all with the idea, 10 who went for little extent, 11 who went for moderate extent, 12 who went for great extent while the remaining 43 went for very great extent. In the interview, respondents in group one and three in unison (19) strongly argued that parents are the only major stakeholders who financed ECD programmes by giving funds, sending their children to schools, supporting the activities of the teachers and many more. In group two, all the 10 respondents named three major activities of the parents as being primary (key) stakeholders who contributed both capital and human resources, they gave the learners to the programmes and they changed the community perception about ECD programmes in the slum's public sector.

5.3 Discussion of Findings

Results from the above have shown that a number of responses and views from the field are tied with the finding in the review of the secondary information in chapter two.

5.3.1 Financial Resources

In relation to the first objective that sought to determine the extent to which financial resources influence implementation of quality ECD programmes, the respondents totaling to 25 making 29.41% said that Nairobi county government and national government are allocating enough finances for ECD programmes implementation in the Kibera slums while the remaining majority 60 who represent 70.59% argued that Nairobi county government and national government are not allocating enough finances for ECD programmes implementation in the Kibera slums. From the literature review, a number of scholars have focused on the influence of finances in ECD programmes. For example, Randi (2011) observes that the value for money in construction and maintenance allows a greater emphasis to be put on how infrastructure supports other educational inputs, how buildings are used and maintained, where resources are targeted and what added value can be incorporated into the construction process. Also emphasizing on the lack of enough finances is the World Bank (2013) that argues, in Sub-Saharan Africa, the challenge of providing adequate early childhood education infrastructural facilities is huge. An estimated cost of up to US$ 30 billion is needed to build up to 10 million classrooms. According to the MoE (2010), another factor limiting the rates and the speedy success of the ECD programme in the country is the number of hired teachers/staffing and the remuneration tied to it.

5.3.2 ECD Project Managers

In relation to the second objective which sought to find out the extent to which ECD project managers influence implementation of quality ECD programmes, from the responses, 5.9% of the respondents went for the not at all response in relation to the idea that school management influenced the implementation of ECD programme in their school, 10.6% of the them went for little extent, 20% of them went for moderate extent, 40% of them went for great extent while the remaining 20 respondents who represented 23.5% of the respondents went for very great extent. This has been in the case whereby 28 out of the 29 interviewees argued the managers/directors or PTA chair people have been in the run to have the ECD teachers employed are well trained, recognized by the government, they have been writing and following up with the government to increase funding and in many occasions have been involved in the construction, maintenance and development of structures in the schools.

In agreement to the findings also is Rukwaro (2012) who argues that, just like all other education settings, ECD programmes in the country need to be managed effectively by well trained and qualified managers. Administration is closely tied to the management of any project in the world and involves a combination of mainly organizational skills which together help to achieve the best results with limited resources. These include the organization of resources, time, individuals and team meetings together with systems, structures, money etc. The UN (2012) also shows that Kenya's largest slum of Kibera may not achieve the set MDGs especially the education for all and the under 17 years due to lack of enough trained school leaders who are still operating in the old ways of approaching to new change.

5.3.3 Political Environment

On the third objective that sought to establish the extent to which the political environment influence implementation of quality ECD programmes, 55 respondents who represented 76.47% supported the idea that politicians and politics both from the county and national governments have an influence in the implementation of ECD programmes in the slum. When asked to give their views, 76.47% of the respondents who supported yes argued that politicians decided the number of ECD centres to be established, the amounts to be allocated to the county education boards to facilitate ECD, the sites of the ECD centres, the amounts and bursaries for training ECD teachers and many more. According to Githinji & Kanga (2011), in 2006, the Kenya government via the support of both the politicians from the NARC adopted a policy on Early Childhood Development (ECD) programme. The policy document outlines a comprehensive framework that encompasses policies for early childhood services and programs for children from conception to age eight years. Also, it outlines an ECD policy system and provides a frame of reference in the provision of services for infants and children. Further, it provides a basis to strengthen, develop, and review policies related to health and nutrition, education, water and sanitation, and social services. Also, UNESCO (2010) report that the politicians in Kenya play an important role in ensuring the success of ECD programmes since it was introduced in 2005 through policies development, passing of various education bills, allocating national budgets, proposing the best cites for the projects and many more.

5.3.4 Participation of Parents and Guardians

In relation to the final objective that sought to determine how participation of parents and guardians influence implementation of quality ECD programmes in the Kenyan informal settlement, a number of responses were reached at. In relation to the statement that read, fees payment by parents influences ECD programmes success in the areas saw 5 respondents who went for not at all with the idea, 7 who went for little extent, 12 who went for moderate extent, 34 who went for great extent while the remaining 27 went for very great extent. On the second idea that read, Children's basic needs providence by parents influence the success of ECD Programmes saw 3 respondents who went for not at all with the idea, 3 who went for little extent, 2 who went for moderate extent, 15 who went for great extent while the remaining 62 went for very great extent. On the third statement that read, School activities participation by parents influences ECD success saw 9 respondents who went for not at all with the idea, 10 who went for little extent, 11 who went for moderate extent, 12 who went for great extent while the remaining 43 went for very great extent.

This has also been supported by the findings in our literature review. For example, according to Wambua (2011), school and community involvement, (through school management committees, parent teacher associations or similar bodies) has an important role in any ECE programme. The achievements made in the early education sector are largely attributed to the close partnership that exists between the government, parents, donors and communities. So, whereas the government provides a co-ordination role, the parents and communities are left to make decisions on the kind of programmes they want. And the donors only come in to provide funds and logistical support. The World Bank (2012) also adds that a parent is the first teacher of a child. There are a number of factors revolving around a parent that determines to a great extent the rate of achievement in implementing school projects, the degree at which their kids will access schools and how better the schools for their children can operate and be in the run. Some of the roles that influence the ECD programmes since their inception in the county include: family size, parents' participation in ECD projects, level of education of the parents and finally the distance parents live from these projects.

5.4 Conclusions

From a series of issues that have come into bow starting from the literature review, the information gathered in the field and the summary of the findings, the research concluded that financial resources, their sources and amount allocated have an influence in the success and implementation of ECD programmes in Kibera slums just like the rest of the world.

The researcher also concludes that the school management and the school board of management have a significant influence in the implementation of ECD programmes in the country since they are the ones who identify projects to be completed, those to be given priority and many more.

Also, the researcher concludes that politicians have a great influence in giving the direction of ECD programmes success and their sustainability.

Finally, the researcher concludes that parents are the primary stakeholders who provide the children and other resources required for ECD programmes success including the moral support.

5.5 Recommendations

Based on the findings of the study that has come from the respondents in the field and the literature review, the researcher makes the following recommendations:

First, the researcher recommends that financial resources should be taken into first consideration for ECD support. Clear sources of ECD financing should be identified, proper channels of distributing the money sought for and the amounts should be raised to the standards required.

Secondly, the researcher recommends that management should be empowered and their activities streamlined to the Vision 2030 of the government in order to achieve universal quality education for the Kenyan children.

Thirdly, the researcher recommends that politicians should be encouraged to make decisions that aid in bettering the ECD programmes and general system of education in Kenya today and more specifically that in the low cost communities.

Finally, the researcher recommends that parents should be given a chance to feel part and parcel of the ECD centres in the low cost communities and in the country since they are the primary stakeholders.

5.6 Suggestions for Further Research

i. The researcher suggests for a research to be done on determinants of community participation in ECD programme implementation in the informal settlements of Kibera.

ii. Another study can be done to investigate the sustainability of ECD programme implementation in the informal settlements of Kibera.

iii. Finally, a similar research can be done in other informal settlement in the country's urban centres.

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APPENDICES

APPENDIX I:

Letter of transmittal

Joy Nafungo
P.O Box 735-00200
Nairobi.
Tel: 0720339760
Email: jnafungo@gmail.com

Dear participant,

My name is Joy Nafungo and I am a student undertaking a Master of Arts Degree in Project Planning and Management at the University of Nairobi. To fulfill the completion of this course, I am carrying out a study on the determinants successful ECD programmes implementation in non-formal urban settlements with a specific focus on Kibera slum in Nairobi County. Since the matter affects the whole community, I am inviting you to participate in this research study by completing the attached questionnaire and sincerely answer the questions in the interview schedule.

If you choose to participate in this research, please answer all questions as honestly as possible. Participation is strictly voluntary and you may decline to participate at any time. In order to ensure that all the information will remain confidential, you do not have to include your name. The data collected will be for academic purposes only.

Thank you.

Yours faithfully

Joy Nafungo

APPENDIX II

Research Questionnaire for ECD teachers and head teachers

Section A:

BACKGROUND INFORMATION

1. Your gender: Male [ ] Female [ ]

2. What is your highest education level? (**Tick as applicable**)

Secondary certificate [ ] Diploma/certificate [ ] Bachelors' degree [ ] Postgraduate degree [ ]

Others-specify……

3. Working Experience.

a) Less than 1 year ( ) b) 1-2 years ( ) c) 2-4 years ( ) d) 5 years and above ( )

Section B:

Financial Resources and implementation of quality ECD programmes

1. Do you think that the Nairobi county government and national government is allocating enough finances for ECD programmes implementation in the Kibera slums?

Yes ( ) No ( ) Not sure ( )

2. Briefly give reasons for your answer in 1 above----------

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3. In a rating scale, show the extent to which you agree or disagree with the following statements in relation to ECD projects implementation in Kibera. Use a scale of 1-5 where **1= strongly disagree; 2 = disagree; 3 =Neutral; 4 =agree; 5 = strongly agree.**

Statement	1	2	3	4	5
There has been enough funds infrastructure construction in all the ECD centers in the slum.					
Infrastructure maintenance funds have been provided by the various stakeholders to the maximum capacity.					
Funds for hiring more teachers have been provided effectively.					
Funds for ECD teachers training have been factored in budgets effectively.					

II. ECD Project Managers and implementation of quality ECD programmes

4. To what extent do you think school management influences the implementation of ECD programme in your school?

Very great extent [ ] Great extent [ ] Moderate extent [ ] Little extent [ ] Not at all [ ]

5. To what extent do you agree or disagree with the following statements? Use a scale of 1-5 where **1= Strongly disagree; 2 = Disagree; 3 =Neutral; 4 =Agree; 5 = Strongly agree.**

Factor	1	2	3	4	5
Management has been very aggressive in sourcing funds for ECD projects.					
Budgeting activity has been professionally done by the ECD managers.					
Staffing activity has been effectively done by the ECD managers.					

Organisational decisions made by managers have a great influence in ECD success.					

III. Political Environment and quality ECD programmes implementation

6. Do support the idea that politicians and politics both from the county and national governments have an influence in the implementation of ECD programmes in the slum?

Yes ( ) No ( )

7. Give your position in relation to the answer above

……

……

……

……8. According to your rating, how do you agree or disagree with the following political statements that influence the implementation of ECD programmes in the slum?

(1= Strongly disagree; 2 = Disagree; 3 =Not sure; 4 =Agree; 5 = Strongly agree).

Factor	**1**	**2**	**3**	**4**	**5**
Finances mobilization by the politicians for ECD projects implementation has been significant.					
Legal policies formulation by the politicians in the area in relation to ECD has been successful.					
Community mobilization has been highly achieved by politicians in relation to ECD projects implementation.					
Sponsorship by politicians has been effective.					

Embezzlement of funds by the ECD managers has been a collaboration activity together with the politicians.					

IV. Parental Factors and quality ECD programmes implementation

9. Rate the extent to which the following factors influence the implementation of ECD Programme in the Kibera.

Use a scale of 1-5 where, **not at all =1, little extent =2, moderate extent=3, great extent =4, very great extent =5).**

Factor	**1**	**2**	**3**	**4**	**5**
Fees Payment by parents influences ECD programmes success in the areas.					
Children's basic needs providence by parents influence the success of ECD Programmes.					
School activities participation by parents influences ECD success.					
Guiding their Children influences the ECD success.					

10. Briefly explain, while giving reasons your answers above----------
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APPENDIX III

INTERVIEW GUIDE

Section A: Demographic Information of the Respondent

1.Age

a. Below 30 years( ) c. 41-50 years( ) e. Over 60 years ( )

b. 31-40 years( ) d. 51-60 years ( )

2. Gender

a. Male ( ) b. Female ( )

3. Education level

a. No education ( )

b. Primary ( )

c. Secondary ( )

d. College ( )

e. University ( )

4. Professional qualification ……

Section B: Guide as per the Objectives

5. Briefly explain how finances have played a role in the implementation of the ECD Programme in your school.

6. Do you have spelled mechanisms of sourcing for external financial resources for the ECD projects you lead?

Yes ( ) No ( )

7. Give reasons for your support in the answer given above……
……
…….

8. Comment on the role of management in strides of ECD programmes in the Kibera region in the past five years.

10. Do you think that politicians have any significant role in ECD projects success? Explain while giving examples.

13. In your opinion, do you think that parents play a role in the success of the ECD programmes you head? Support your answer.