

**THE IMPACT OF FREE PRIMARY EDUCATION ON ACCESS TO EARLY  
CHILDHOOD EDUCATION IN KAJIADO COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE (M.E.D)  
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## DECLARATION

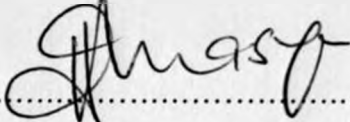
This project is my original work and has not been presented for examination in any other university.

Sign .....  ..... Date ..... 29/11/2012 .....

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This project has been submitted with my approval as university supervisor.

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# DEDICATION

I dedicate this work to my dear family for their encouragement and support in the course of undertaking this study.

## ACKNOWLEDGMENT

“One can pay back a loan of gold but one dies forever in debt of those who are kind”. I am deeply indebted to a number of people through whose help and encouragement the work embodied here was made a success.

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## **ABBREVIATION**

<b>CICECE</b>	<b>City Centers for Early Childhood Education</b>
<b>DICECE</b>	<b>District Centre for Early Childhood Education</b>
<b>DQASO</b>	<b>District Quality and Standards Officer</b>
<b>ECD</b>	<b>Early Childhood Development</b>
<b>ECDE</b>	<b>Early Childhood Development Education</b>
<b>EFA</b>	<b>Education for All</b>
<b>FPE</b>	<b>Free Primary Education</b>
<b>GER</b>	<b>Gross Enrolment Ratio</b>
<b>KESSP</b>	<b>Kenya Education Sector Support Program</b>
<b>KIE</b>	<b>Kenya Institute of Education</b>
<b>MDG</b>	<b>Millennium Development Goals</b>
<b>MOEST</b>	<b>Ministry of Education, Science and Technology (of Kenya)</b>
<b>MUCECE</b>	<b>Municipal Centers for Early Childhood Education</b>
<b>NACECE</b>	<b>National Centre for Early Childhood Education</b>
<b>NARC</b>	<b>National Alliance Rainbow Coalition</b>
<b>NCE</b>	<b>National Conference on Education</b>
<b>NER</b>	<b>Net Enrolment Ratio</b>
<b>NGO</b>	<b>Non Governmental Organization</b>
<b>PMSG</b>	<b>Project Management Support Group.</b>
<b>PRSP</b>	<b>Poverty Reduction Strategy Plan</b>
<b>PSC</b>	<b>Public Service Commission</b>
<b>SWAP</b>	<b>Sector Wide Approach Program</b>
<b>TSC</b>	<b>Teacher Service Commission</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific, and Cultural Organization</b>
<b>UNICEF</b>	<b>United Nations Children's Funds</b>

## Abstract

Early childhood education in Kenya serves the critical purpose of preparing young children for primary education. Notwithstanding the associated benefits for society as a whole, the government of Kenya is involved minimally. Indeed, parents are responsible for planning, developing and managing different early childhood programs. Consequently, problems such as funding and lack of program consistency are common. Because early childhood programs are essential, the government should be involved actively in the development and implementation process.

ECDE in Kenya targets children 0–8 years old. According to the established guidelines, all children from before birth to eight years of age qualify for early childhood education. Although children in these age groups usually have similar needs such as ‘nutrition, health, nurturance, protection, stimulation and training’, children in different parts of Kenya have unique needs. For example, children from marginalized groups, usually in arid and semi-arid regions, need special attention due to the severe drought conditions that affect these regions from time to time, thus impacting negatively on the availability of nutritious diets. To meet such specific needs, the government and other non-governmental organizations usually provide additional help for these targeted groups.

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# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background of the Study

In traditional African societies, child rearing was the responsibility of the whole family including, the community in which the child lived. The child was natured in an atmosphere of love and security. The family and the community had the responsibility of initiating the child into the values, and norms of the society, children learned as they participated and watched others work and play or as they participated in daily activities. Character training and inculcation of values were instilled through stories tribal legends proverbs, play and riddles. Children participated in various roles in the family base on sex and this helped them to develop socially mentally and physically (Kabiru and Kimani; 1993).

The emergence-of pre-school education in Kenya started in the 1940s. Since then, there has been a steady expansion in the number of children getting early childhood education. The National Centre runs early childhood education for Early Childhood Education (NACECE) and District centers for Early Childhood Education (DICECE).

ECDE in Kenya is provided in a range of pre-schools known as nursery schools, day care centers, kindergartens, pre-primary units and early childhood development and education centers. In 2009, Kenya had 38,247 pre-schools 23,823 public and 14,424 private. Enrolment in pre-school education stood at 1.9 million children and teachers were 78,000.

Recent years have seen a global endeavor to prioritize early childhood care and education as a foundation for later learning and development. In this regard, early childhood care and education is the concern of many governments in the world, Kenya included. This is because the foundation of an individual's optimum or less than optimum development is laid down during the early years of life, particularly during the age between birth and six years. In addition, early childhood education in Kenya serves the critical purpose of preparing young children for primary education. The EFA Global Monitoring Report of 2007, *Strong Foundations*, urges countries to develop a national early childhood policy to promote the holistic development of young children. Early childhood education, child care, and preschools around the world are supported by governments to varying degrees as places for early stimulation of young children, to assist employed families, and for school preparation. In recognition of the importance of ECDE the Kenya government has continued to support the development of ECDE.

There were no full time teachers for children in the traditional African society, instruction were imparted through oral communication, traditional African education was effective, tangible, definite and a shared responsibility of shareholders Sifuna, (1998). The universal declaration of human rights in 1948 by the United Nations organization embraces education as a basics human right, (UNESCO, 2003). Thus like other developing nations in the world today, Kenya is making tremendous efforts to achieve education access for all. The government of Kenya realizes that in order to cope with the wave of transformation and development that is sweeping across the nations; it must sacrifice and invest more in educational development of its people,(Kabiru and Kimani;1993)

In this regard, the government organized the national conference on education (NCE) held in November 2003. This conference brought together educational stakeholders to chart way forward for better development in this sector. This come as a realization that over the years, the country had made tremendous strides in the development of this sector and the need for review could not be overlooked. For example, the number of students at the education levels had substantially expanded since independence in 1963.

It should be noted that ECDE was not mentioned in the Education Act of 1968 (Revised 1980). Further it should be emphasized that the concerns in this Education stakeholders (parents, NGOs and the society) were many. Furthermore, ECDE needed to be made accessible to as many children as possible. By the year 2003, Kenya, South Africa, and Zimbabwe were the only African countries with comparatively high ECDE enrolments ranging between 30 and 50% but below the world's desired average of 70% (UNESCO, 2006). Following the Dakar declaration in the year 2000 that education is for all people, the Kenya government took a more serious approach to ensure accessibility of at least basic education that encompasses early childhood development (ECDE), primary and secondary levels to all. The urgency, of this matter was given special attention that about half of the country's population is composed of young people. 20% if these people are under the age of five years (Republic of Kenya; 2004).

In Kenya, the ECDE subsector is supported by household, community and state efforts to provide an integrated development for children from birth to the age of entry into primary school. Integrated development program of early childhood education includes the nature of the whole personality of the child, growth of the child's physical, mental and socio-cultural attributes (Republic of Kenya, 2003). Some scholars have noted that the provision of security,

adequate nutrition, and promotion of good health are recognized as constituting the foundation of proper growth of children. Moreover, a child's fastest growth in physical, mental, and socio-emotional traits takes place during the age of 0-5 years. (Republic of Kenya; 2003). This is when the child is most vulnerable to environmental influences. Therefore, ECDE plays a crucial role in laying foundation for further education and training of individuals in society. It forms the most important spring board for the total development of an individual and society ( Siringi;2007). Consequently, therefore, ECDE should be provided to all children. By 2009, available statistics from the Kenya Bureau of statistics 2004 show ECDE enrolment in Kenya before and after introduction of free primary education as indicted in table I below.

**Table 1.1 ECDE enrolment in Kenya before and after introduction of Free Primary Education**

<b>Year</b>	1999	2000	2001	2002	2003	2004	2006	2009
<b>Enrolment</b>	10638833	10966299	1163523	117522	1204606	1626720	1672336	1785376

**Source; Ministry of Education 2009 Annual school census**

From the data given in table above since 1999 the enrollment of children at the ECD level has continued to increase, the number seems to increase with the introduction of FPE in 2003

After the Government introduced FPE in 2003, school fees no longer blocked poor children's access to primary education. Within a year primary school enrolment increased by 17% and was to be universalized by 2005. An assessment study of FPE carried out jointly by the MOEST and UNESCO (UNESCO; 2005) in February 2004 found out that ECDE programs has almost "collapsed" because children's enrolments had decreased after the introduction of FPE. The study found that parents opted to send their children straight to standard one, which became free, without having them go through ECDE, which was still fee-paying. The findings from this study indicate that standard one teacher reported that children who skipped ECDE had difficulty coping with lessons in primary school and performed poorly. Indeed, the Review Team found widespread Ministry of education report (2004) indicates that there is a significant drop in enrolment at ECDE centers, especially in poor provinces such as North Eastern Province.

Since the introduction of the FPE policy in Kenya, North Eastern region one of the Kenya's poorest provinces where many parents have bypassed ECDE altogether, many others send their children only to the pre-unit class only in some areas, parents are keeping their children at home

until they reach age of 6, entitling them to free education. This tendency is particularly pronounced among poor families who cannot afford ECDE centers (UNESCO; 2005).

The low ECD enrollment challenges like high charges leads to the “refusal” by some parents to pay for ECDE on the grounds that it, too, should be free. ECDE managers and local authorities are now faced with parents who “resist” contributing to ECDE centers. Since teachers’ salaries in most ECDE centers depend entirely on parental contributions, the lack of funding lead to the loss of teachers and eventually the closure of ECDE Services. Increase enrolment in primary schools have lead to a demand for more classrooms, and ECDE centers for more classrooms, and ECDE centers set up at primary schools had to surrender some classes to the pre ECD education

### **1.2 Statement of the Problem.**

Prior to joining primary school, children between the ages of three and six are required to attend pre-primary (pre-unit) for one or two years. The main objective of pre-primary education is to cater to the total development of a child, including the physical, spiritual, social, and mental growth, brought about through formal and informal interaction with the parents and the community taking a leading role. A focus of pre-primary education has been health, nutrition, care, and basic education. Programs are run through partnership with the government, district-based agencies, local communities and external agencies. The Pre-School section of the ministry of Education is responsible for the registration of pre-schools and the coordination of all partners. It is estimated that 47% of eligible pre primary school children were enrolled in those schools by 2007. Chris Wosyanju (Undated)

Since all the evidence demonstrates quoted above that the quality of child-staff interaction is the single most critical element in determining the quality of ECDE, nothing is more important than attracting and retaining sufficient numbers of trained and motivated staff. It is essential to overcome the common tendency to undervalue ECDE staff in terms of pay and in providing appropriate training. Quality standards are needed for all the different types of ECDE personnel. In addition, to be effective staffs need reasonable working conditions as regards factors such as child/staff ratios, group sizes and the adequacy of materials.

Under Presidential Circular Number One of 1980, the pre-school education program was transferred from the then Ministry of Culture and Social Services to the MOEST. However, pre-school education is not compulsory; hence attendance in pre-school is not a prerequisite for

joining Standard 1 (i.e. the first grade of primary school). Pre-school education caters to children aged 3+-5+. The gross enrolment rate in pre-school education is around 35%.

In general, however, the government has been spending very little on Early Childhood Development Education (ECDE). Costs for ECDE in Kenya are generally borne by the parents. For the last 7 years, however, the government has been subsidizing the training of pre-school teachers through the World Bank funded Kenya ECD Project of 1997-2004.

Despite many measures by governments and parents several measures like access, equity and quality in this sub-sector remain constrained by various factors that include: limited teaching and learning materials, inadequate ECDE centers; inadequate community participation; lack of a clear policy on transition from pre-primary to primary school; inadequate nutrition and health services; lack of enough trained teachers; low and irregular salaries for ECDE teachers and lack of clear entry age guidelines. Since the introduction of free primary education a significance number of schools have witnessed higher number of students, the researcher therefore intendeds to investigate the impact of free primary education on access to early childhood education in kajiado county.

### **1.3 Main objective**

The main objective of the study was to investigate the impact of free primary education on access to early childhood education in Mashuru and Isinya Division, Kajiado County.

#### **1.3.1 Specific objective**

In order to achieve the main objective of the study the following specific objectives were to be addressed.

1. To investigate the impact of Free Primary Education on enrolment of boys and girls at the early childhood education level in Mashuru and Isinya District.
2. To investigate the extent to which free primary education has influenced academic performance for early childhood learners in Mashuru and Isinya Divisions.
3. To establish the impact of free primary education on access to teaching and learning resources to early childhood education learners in Mashuru and Isinya Divisions.
4. To establish the impact of Free Primary Education on the availability of employment opportunities for early childhood education teachers in Mashuru and Isinya Divisions.



## **1.4 Research Question**

### **1.4.1 Main Research Question**

The main research question of the study was to establish the impact of free primary education on children's access to Early Childhood Development Education in Mashuru and Isinya District of Kajiado County.

### **1.4.2 Specific Research Question**

In order to answer the main research question, the following specific research questions were to be addressed;

1. What is the impact of free primary education on enrolment at ECDE level in Mashuru and Isinya Divisions?
2. What is the impact of free primary education on academic performance at ECDE level in Mashuru and Isinya Divisions?
3. What is the impact of free primary education on accessibility of learning and teaching resources at early childhood education level in Mashuru and Isinya Divisions?
4. What is the impact of free primary education on the availability of employment opportunities for ECDE teachers in Mashuru and Isinya Divisions?

## **1.5 Significance of the Study**

The findings of this study are important because of the following:

1. The research findings will assist the government and relevant stakeholders come together to develop a policy framework for increasing access to ECDE Services and enhance equity, especially for vulnerable and disadvantaged children, including HIV/AIDs orphans.
2. The research findings will assist the government make early childhood education for age 5+ free and compulsory and pay the salaries of teachers who handle these classes.
3. The research findings would be of assistance during the review education and training act and other legal instruments in order to bring ECDE education into the mainstream education system.
4. The research findings will assist ECD stakeholders to increase access to and demand for ECDE, DICECE trainers and other parents and local communities to support, for example, the establishment of new early childhood educations, the provision of play and learning materials, feeding programs and GMP activities.

## **1.6 Limitations of the study**

Is only limited to Mashuru and Isinya Divisions and mostly inhabited by pastoralists community and may not be a representative of the entire Kenya community. The major challenge is that most of the articles and books were with the Ministry of Education and the provincial administration, but limited in copies. Through special agreements with the government counterparts and education resource centers, was able to sign out books for a few days for review. Another limitation was the fact that special authorization to gain access to government data or conduct interviews with any of the respondents was required and this took time. The author was repeatedly referred from one office to another, and finally to the District headquarters. Another challenge encountered was the wider geographical of the area under study; some schools are located in very remote areas where accessibility was a big challenge.

## **1.7 Delimitations of the study**

Delimitation addresses how a study will be narrowed in scope. From the entire country it is narrowed down to two districts in one county. A division is selected to represent each district whereby sampled out schools will represent the division. This study concentrated on Isinya District and Mashuru District. The researcher focused on ECDE centers adjacent to public primary schools this is because the head teachers manage both primary school and the ECDE center and therefore they were in a position to make informed decisions about the information that the researcher was interested in.

## **1.8 Definition of Operational Terms**

### **Early Childhood Development Education**

Early Childhood Development Education involves early care, education, development and socialization of children from birth to 8 years .It intends to ensure total and holistic development of children mentally, socially, physically, emotionally, morally, aesthetically and spiritually. In this study ECDE involves early care, education development and socialization of children from birth to eight years.

### **Teaching Resources**

Teaching resources are items that help the teacher achieve his/her objectives e.g. a good blackboard, writing materials like exercise books, textbooks. For the purpose of this study teaching resources will be assessed as follows;

**Inadequate Resources;** a school that has less than 50 percent of the required teaching resources in an ECDE e.g. Exercise books, text books.

**Adequate Resources;** a school that has more than 50 percent of required teaching resources in an ECDE e.g exercise books, textbooks.

### **Learning Resources**

Learning resources are items that help the learner understand the concept in a lesson e.g real objects like bottle tops in a classroom situation will make learners get the concept especially addition in arithmetic.

**Inadequate Resources;** a school that has less than 50 percent of the required learning resources in an ECDE e.g bottle tops

**Adequate Resources;** a school that has more than 50 percent of the required learning resources in an ECDE e.g bottle tops

### **Employment opportunities**

Employment opportunities are vacancies available for ECDE teachers since the introduction of free primary education. For the purpose of this study employment opportunities will be measured in the following ways:

1. The number of ECDE centers available before the introduction of free primary education.
2. The number of new ECDE centers available after the introduction of free primary education.

**Pupils Academic Performance;** Academic Performance of ECDE learners involves, acquisition of knowledge attitude and skill by ECDE learners before they proceed to class one e.g. language activities like speaking, listening, reading, writing; arithmetic and social studies activities. In this study, performance will be defined as follows;

**Low Academic Performance;** a child scoring an average of below 50 marks in all subjects

**Average Academic Performance;** a child scoring an average of between 50 and 60 marks in all subjects

**Good Academic Performance;** a child scoring an average of between 60 and 70 marks in all subjects

**Excellent Academic Performance;** a child scoring an average of above 70 marks in all subjects.

**Access;** Access refers to the number of children who can get ECDE services and the number of ECDE services for learners.

**Pre-school;** is the provision of learning to children before the commencement of statutory and obligatory education normally between ages of zero to three or five years.

**Primary School;** is an institution in which children receive the first stage of compulsory education known as primary or elementary education.

**Enrollment;** is the total number of students properly and or attending classes at a school. In this study enrollment is the number of ECDE pupils attending classes at an ECDE center.

**Pre-School teacher;** is a type of early childhood educator who instruct children from three to age five, which stands as the youngest stretch of early childhood education.

**Free Primary Education;** is allowing children to access education without discrimination. Fees is abolished in all government schools. In this study it is elementary education that is free of any levies.

### **Summary of the Study**

The study is organized in five chapters; chapter one involves the introduction while chapter two is the related literature and chapter three is its research methodology. Chapter four is data analysis, description and presentation while chapter five is its summary, conclusion and recommendations.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter on literature review discusses the following aspects of early childhood education: the Kenya concept of the child development and childhood education, the impact of free primary education on Early Childhood Development Education (rate of enrolment, employment opportunity for ECDE teachers, academic performance improvement) and access of Early Childhood Development Education.

#### **2.2 Kenya Concept of Early Childhood Education**

##### **2.2.1 Meaning of ECDE.**

Meaning of ECDE as refers by The United Nations Children's Fund (UNICEF) State of the World's Children (2001) to a comprehensive approach to policies and programs for children from birth to eight years of age, their parents and caregivers. Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential. Community-based services that meet the needs of infants and young children are vital to ECD and they should include attention to health, nutrition, education and water and environmental sanitation in homes and communities. In this study ECDE is the early education given to children from one to eight years of age before they proceed to class one.

##### **2.2.2 History of ECDE in Kenya**

The emergence of pre-school education in Kenya started in the 1940s. Since then, there has been a steady expansion in the number of children getting early childhood education. The National Centre runs early childhood education for Early Childhood Education (NACECE) and District centers for Early Childhood Education (DICECE)

It is provided in a range of pre-schools known as nursery schools, day care centers, kindergartens, pre-primary units and early childhood development and education centers. In 2009, Kenya had 38,247 pre-schools 23,823 public and 14,424 private. Enrolment in pre-school education stood at 1.9 million children and teachers were 78,000.

Children who reach the end of early childhood should be developing well in the physical, cognitive, linguistic, and socio-emotional areas in order to fully benefit from further opportunities in the education and health sectors and to become fully productive members of society. They should be; (1) healthy and well-nourished, (2) securely attached to caregivers and

able to interact positively with extended family members, peers, and teachers, (3) able to communicate in their native language with both peers and adults, and (4) ready to learn throughout primary school. Poor and otherwise disadvantaged children are least likely to reach these important milestones because they are often exposed to the cumulative effects of multiple risk factors, including lack of access to basic water and sanitation infrastructures, lack of access to quality health services; inadequate nutritional inputs; parents with low education levels; and lack of access to quality daycare centers and preschools. When compared to others, poor and otherwise disadvantaged children are less likely to enroll in school at the right age. They are also more likely to attain lower achievement levels or grades for their age and to have poorer cognitive ability (Republic of Kenya; 2006).

Interventions in the early years have the potential to offset these negative trends and to provide young children with more opportunities and better outcomes in terms of access to education, quality of learning, physical growth and health, and, eventually, productivity. Better-off children also benefit from participation in quality ECD interventions. And because investing in ECD has ripple effects over the life span of beneficiaries, these interventions are among the most cost-effective investments a country can make in the human development and capital formation of its people (UNESCO; 2006). In the proposed study it is equally important to understand the history of ECDE as it states the progress made and equally possible future developments through research.

### **2.2.3 Objectives for Early Childhood Development Education in Kenya**

The Education Sector Strategic Plan and Implementation Matrices 2003-07, Kenya's key education policy implementation document, states the following objectives for ECDE: enhance access and participation in ECDE, notably raising the GER to 70% by 2007; improve the quality of ECD services at all levels by 2007; implement ECDE alternative complementary approaches (e.g., home-based and employer-provided care, programs for pastoralist and Islamic communities) by 2005; and enhance ECDE management and service delivery. These objectives are aligned with those contained in the country's EFA plan. In the proposed study it is important to understand the set objectives and find out whether they are in line with county ECDE objectives.

### **2.3 The Impact of Free Primary Education on Early Childhood Education in Kenya.**

Free Primary Education (FPE), introduced in Kenya in 2003, has enabled 1.3 million poor children to benefit from primary education for the first time through the abolishment of fees and levies for tuition. The gross enrolment rate in primary education jumped from 86.8% in 2002 to

101.5% in 2004 though intended to boost primary education, FPE has had consequences in other areas of education, including early childhood development Education (ECDE).

Studies have been conducted to assess the effects of FPE on ECD Centers, Some report on negative effects, while others note no major drawbacks. While the overall impact of the policy is yet to be determined, the UNESCO/OECD Early Childhood Policy Review Mission, which took place in September 2004, observed that the policy did have a negative impact on ECD Centers serving poor children. In North Eastern Province, one of the most disadvantaged regions, for example, there has been a sharp decrease in ECDE enrolments since the implementation of FPE. Declining enrolments appear to be so acute and widespread that there is a serious concern about the “collapse” of ECDE services. In the better-off regions, such as Rift Valley Province and Nairobi City, decreasing enrolments are observed in public- and community-owned ECDE Centers, which typically serve poorer children, but not in private ECDE Centers, which accommodate the more affluent ones.

The main reason for this phenomenon is that since the implementation of FPE, poor parents are choosing to withdraw their children from ECDE Centers and/or keep them at home until they reach the age of primary school entry. They refuse to pay the fees for ECDE on the grounds that ECDE, like primary education, should be free.

FPE has also had unintended consequences for ECDE in terms of resource allocation. ECDE classrooms set up on the premises of public primary schools have been shut down in order to accommodate the surge of enrolment in primary education sparked by FPE. In some cases, ECDE children and teachers must put up with reduced space; in others, they have been moved to the worst classrooms on the premises. At the district level, inspection and supervision of ECDE Centers, some of which is carried out by the district-based zonal inspectors of schools, have reportedly become less frequent. Instructed by the government to closely monitor the progress of FPE, the zonal inspectors are spending more time visiting primary schools, leaving little room for work with ECD Centers. The proposed study intended to find out the impact of FPE on ECDE in Kajiado county.

### **2.3.1 Employment Opportunity for ECDE teachers**

Decreased enrolments have meant reduced salaries for ECDE teachers. In Kenya, ECDE teachers' salaries are in most cases covered by parental fees, unlike their counterparts in primary schools who are paid by the government according to an official teacher salary scale. In ECDE

Centers, parental fees are paid in proportion to the number of children one enrolls and are mostly, if not entirely, used to cover teachers' salaries. Thus, the level of teachers' remuneration depends on the total number of children enrolled as well as parents' ability to pay fees. As a result, the reduced number of ECDE enrolments brought about by FPE has been a blow to teachers, whose remuneration was meager and unstable already before the introduction of FPE. With parents increasingly reluctant to pay for ECDE, FPE has made it even more difficult to mobilize resources from parents for ECDE. Cases of increased job insecurity and ECDE Centre closures are on the rise, particularly in poor communities. In this study it's important to find out employment opportunities available for ECDE teachers after the introduction of FPE.

## **2.4 Factors That Have Contributed To the Expansion of Early Childhood Education in Kenya**

There are various factors that have necessitated to the expansion of early childhood education in Kenya. Some of these factors include government policies, changing roles of men and women in the growing economy and the provision of learning environment, this study tended to find out in detail how these factors have necessitated the expansion of ECDE.

### **2.4.1 Government Policies**

In Kenya, ECDE is under the responsibility of the Ministry of Education Science and Technology (MOEST). Of concern here is that the current Education Act does not even include ECDE in its legal provisions. The existing situation in Kenya is that the Partnership Policy provides the only policy framework that directs the MOEST's provision for the development of ECDE. This policy is the, first on ECDE and was stipulated in the Sectional Paper No. 6 of 1988 and the National Development Plan of 1989/1993. The Children's Act of 2001 safeguards the rights and welfare of children from early childhood to adolescence (UNESCO; 2005).

In a letter submitted to International Development Association (IDA) by the Government of Kenya in 1996 on Sub-Sector Policy outlining policies that will be implemented as a result of a proposed Early Childhood Development Project, it proposed that budgetary allocation for ECDE in the Ministry of Education budget would be increased to at least 1% of the recurrent MOE budget at the expiry of the IDA Credit ([Http://Siteresources.Worldbank.Org](http://Siteresources.Worldbank.Org)).

One of the important events was the move in 1983 to decentralize government under the District Focus Strategy for Rural Development. The focus of development was shifted to the district level. The result of this shift is that district and local governments have taken on the main



responsibility for ongoing support of preschool education. The MOE is currently involved in the formulation of policy guidelines for early childhood programs, registration of preschools, coordination of government grants and funds from external donors and the provision of early childhood personnel at all levels.

When the Preschool Education Project was evaluated in 1982, it was recommended that the activities of the project be continued. This was done through the creation of a National Centre for Early Childhood Education (NACECE), established in 1984 to harmonize the growth, evaluation and oversight of early childhood education. It was later followed by implementation of District Centers for Early Childhood Education (DICECE) in 1985, to facilitate decentralization of ECCE support.

The administrative and organizational structure of early childhood care and education is recognized in the Gachathi and Kamunge educational commissions from 1976 and 1988 respectively. These commissions played key roles in creating greater recognition of preschool activities within the MOE. Thus the government through its policies has done a lot to expand Early Childhood Education. From the point where ECDE was not included in the country's budget to the point where some funds are set aside for the expansion of this education.

#### **2.4.2 Changing Roles of Men and Women in the Society and the need for ECDE**

The changing roles of men and women in society has increased the need for ECDE services in Kenya. As the world keeps revolving so do people and their cultures keep changing. In the world that we are living in at the moment many things have changed from the dressing code, gender equalities, job specification and many more. All these have led also to the emerging issues of women employment. This employment affects the children because in the African community women are taken to hold the main responsibility of taking care of the children when the husband is out to work.

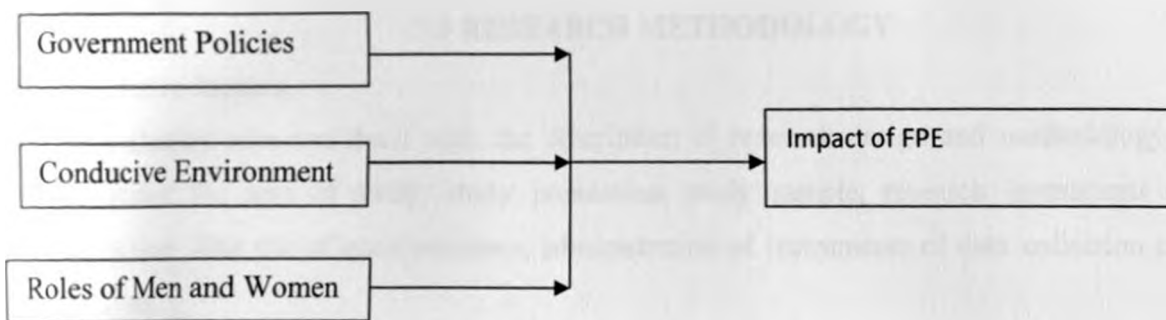
Regional disparities have significant role in facilitating access to early childhood care and education, where enrollment levels in rural areas are low in comparison to those in the urban areas. This is due to the development of the roles of women in urban areas. Most of the women in urban areas go to work so that they can be able to provide more for their families and at the same time keep up with own needs. This leaves no option but just to take the young ones to these ECDE programs so that they can have a humble time at work without having worries about the well-being of their children.

### **2.4.3 Conducive Environment for ECDE learners**

Kenya's early childhood program has grown because it is rooted in the community. Through workshops and seminars organized by the DICECE. Parents and community members have been encouraged and empowered to increase their participation beyond provision of physical facilities. They provide the feeding program and take part in collecting, telling and demonstrating stories, songs and dances in the mother tongue. The incorporation of tradition and folklore into the curriculum make the community feel proud of their contribution to the learning process and development of their children. The lesson from Kenya is that the community is a very important resource for the development of the ECDE program and must continue to be tapped and appreciated. A larger portion of the costs of the preschools development are borne by the communities and external donors. For example in 1992, the expenditure on ECDE activities was extremely low. Myers argues that if it were increased to even 1% of the budget, this allocation could provide more comprehensive and higher quality services (Myers, 1992:23).

The ECD center provides a conducive learning environment for the young children age 3-5 years. According to a research carried out by the World Bank in 1989 gives evidence that the Childs fastest growth in physical, mental and social emotional characteristics takes place during the age of 0-5 years. In these centers the children are looked after by well qualified personnel. The teachers who look after these children have undergone lessons of psychology and sociology of the early childhood. They are able to identify some of the behavior the children may tend to have thus knowing the good way of handling them without interfering with their attitude. This kind of training held by these teachers motivates most parents to take their kids there, thus increasing the number of young children enrollment in these centers. This is for the reason that most parents would like their children to get the best of foundational classes to help them their future life (UNESCO, 2000).

## 2.5 Conceptual Framework



### **Independent variables**

### **Dependent variable**

**Source: Author (2012)**

#### **Government Policies**

The existing situation in Kenya is that the Partnership Policy provides the only policy framework that directs the MOEST's provision for the development of ECD. This policy is the, first on ECD and was stipulated in the Sectional Paper No. 6 of 1988 and the National Development Plan of 1989/1993. The Children's Act of 2001 safeguards the rights and welfare of children from early childhood to adolescence (UNESCO, 2005).

#### **Conducive Environment**

Parents and community members have been encouraged and empowered to increase their participation beyond provision of physical facilities. They provide the feeding program and take part in collecting, telling and demonstrating stories, songs and dances in the mother tongue. The incorporation of tradition and folklore into the curriculum make the community feel proud of their contribution to the learning process and development of their children.

#### **Roles of Men and Women**

The development of the roles of women in urban areas. Most of the women in urban areas go to work so that they can be able to provide more for their families and at the same time keep up with own needs. This leaves no option but just to take the young ones to these ECD programs so that they can have a humble time at work without having worries about the well being of their children

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Introduction.

This chapter concerns itself with the description of research design and methodology and in particular the area of study, study population, study sample, research instruments of data collection like use of questionnaires, administration of instruments of data collection and data analysis.

#### 3.2 Research Design

Research design is the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions one makes influences and relationships among variables systematically and empirically without a direct control of independent variables because their manifestations have already occurred (Kerhinger, 1973)

The independent variables were not manipulated as they had already occurred. This being an analytical research, all independent variables of the study were not manipulatable because in such research, the treatment program is already in existence before the evaluation is conducted. Mugenda and Mugenda, (1999) emphasize that the researcher will infer information about a population of interest based on the responses of a sample drawn from a population They further point out that descriptive studies are designed to obtain information concerning the current situation and other phenomenon and whatever possible to draw valid conclusion from facts discovered.

#### 3.3 Area of Study

This study was carried out in Mashuru Division, it borders Isinya District in the North, Makueni District in the Eastern, Kinyewa Division in the South and Central Division of Mashuru District to the West. The study was also carried out in Isinya Division of Isinya District.

#### 3.4 Study Population

Mugenda and Mugenda ,(1999) defines population as an entire group of individuals, events or objects having common characteristics. It is the total of all that conforms to a given specification. Target population, they add is that which a researcher intend to generalize the findings.

The target population in this study was the 23 ECDE centers in Mashuru Division and 35 ECDE centers in Isinya Division. The target population comprised of ECDE teachers, primary school head teachers, and Quality Assurance and Standard Officers in the study area. The ECDE

teachers are important because they facilitate the learning process through organizing and conducting instructional activities in classroom. The head teachers play a central role the mobilization of parents and other stakeholders in the provision of learning and teaching materials, supervision of the implementation of the curriculum and the style of leadership affect accessibility of ECDE. The Quality and standard officers are also important in the study because they monitor and assess the implementation of the curriculum and advice on various measures to be taken by schools in order to improve the standards and accessibility of education at all level including ECDE.

### 3.5 Study Sample.

A sample is a sub-set of the population that can be analyzed at reasonable cost and used to make generalizations about the population parameters with ease. According to Mugenda and Mugenda, (1999), a researcher selects a sample due to various limitations that may not allow research on the whole population. They specifically identify resources and time, tend to be the major constraints in deciding on the sample size to use. They argue that the proximity between the researcher’s place of residents and study sample is a factor of consideration in research. Thus reducing the impediments associated with distance coverage while increasing the interaction rate between the researcher and respondents at personal levels, both formally and informally. They in addition suggest that one third of the targeted population is representative enough to make estimate of the characteristics being investigated.

The simple random sampling technique was used to select a sample of 7 ECDE centers from a total of 23 ECDE centers in Mashuru Division and 7 early childhood education centers in Isinya Division. The names of all ECDE centers were written and then only seven were picked at random from each division. In simple random sampling the samples have equal chances of being selected without any biasness. The choice of simple Random sampling technique in this study was appropriate because the divisions are vast and most areas are inaccessible.

**Table 3.1 Respondents interviewed.**

ECDE Teachers	42
Primary school Head teachers	14
DQASO	2
TOTAL	58

### **3.6 Instruments of Data Collection.**

In order to answer the research question data was collected using open and closed questionnaires. In addition a well scheduled structured interview was used to carry out data collection. There were two questionnaires used in the sampled ECDE centers, one for the ECDE teachers and another for the primary school head teacher. Scheduled structured interview was conducted for the Quality and standards officers.

### **3.7 Validity of the Instruments.**

Instruments validity refers to the degree to which as test measures what it purports to measure (Borg and Gall, 1989). It also refers to the data that is true and accurate for the purpose it is collected. The instruments selected for data collection are best for descriptive research tools for descriptive research include observation schedule, questionnaires and other measuring instruments (Charles, 1988). This is how i validated my question.

### **3.8 Reliability of the research instruments**

Reliability depends on consistency, stability or dependability of the data, a reliable measurement is one that if repeated a second time will give the same results as it did the first time. The researchers try to obtain more than one source of information about each item of interest to check for consistency (Charles, 1988). The researcher meets this goal through the preparation of parallel questions within the questionnaires in order to confirm the consistency like using ranking order, questions and scale rating question on the same issue.

### **3.9 Administration of Data Collection.**

The researcher visited all sampled ECDE centers and administered the questionnaires to the ECDE teachers and the head teachers of the primary schools. This ensured that the teachers and head teachers of the schools concerned were given adequate briefing on when to complete the questionnaire and how to arrive at some important responses required by the questionnaires and were given one week to complete them. The researcher made an appointment for the structured interview. The researcher also interviewed the Quality and standard officers of both divisions.

### **3.10 Analysis of the Data**

After collection of data, the researcher checked for completeness of the filled questionnaires and coded them. The data was then arranged and grouped according to particular research questions. This data was tabulated and analyzed using descriptive as well as statistical package for social sciences (SPSS).

Frequency distribution and percentages was used to analyze demographic data. Comparative tables showing frequencies were also used. Coding categories was developed as a way of organizing data (open-ended questions) according to particular research questions.

The data were analyzed using the following procedures: 1. The data were organized into categories. 2. The frequency of responses in each category was determined. 3. The percentage of responses in each category was calculated. 4. The data were presented in a table. 5. The data were presented in a bar chart. 6. The data were presented in a pie chart. 7. The data were presented in a line graph. 8. The data were presented in a scatter plot. 9. The data were presented in a histogram. 10. The data were presented in a box plot. 11. The data were presented in a dot plot. 12. The data were presented in a stem-and-leaf plot. 13. The data were presented in a frequency polygon. 14. The data were presented in a cumulative frequency curve. 15. The data were presented in a normal distribution curve. 16. The data were presented in a probability density function. 17. The data were presented in a probability mass function. 18. The data were presented in a probability density function. 19. The data were presented in a probability mass function. 20. The data were presented in a probability density function.



## CHAPTER FOUR

### 4.0 DATA ANALYSIS, DESCRIPTION AND PRESENTATION

#### 4.1 Introduction

The chapter is divided into several sections. Section one provides a description of the background characteristics of the respondents. Section two of this chapter provides a presentation of data on the impact of free primary education on accessibility of Early Childhood Development Education in Mashuru Division, Mashuru District and Isinya Division, Isinya District. Section four of this chapter provides a presentation of data on the impact of free primary education on accessibility of learning resources to early childhood education learners. Section five provides a presentation of data on the impact of free primary education on the availability of employment opportunity for ECDE teachers.

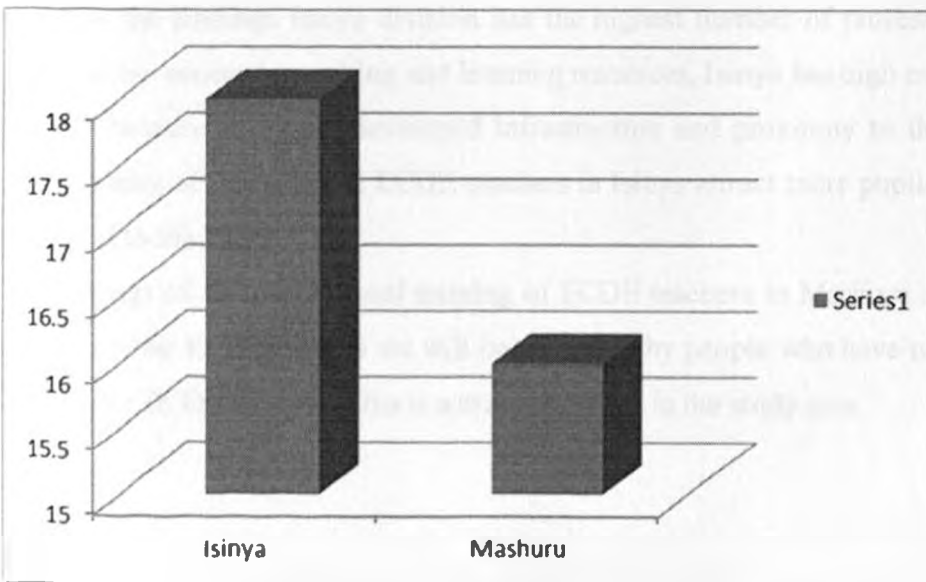
#### 4.2 Findings of Background Characteristics

##### 4.2.1 Distribution of respondents by Gender

The distribution of the ECDE teachers by gender is shown in the table 4.1 below. The results show that more female teachers 18% in Isinya than men 16%. In mashuru division, there are more men teachers as compared to Isinya.

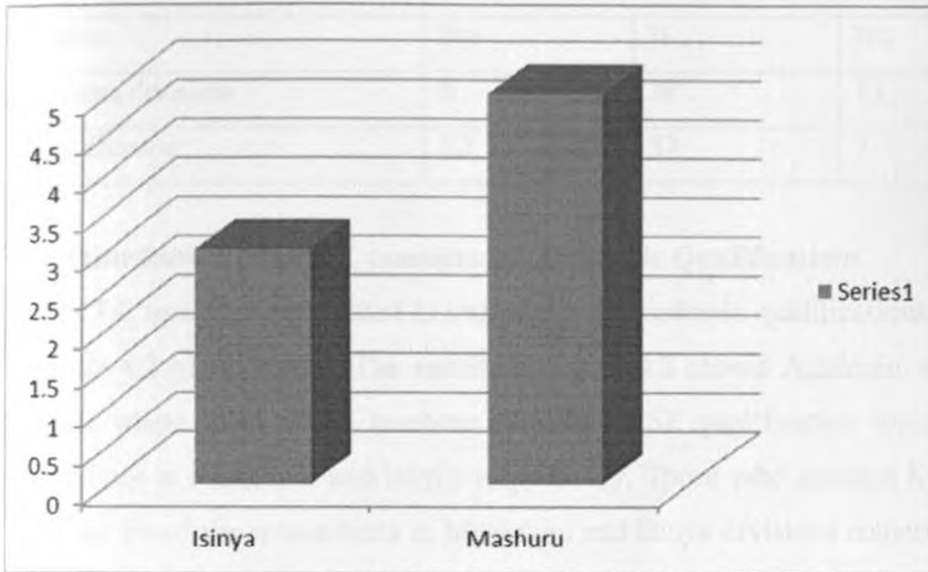
#### Figure 4.1 Distribution of ECDE Teachers by Gender

Figure 4.1.1 Represents gender distribution of Male ECDE teachers by Gender in Isinya Division.





**Figure 4.1.2 Represents gender distribution of Male ECDE teachers by Gender in Isinya Division.**



#### **4.2.2 Distribution of ECDE Teachers by Professional Training**

The respondents were asked to indicate their professional training. The results given in the table 4.1 shows that 38% and 57% of the respondents in Mashuru and Isinya divisions completed respectively ECDE course, while 62% and 33% of the respondents in Mashuru and Isinya divisions respectively did not complete ECDE course.

Based on the findings Isinya division has the highest number of professional ECD teachers in line with the access to teaching and learning resources. Isinya has high number of professional's teachers because of highly developed infrastructure and proximity to the city of Nairobi. The high numbers of professional ECDE teachers in Isinya attract more pupils to the ECD education compared to Mashuru.

The findings of the professional training of ECDE teachers in Mashuru and Isinya indicate that children in the ECDE centers are still being taught by people who have not attained the required training for ECDE schools. This is a major problem in the study area.

**Table 4.1 Distribution of ECDE Teachers by Professional Training**

Location	Completed ECDE		Not completed ECDE	
	No	%	No	%
Mashuuru division	8	38	13	62
Isinya division	12	57	7	33

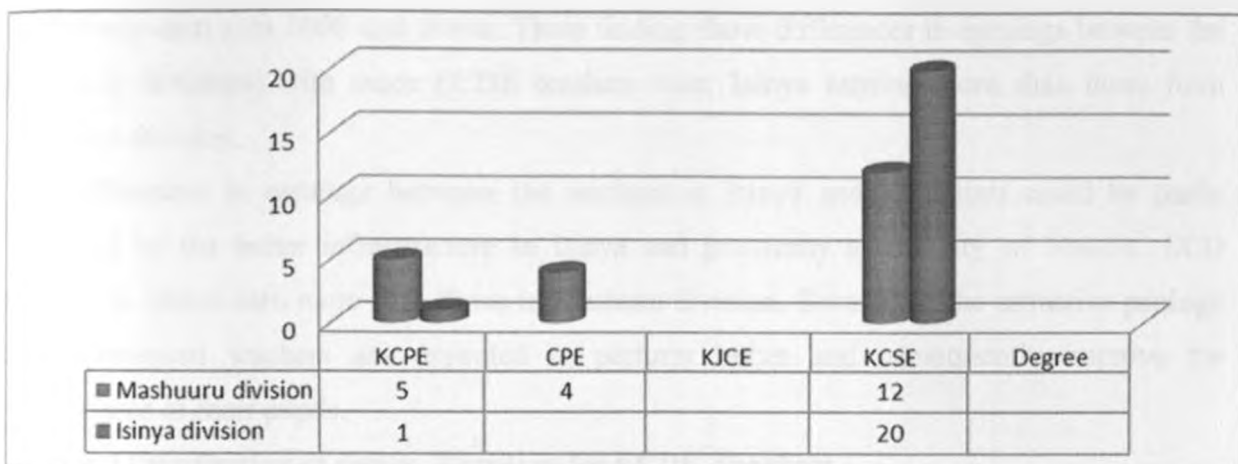
**4.2.3 Distribution of ECDE teachers by Academic Qualifications**

The ECDE teachers were asked to indicate their academic qualifications. The results are shown in figure 4.2 given below. The results in figure 4.2 shows Academic qualifications of ECDE teachers where most of the teachers attained KCSE qualification were 57% and 95% of the respondents in Mashuuru and Isinya respectively. Those who attained KCPE qualification were 24% and 5% of the respondents in Mashuuru and Isinya divisions respectively. Only 19% of the respondent attained CPE in Mashuuru division and none of the respondents in Mashuuru and Isinya divisions respectively attained degree qualifications in either of the division.

Because of highly developed infrastructure, Isinya division has attracted more qualified ECD teachers as compared to Mashuru division. This leads to high performance of ECD pupils, this attracted more ECD students to enroll on the program. Availability of learning resources in Isinya attracted qualified ECD teachers in Isinya more than Mashuru.

The result of academic qualifications of ECDE teachers in the study areas shows that Isinya has more academically qualified teachers compared to Mashuru division. This difference could be partly explained by the fact that the latter is far away from major urban centres while Isinya is close to urban centers and has better developed infrastructure.

**Figure 4.2 Distribution of ECDE teachers by Academic Qualifications**



#### 4.2.4 Distribution of ECDE Teachers by their Teaching Experience

The ECDE teachers were further asked to indicate their teaching experience. From the table 4.2, the results show that 14 % and 5 % of the respondents in Mshuuru and Isinya divisions respectively have below one year teaching experience. 24% and 14% of the respondents in Mashuuru and Isinya divisions respectively have between 1 and 2 years teaching experience. 14 % and 14 % of the respondents in Mashuuru and Isinya divisions respectively have between 2years and 5years teaching experience. 48 % and 67 % of the respondents in Mashuuru and Isinya divisions respectively have above five years teaching experience. The results show that more experienced ECDE teachers are found in Isinya as compared to Mashuru division.

**Table 4.2 Distribution of ECDE Teachers by their Teaching Experience**

Location	Below 1yr		1-2yrs		2-5yrs		5+yrs	
	No	%	No	%	No	%	No	%
Mashuuru division	3	14	5	24	3	14	10	48
Isinya division	2	5	3	14	3	14	14	67

#### 4.2.5 Distribution of Salary Earnings for ECDE Teachers

The ECDE teachers were asked to indicate how much they earned in a month. The results are presented in table 4.3 given below. The results show that 24 % of the ECDE teachers in Mashuru division earned Kshs. 3,000 per month while 10 % of the ECDE teachers in Isinya earned kshs 3000 per month. Secondly the results show that 62% of the ECDE teachers in Mashuuru division earned kshs. 5,000 per month while 48% of the ECDE teachers in Isinya division earned

kshs.5,000 Finally, 14% and 42% of the ECDE teacher in Mashuuru and Isinya divisions respectively earn kshs 6000 and above. These finding show differences in earnings between the two study divisions, with more ECDE teachers from Isinya earning more than those from Mashuuru division.

The differences in earnings between the teachers in Isinya and Mashuuru could be partly explained by the better infrastructure in Isinya and proximity to the city of Nairobi. ECD teachers in Isinya earn more than those in Mashuru division. Because of the attractive package the experienced teachers are expected to perform better and consequently improve the performance of their pupils.

**Table 4.3 Distribution of salary Earnings for ECDE Teachers**

Location	Below2000Ksh		3000 Ksh		5000Ksh		6000+Ksh	
	No	%	No	%	No	%	No	%
Mashuuru division	-	-	24	24	13	62	3	14
Isinya division	-	-	10	10	10	48	9	42

#### 4.3 Findings on Background Characteristics of Head Teachers

The head teachers were asked to indicate their gender. The results are given in table below. The head teachers were asked to indicate their gender; this was expected to guide the researcher on the conclusions regarding the degree of congruence of responses with the gender characteristics. The results show that 86 % and 71% of the head teachers in Mashuuru and Isinya divisions respectively were male while 14% and 29% of the respondents in Mashuuru and Isinya divisions respectively were females.

Due to good infrastructure and attractive package in Isinya division attracts more female teachers than Mashuru division.

**Table 4.4 Background Characteristics of Head Teachers.**

Location	Male		Female	
	No	%	No	%
Mashuuru division	12	86	2	14
Isinya division	10	71	4	29

#### 4.4 Findings on Background Characteristics of Quality Assurance and Standard officers.

The respondent were requested to show the Distribution of their gender and the results are shown in the table below each gender had one category in Mashuuru and Isinya divisions respectively were male and female. This is equal representation in all gender.

**Table 4.5 Distribution of Gender District Quality and Standards Officer**

Location	Male		Female	
	No	%	No	%
Mashuuru division	1	100		
Isinya division			1	100

#### 4.5 Distribution of DQASOs by working experience.

The study found out that distribution of District Quality and Standards Officers Working experience was between 4-5 years in Mashuuru division and above 6 years in Isinya division .

Isinya division has attracted more experienced District Quality and Standards Officer than Mashuru because of its accessibility, availability of learning resources, and this means high quality supervision in returns high academic performance of ECD pupils in Isinya division.

#### 4.6 The Impact of Free Primary Education on Enrollment of Boys and Girls at Early Childhood Education Level in Mashuuru and Isinya Divisions

This section of research findings will discuss the results of the impact FPE on early childhood education in Mashuru and Isinya Divisions. Among the issues to be discussed is enrollment at ECDE, dropout rate at ECDE centers.

##### 4.6.1 ECDE Enrolment of Boys and Girls

The researcher collected information from schools on enrollment from 2008 to 2011. The results are given in the table 4.6.

The past three years boys enrollment in rate in the two divisions has been high compared to girls enrollment. In 2011 Isinya division attracted more ECD students compared to Mashuru division. 2011 attracted more girls' enrollment in the two divisions than boys.

**Table 4.6 ECDE enrolment of Boys and Girls**

YEAR	2008			2009			2010			2011		
Location/gender	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mashuuru division	119	132	252	105	112	217	91	77	168	70	84	154
Isinya division	161	119	280	126	112	238	154	12	288	112	196	308

**4.6.2 Changes in Enrolment at ECDE Level.**

The teachers were further asked to indicate whether there is an increase in ECDE enrolment since the introduction of free primary education and the majority indicated that there was an increase in enrolment of boys and girls in ECDE in Mashuuru and Isinya divisions 34% and 69% while contrary to 66% and 31% indicated that there was no increase in enrolment at in Mashuuru and Isinya divisions.

Isinya attracted more ECD pupils because of high level of awareness than Mashuru where the awareness is less.

**Table 4.7 Changes in Enrollment at ECDE Level.**

LOCATION	YES		NO	
	NO	%	NO	%
Mashuuru division	10	34	19	66
Isinya division	20	69	9	31

**4.6.3 ECDE Drop Out Rate**

The result from the study indicates that there were drop outs at the ECDE level. The results show that 63% and 34% of the respondents indicated that there were drop out at ECDE level between 2008-2011 in Mashuuru and Isinya divisions, while 38% and 66% of the respondents indicated that there were no dropouts. The drop out was a result of child labor and migration of parents.

**Table 4.8: ECDE Drop Out Rate**

Location	Drop out		NO drop out	
	No	%	No	%
Mashuuru division	18	63	11	38
Isinya division	10	34	19	66

**4.6.4 Causes of school dropout at ECDE Level**

Questions were asked to indicate the causes of school dropout at ECDE. The results are given in the table 4.9. The results show that the cause of school dropout at ECDE is Childhood labor with 22% and 22% in Mashuuru division and Isinya division respectively while migration was indicated at Mashuuru division with 22%.

**Table 4.9: Causes of school dropout at ECDE level**

	Early marriage		Childhood labor		Migration		Others	
	No	%	No	%	No	%	No	%
Mashuuru division			4	22	4	22	10	56
Isinya division			2	20			8	80

**4.6.5 The destination of ECDE Dropouts**

The respondents were further asked to indicate where the dropouts from ECDE classes went to. The results are given in the table 4.10. The data shows that 67% of the children who dropped out of ECDE classes from Mashuru division went to class one. At the same time 80 % of children who dropped out of ECDE classes in Isinya division joined class one. Further, the data shows that 33% of the children who dropped out of ECDE classes in Mashuru division stayed at home while 20% of the respondents indicated that ECDE learners who dropped in Isinya division remained at home. None of the respondent indicated that pupils dropped out to be employed or married. These findings show that one of the impacts of FPE is that children drop out of the ECDE classes to join class one. Thus children tend to avoid going to ECDE classes but instead join class one. This can be explained as follows. The ECD students bypassed the ECD level of education to class one because of high levies, because of free primary education. The bypass of

ECD impacts the enrollment rate in the two divisions. The most affected one being Mashuru division.

**Table 4.10: The destination of ECDE Dropouts**

LOCATION	Employed		Married		To class one		Others	
	NO	%	NO	%				
Mashuru division	-	-	-	-	12	67	6	33
Isinya division	-	-	-	-	8	80	2	20

The introduction of free primary education indicate that there was an increase in enrolment of boys and girls in ECDE in Mashuru and Isinya divisions 34% and 69%, this supports the specific objective on the impact of Free Primary Education on enrolment of boys and girls at the early childhood education.

The major cause of school dropout at ECDE is Childhood labor with 22% and 22% in Mashuru division and Isinya division respectively while migration was indicated at Mashuru division with 22%.Data shows that 67% of the children who dropped out of ECDE classes from Mashuru division went to class one, the effects of the migration negatively affected the ECDE enrollment. ECDE enrollments are levied while the primary school is free.

#### **4.7 The Impact of Free Primary Education on Academic Performance of ECDE**

##### **4.7.1 The skills which ECDE pupils are supposed to acquire.**

The researcher asked the respondents to indicate the skills which ECDE pupils are supposed to acquire. The results show that 23% and 22% of the respondents in Mashuru and Isinya respectively indicated that learners are supposed to acquire reading skills. The results also show that 20% and 20% indicated that ECDE learners in Mashuru and Isinya divisions respectively are supposed to acquire writing skills. While 35% and 23% of respondents indicated that ECDE learners in Mashuru and Isinya divisions respectively are supposed to acquire arithmetic skills. 32% and 30% of the respondents indicated that ECDE learners in Mashuru and Isinya divisions respectively are supposed to acquire creative skills.



**Table 4.11: Distribution of response according to ECDE skills that learners are supposed to have acquired**

ECDE skills	Reading		Writing		Arithmetic		Creative	
	NO	%	NO	%	NO	%	NO	%
Mashuru division	15	23	13	20	16	35	21	32
Isinya division	7	22	6	20	7	23	9	30

#### 4.7.2 Adequacy of skills acquired by ECDE learners

The ECDE teachers were asked to indicate whether the skills acquired by ECDE learners were adequate. The results are given in table 4.12 below. The results show that 43% and 36 % of the respondents indicated that they skills are adequate for a child to join class one in Mashuru and Isinya divisions.

**Table 4.12 Adequate skills for ECDE learners to join class one**

Location	Yes		No	
	No.	%	No.	%
Mashuru division	16	43	21	57
Isinya division	18	36	23	64

#### 4.7.3 What to be done if the ECDE skills are not adequate

The ECDE teachers were further asked to indicate what they will do if the skills are not adequate. The results show that 62% and 48% of the respondents in Mashuru and Isinya divisions indicated that pupils are supposed to repeat the class. 38% of the respondents in Mashuru and 52% in Isinya indicated that learners are supposed to be provided with remedial teaching.

**Table 4.13 What to be done if the ECDE skills are not adequate**

Location	Repeat the class		Provide remedial teaching	
	No	%	No	%
Mashuru division	18	62	11	38
Isinya division	14	48	15	52

#### 4.7.4 Comparison of Academic Performance of ECDE Pupils before and after Introduction of Free Primary Education

The teachers were asked to compare academic performance of ECDE pupils before and after the introduction of free primary education. The results are given in the table 4.15. The data shows that 35% and 14% of respondents in Mashuuru and Isinya divisions indicated that ECDE performance is better before the introduction of FPE. While, 23% and 41% of the teachers indicated that ECDE academic performance is better now. 32% and 17% of the teachers in Mashuuru and Isinya divisions respectively indicated that ECDE performance is worse now. 10% and 27% of the respondents in Mashuuru and Isinya divisions respectively indicated that there is no difference in ECDE academic performance.

**Table 4.14 Pupils' academic performance**

	Isinya		Mashuru	
	NO.	%	NO	%
Low	38	12	44	29
Average	160	52	80	52
Good	100	32	26	17
Excellent	10	3	4	6

Pupils' academic performance in Isinya and Mashuru show equal average of 52% .Mashuru has a high pupils' low academic performance compared to Isinya. Consequently Isinya recorded a high percentage of good academic performance than Mashuru. Mashuru also showed a high excellent performance than Isinya.

**Table 4.15 Comparison of Academic Performance of ECDE Pupils Before and After Introduction Of FPE**

Location	Performance is better before		Performance is better now		Performance is worse now		No difference in performance	
	No	%	No	%	No	%	No	%
Mashuuru division	11	35	7	23	10	32	3	10
Isinya division	4	14	12	41	5	17	8	27

With introduction of free primary education indicates that performance is better before FPE. Mashuru recorded highest frequency as compared to Isinya division. Isinya recorded high score in its performance now, than Mashuru division. In the worse performance now Mashuru recorded the highest scores than Isinya. Isinya enjoys develop teaching and learning resources than Mashuru division thus recording better performance now than mashuru.

#### 4.7.5 Pupils in class one who have not gone through ECDE

The results show that 69% and 52% of the respondents in Mashuuru and Isinya divisions respectively indicated that there are pupils in class one who have not gone through ECDE. While, 31% and 42% of the respondents indicated that there are no pupils in class one who have not gone through ECDE

**Table 4.16: Pupils in class one who have not gone through ECDE**

Location	YES		NO	
	NO	%	NO	%
Mashuuru division	20	69	9	31
Isinya division	15	52	14	48

There is a negative impact on the academic performance of pupils in Mashuru than Isinya, from the above table most children from Mashuuru 69% by pass the ECDE program to join class one, this has a direct negative impact to the academic performance of ECDE.

There is a positive impact on academic performance in Isinya since most children undergo the ECDE program.

#### 4.8 The Impact of Free Primary Education on Accessibility of Teaching and Learning resources to Early Childhood Learners

##### 4.8.1 Availability of Teaching Resources in ECDE schools

The teachers were asked to indicate the teaching resources available in their school. The results show that 40% and 40% of the respondents in Mashuuru and Isinya divisions respectively indicated that exercise books are available. While 32% and 33% indicated that text books are available and 28% and 27% of the respondents indicated that a good chalkboard is available were found in in Mashuuru and Isinya divisions respectively.

**Table 4.17 Teaching Resources Available**

LOCATION	Exercise books		Texts books		A good chalk board	
	NO	%	NO	%	NO	%
Mashuuru division	10	40	8	32	7	28
Isinya division	12	40	10	33	8	27

Teaching resources attracts ECD teachers who find it easy to teach in that environment; in both divisions teaching resources are equal. Availability of text books and exercise books make teaching easier, teachers with resources enjoy their work as compared to teachers who have no access to learning resources.

#### 4.8.2 Availability of Learning Resources in ECDE centers

The respondents were asked to indicate learning resources available in their schools. The results show that 48% and 45% of the respondents in Mashuru and Isinya division respectively indicated that real objects are available. While 40% indicated that improvise shop is available in Mashuru and Isinya division. 12% and 15% of the respondents in Mashuru and Isinya division respectively indicated that nature corner is available. While none of the respondents in Mashuru and Isinya divisional respectively indicated that other learning resources are available.

#### 4.8.3 Suppliers of Teaching Resources

The respondents were asked to indicate the suppliers of teaching resources. The results show that 17% and 21% of the respondents in Mashuru and Isinya division respectively indicated that the ministry of education supplies the teaching resources. While 83% and 79% indicated that parents supply the teaching resources in Mashuuru and Isinya division.

**Table 4.18: Suppliers of Teaching Resources**

Location	Ministry of education		Parents	
	No	%	No	%
Mashuuru division	5	17	24	83
Isinya division	6	21	23	79

#### 4.8.4 Adequacy of the Teaching Resources Supplies

The teachers were asked to indicate whether the teaching resources were adequate. The results are given in table 4.19. The results show that 31% and 34% of the respondents in Mashuru and Isinya division respectively indicated that the supplies of teaching resources are adequate. While 69% and 66% of the respondents in indicated that the supplies of teaching resources are not adequate

Isinya division has high supplies of teaching resources because of improved infrastructure and close proximity to the city, Mashuru infrastructure is poor hence its accessibility is poor, availability of teaching resources in ECD centers leads to high performance of students, this leads to high enrollment rate.

**Table 4.19: Adequacy of the Teaching Resources Supplies**

LOCATION	Adequate		Not adequate	
	NO	%	NO	%
Mashuuru division	9	31	20	69
Isinya division	10	34	19	66

#### 4.8.5 Adequacy of the Learning resources supplies.

The results show that 28% and 34% of the respondents in Mashuru and Isinya division respectively indicated that the supplies of learning resources are adequate. While 72% and 66% of the respondents in indicated that the supplies of learning resources are not adequate.

When learning resources are available more students are attracted to the program, Isinya division recorded higher frequency of learning resources as compared to Mashuru division. Academic performance of pupils in isinya will be higher than Mashuru since most pupils in Isinya undergo ECD program as compared to Mashuru where most students bypass the ECD program.

**Table 4.20 Adequacy of the Learning resources supplies**

LOCATION	Adequate		inadequate	
	NO	%	NO	%
Mashuuru division	8	28	21	72
Isinya division	10	34	19	66

The results show that 28% and 34% of the respondents in Mashuuru and Isinya divisions respectively indicated that the supplies of learning resources are adequate. While 72% and 66% of the respondents in indicated that the supplies of learning resources are not adequate.

When learning resources are available more students are attracted to the program, Isinya division recorded higher frequency of learning resources as compared to Mashuru division.

Academic performance of pupils in isinya will be higher than Mashuru since most pupils in Isinya undergo ECD program as compared to Mashuru where most pupils bypass the ECD program. Therefore the results showed that FPE had a negative impact on accessibility of learning and teaching resources to ECDE learners in Mashuru compared to Isinya Division. Learning and teaching resources in Mashuru and Isinya are 69% and 66%.

#### **4.9 The Impact of Free Primary Education On Employment Opportunities For ECDE Teachers.**

##### **4.9.1 Distribution ECDE Teachers by Employer.**

The teachers were requested to indicate the employer of ECDE teachers in the district. The results show that 31% and 34% of the respondents in Mashuru and Isinya division indicated that ECDE teachers are employed by PSC. While 69% and 66% of the respondents in indicated that ECDE teachers are employed by County council of Kajiado .

**Table 4.21 Distribution ECDE Teachers by Employer**

Location	Local authority		Parents	
	No	%	No	%
Mashuuru division	9	31	20	69
Isinya division	10	34	19	66

##### **4.9.2 The increase/decrease of ECDE teachers .**

The results show that 28% and 41% of the respondents indicated that there was an increase in the number of ECDE teachers in Mashuuru and Isinya divisions, while 72% and 59% indicated that there was a decrease. Isinya attracted most teachers from the Local authority as compared to Mashuru division since Isinya is nearer to the County council of Kajiado head office than Mashuru division which is a distance from the Local authority head office.

**Table 4.22: The increase/decrease on the number of ECDE teachers**

Location	Yes		No	
	No.	%	No.	%
Mashuru division	8	28	21	72
Isinya division	12	41	17	59

Isinya recorded high number of ECD teachers as compared to Mashuru division, this is as a result of availability of teaching materials and learning materials and more students were attracted to the ECD program, this lead to higher transfer of pupils to standard one, more pupils especially from Isinya joined class one.

The results show that 28% and 41% of the teachers indicated that there was an increase in the number of ECDE teachers in Mashuuru and Isinya divisions, as per the result shown above FPE has a less negative impact on employment opportunities for ECDE teachers in Isinya division compared to Mashuru.

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This study investigated the impact of free primary education on access to early childhood education in Mashuuru District and Isinya District. The summary of the research is presented in this last chapter. In addition this chapter also presents the main conclusions and recommendations based on the research findings.

#### 5.2 Summary of findings

The summary of the main findings of the study are given in this section. The summary will be discussed under various subheadings as follows:

##### **Gender**

The study found out that 15 % and 18% of the respondents in Mashuru and Isinya division were male while 20% and 16% of the respondents in Mashuuru and Isinya divisions were female.

##### **Professional training of ECDE Teachers**

The findings on professional training of ECDE teachers were 38% and 57% of the teachers in Mashuuru and Isinya divisions completed ECDE course, while 62% and 33% of the teachers in Mashuuru and Isinya divisions did not complete ECDE course.

##### **Academic qualifications of ECDE Teachers**

Secondly, the study has shown that the academic qualifications of ECDE teachers, most of the teachers' attained KCSE qualification were 57% and 95% of the teachers in Mashuuru and Isinya respectively. Those who attained KCPE qualification were 24% and 5% of the teachers in Mashuuru and Isinya divisions. Only 19% of the teachers attained CPE in Mashuuru division and none of the respondents attained KJSE qualification. None of the teachers in Mashuuru and Isinya divisions attained degree qualification.

##### **Teaching experience of ECDE Teachers**

Further, the results on the teaching experience of ECDE teachers, the study found out that 14 % and 5 % of the teachers in Mashuuru and Isinya divisions respectively have below one year teaching experience. 24% and 14% of the respondents in Mashuuru and Isinya divisions respectively have between 1 and 2 years teaching experience. 14 % and 14 % of the respondents in Mashuuru and Isinya divisions respectively have between 2years and 5years teaching



experience. 48 % and 67 % of the respondents in Mashuuru and Isinya divisions respectively have above five years teaching experience.

### **Salary earned by ECDE Teachers**

In addition to teaching experience, the study also sought to establish the salary earned by ECDE teachers in the study area. The findings show that the earnings ranged from ksh 3000 to ksh 6000 per month, 24 % and 10 % of the respondents in Mashuuru and Isinya divisions respectively earn kshs 3000. 62% and 48% of the respondents in Mashuuru and Isinya divisions earn kshs 5000. 14 % and 42 % of the teachers in Mashuuru and Isinya divisions earn kshs 6000 and above.

### **Gender for District Quality and Standards Officers.**

On gender, 100 % of the respondent in Mashuuru were male while 100% of the respondents in Isinya division were females.

However, the respondent were asked to show the Distribution of District Quality and Standards Officer by Age and the results only indicated that there were only one respondent between age 40-49 years in Mashuuru and Isinya divisions .

The study found out that Distribution of District Quality and Standards Officers Working experience was 4-5 years of Mashuuru division and above 6 years in Isinya division.

### **Enrolment of learners in ECDE Centers**

The study also found out that, the year 2010 recorded the highest enrolment of ECDE boys of 154 in Isinya division while the highest enrolment of ECDE girls is 196 in Isinya division in 2011. The study also sought to find out whether there was an increase in ECDE enrolment since the introduction of free primary education and the majority indicated that there was an increase in enrolment of boys and girls in ECDE in Mashuuru and Isinya divisions 34% and 69% while contrary to 66% and 31% indicated that there was no increase in enrolment at in Mashuuru and Isinya divisions.

### **Drop out from ECDE classes**

The study also found out that there were drop out at ECDE level between 2008-2011 in Mashuuru and Isinya divisions. 38% and 66% of the respondents indicated that there were no dropouts. The study also found out that the cause of school dropout at ECDE is Childhood labor in Mashuuru and Isinya divisions while migration was indicated as another cause at Mashuuru division. The research identified that there are other causes of school dropout at ECDE level. In addition the findings of the study show that the destination of the children who dropped out of

ECDE classes joined class one and some stayed at home. None of the respondent indicated that they dropped out to be employed or married.

#### **Skills acquisition by ECDE Learners**

On the skills which ECDE pupils are supposed to acquire. The study also found out that 23% and 22% of the respondents in Mashuuru and Isinya respectively indicated that learners are supposed to acquire reading skills. The results also indicated that 20% and 20% ECDE learners in Mashuuru and Isinya divisions are supposed to acquire writing skills. 35% and 23% of respondents indicated that ECDE learners in Mashuuru and Isinya divisions are supposed to acquire arithmetic skills. 32% and 30% of the respondents indicated that ECDE learners in Mashuuru and Isinya divisions are supposed to acquire creative skills.

#### **Comparison of academic performance**

On comparing the academic performance of ECDE pupils before and after the introduction of free primary education the study found out that 35% and 14% of respondents in Mashuuru and Isinya divisions respectively indicated that ECDE performance is better before the introduction of FPE. While, 23% and 41% of the respondents indicated that ECDE academic performance is better now. 32% and 17% of the respondents in Mashuuru and Isinya divisions respectively indicated that ECDE performance is worse now. 10% and 27% of the respondents in Mashuuru and Isinya divisions respectively indicated that there is no difference in ECDE academic performance.

#### **Teaching resources for ECDE**

On the teaching resources available in their ECDE center, the study found out that 40% of the respondents in Mashuuru and Isinya divisions respectively indicated that exercise books are available. While 32% and 33% indicated that text books are available and 28% and 27% of the respondents indicated that a good chalkboard is available were found in Mashuuru and Isinya divisions.

#### **Learning resources for ECDE**

Supplies of learning resources, 28% and 34% of the respondents in Mashuuru and Isinya divisions respectively indicated that the supplies of learning resources are adequate. While 72% and 66% of the respondents in Mashuuru and Isinya divisions respectively indicated that the supplies of learning resources are not adequate.

## **Employment of ECDE Teachers**

The study also found out that the employer of ECDE teachers in the district, 31% and 34% of the respondents in Mashuuru and Isinya division indicated that ECDE teachers are employed by Kajaido county council. While 69% and 66% of the respondents indicated that ECDE teachers are employed by parents. Finally, the study found out that 28% and 41% of the respondents indicated that there was an increase in the number of ECDE teachers in Mashuuru and Isinya divisions respectively while 72% and 59% indicated that there was a decrease.

## **5.3 Conclusions**

Based on the study findings a number of conclusion have been made regarding the impact of FPE on ECDE in Mashuuru and Isinya Divisions. The study conclusions are summarized according to specific objectives of the study as follows:

### **5.3.1 The impact of Free Primary Education on enrolment of boys and girls at the early childhood education level in Mashuuru and Isinya District**

The first objective of the study was to analyze the findings, it can be concluded that free primary school education is a worthy initiative as it enhances access to education despite the many challenges. The study established that more students were able to enroll as a result of free primary education and this contributes to equity in primary education. As at 2011 more girls enroll the ECD program than boys in the two divisions. Free primary Education had an adverse negative impact on enrollment of ECDE pupils especially in Mashuuru District than Isinya District.

### **5.3.2 The extent to which free primary education has influenced academic performance for early childhood learners**

The second objective of the study was to find the extent to which free primary education has influenced academic performance for early childhood learners; therefore the study concludes that free primary Education has had some negative impact on academic performance of ECDE pupils in Mashuuru and Isinya Districts.

### **5.3.3 The impact of free primary education on accessibility of teaching and learning resource to early childhood education learners**

The findings from the study indicate that the introduction FPE has had adverse negative impact on the availability of ECDE teaching and learning resources in Mashuuru and Isinya Districts.

### **5.3.4 The impact of Free Primary Education on the availability of employment opportunities for early childhood education teachers**

The findings from the study show that on the onset of FPE the employment opportunities of ECDE teachers have decline substantially in the two study division of Mashuuru and Isinya. In this regard, the study concludes that free primary Education had less impact on employment of ECDE teachers in Mashuuru and Isinya District.

### **5.4 Recommendations**

The last section of this chapter is dedicated to recommendations that have arisen out of the study findings. Based on the study findings the researcher therefore recommends the following:

First, the study recommends that the government and other actors should promote Free Primary Education since it has influence on enrolment of boys and girls at the early childhood education level in Mashuuru and Isinya District. It is therefore importance to enhance access to education.

Second, from the study findings, free primary education has influence on academic performance for early childhood learners. The government should sensitize on the importance of ECDE to the local community especially on the three levels i.e. baby class, nursery and pre-unit.

Thirdly, the researcher recommends that since free primary education has had adverse negative impact on the availability of ECDE teaching and learning resources in Mashuuru and Isinya Districts the government should put proper guideline in order to avoid learners proceeding to the next level without completing ECDE course.

Finally, since the study findings indicate that free primary education had impact on employment of ECDE teachers in Mashuuru and Isinya Districts therefore, the stakeholders should put proper mechanism in place in order to ensure the availability of ECDE teachers and learning resources.

### **5.5 Proposed areas for further research**

The researcher in no way claim to have exhausted all the pertinent issues on this topic hence he recommends for further research on the topic especially on the area of the impact of FPE on ECDE management, and effect on curriculum implementation. The researcher suggests that more research be carried on the disparity of gender imbalance. The researcher recommends more research on the infrastructure for development of ECDE development in Kenya. The researcher also recommends more research on the three levels of ECDE education that is Baby class, Nursery and Pre-unit, if it is progressively being followed.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

#### A. QUESTIONNAIRE FOR ECDE TEACHERS

Dear Teacher,

The purpose of this questionnaire is to find out the impact of FPE on pre-school. Section B contains statement on your feelings towards the impact of FPE on pre-school. You are expected to give your time feelings without fear.

Please tick ( ✓ ) your answer in the spaces provided.

Sign \_\_\_\_\_

#### Section A: Background information

Gender male \_\_\_\_\_ Female \_\_\_\_\_ Age \_\_\_\_\_

1. Name of your ECDE center \_\_\_\_\_

2. Your professional training level

i. Early Childhood Education Development ( )

ii. Other specify ( )

3. Your highest academic certificate attained

K.C.P.E ( )

C.P.E ( )

K.J.C.E ( )

K.C.S.E ( )

Degree ( )

Other Specify ( )

4. Your teaching experience

Below 1 year ( )

1 – 2 years ( )

2 – 5 years ( )

5 and above ( )

5. How much do you earn?

Below 2000 Kshs ( )

2000 Kshs ( )

3000 Kshs ( )

- 5000 Kshs ( )
- Above 6000 Kshs ( )
- Other specify ( )

**SECTION B: IMPACT OF FREE PRIMARY EDUCATION ON ECDE.**

**1. IMPACT OF FREE PRIMARY EDUCATION ON ACADEMIC PERFORMANCE OF ECDE PUPILS.**

- i) What skills are ECDE pupils supposed to acquire?
  - i. Reading ( )
  - ii. Writing ( )
  - iii. Arithmetic ( )
  - iv. Creative art ( )
  - v. Others

- ii) Are the skills adequate for a child to join class one?
  - Yes ( )
  - No ( )

iii) If yes, explain \_\_\_\_\_ Iv.If  
 no, why?  
 \_\_\_\_\_  
 \_\_\_\_\_

- v. What do you do if the skills are not adequate?
  - 1 Repeat the class ( )
  - 2. Provide remedial teaching ( )
  - 3. Others

vi. How do you compare academic performance of ECD pupils, before and after the introduction of free primary education?

- a. Performance was better before ( )
- b. Performance is better now ( )
- c. Performance is worse now ( )
- d. There is no difference in performance ( )

vii. Are there any pupils in class one who have not gone through ECDE



Yes ( )      No ( )

viii. If yes, explain

ix. If no, explain

**IMPACT OF FREE PRIMARY EDUCATION ON THE AVAILABILITY OF ECDE  
TEACHING AND LEARNING RESOURCES.**

i) What teaching resources are available in your school?

1. Exercise books ( )
2. Text books ( )
3. A good chalkboard ( )

ii. What learning resources are available in your school?

1. Real objects like bottle tops ( )
2. Improvised shop ( )
3. Class nature corner ( )
4. Others

iii. Who supplies the teaching resources?

1. Ministry of Education ( )
2. Parents ( )
3. NGOs ( )
4. Others

iv. Who supplies the learning resources?

1. Ministry of Education ( )
2. Parents ( )
3. NGOs ( )
4. Others

v. Are the supplies of teaching resources adequate?

Yes ( )      No ( )

vi) If no, what do you do?

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vii) Are the supplies of learning resources adequate?

Yes ( )      No ( )

viii) If no, what do you do?

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**3. IMPACT OF FREE PRIMARY ON EMPLOYMENT OF ECDE TEACHERS.**

i) Who currently employ ECDE teachers in this district?

1. PSC ( )

2. TSC ( )

3. Local authority ( )

4. Parents ( )

5. NGOs ( )

6. Others

ii) Has the number of ECDE teachers employed in this district increased?

Yes ( )

No ( )

iii) If Yes, explain

---

---

iv) If no, explain

---

---

v) Has the number of ECDE teachers in this district decreased?

Yes ( )

No ( )

vi) If yes, explain

---

---

vii) If no, explain

---

---

viii) Are there any retrenchments of ECDE teachers in this district?

Yes ( )

No ( )

ix) If yes, explain

---

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x) If no, explain

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---

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#### 4. IMPACT OF FREE PRIMARY EDUCATION ON ENROLMENT OF ECDE PUPILS.

i) What is the enrolment of ECDE pupil from 2008 to 2011?

	2008	2009	2010	2011
Boys'	_____	_____	_____	_____
Girls'	_____	_____	_____	_____
Total	_____	_____	_____	_____

ii) Has there been an increase in ECDE enrolment since the introduction of free primary education?

Yes ( )

No ( )

iii) If yes, explain

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iv) If no, explain

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v) Are there any drop outs from ECDE classes?

Yes ( )

No ( )

vi) If yes, what are the causes?

1. Early marriages ( )

2. Child labor ( )

3. Migration ( )

4. Others

vii) If they dropped out where did they go?

1. Employed ( )

2. Married ( )

3. Others

viii) Has there been a decrease in ECDE enrolment since the introduction of free primary education?

**Yes ( YET ) MANY MORE No ( EA ) TEACHERS**

**ix) If yes, explain?**

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**x) If no, explain?**

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## B. QUESTIONNAIRES FOR PRIMARY SCHOOL HEADTEACHERS

The purpose of this questionnaire is to find out the impact of FPE on ECDE.

Section A is the background information while section B contains statements of your feeling towards impact of FPE on ECDE.

### SECTION A: BACKGROUND INFORMATION

1. Gender                      male \_\_\_\_\_                      female \_\_\_\_\_

2. Name of school \_\_\_\_\_

3. Your teaching experience

Below 1 year                      (    )

1 – 2 years                      (    )

2 – 5 years                      (    )

5 and above                      (    )

4. How much do the ECDE teachers earn?

Below 2000 Kshs                      (    )

2000 Kshs                      (    )

3000 Kshs                      (    )

5000 Kshs                      (    )

Above 6000 Kshs                      (    )

Other specify                      (    )

### Section B: Impact of Free Primary Education On early childhood education

1. IMPACT OF FREE PRIMARY EDUCATION ON ACADEMIC PERFORMANCE OF ECDE PUPILS.

i) What skills are ECDE pupils supposed to acquire before they proceed/are promoted to class one?

1. Reading (    )

2. Writing (    )

3. Arithmetic (    )

4. Creative art (    )

5. Others

- ii) Are the pupils admitted to class one properly equipped?  
 Yes ( ) No ( )
- iii) If not properly equipped what do you do?  
 1. Repeat the class ( )  
 2. Provide remedial teaching ( )  
 3. Others
- iv) How do you compare performance of ECDE pupils before and after the introduction of free primary education?  
 a. Performance was better before ( )  
 b. Performance is better now ( )  
 c. Performance is worse now ( )  
 d. There is no difference in performance ( )
- v. Are there any pupils in class one who have not gone through ECDE  
 Yes ( ) No ( )
- vi. If yes, explain
- vii. If no, explain

### 3. IMPACT OF FREE PRIMARY EDUCATION ON AVAILABILITY OF TEACHING AND LEARNING RESOURCES.

- i) What teaching resources are available in your school?  
 1. Exercise books ( )  
 2. Text books ( )  
 3. A good chalkboard ( )  
 4. Others
- ii) What learning resources are available in your school?  
 1. Real objects like bottle tops ( )  
 2. Improvised shop ( )  
 3. Class nature corner ( )  
 4. Others
- iii) Who supplies the teaching resources?  
 1. Ministry of Education ( )

2. Parents ( )

3. NGOs ( )

4. Others

iv. Who supplies the learning resources?

1. Ministry of Education ( )

2. Parents ( )

3. NGOs ( )

4. Others

v) Are the supplies of teaching resources adequate?

Yes ( ) No ( )

vi) If no, what do you do?

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vii) Are the supplies of learning resources adequate?

Yes ( ) No ( )

viii) If no, what do you do?

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### 3. IMPACT OF FREE PRIMARY EDUCATION ON EMPLOYMENT OF ECDE TEACHERS.

i) Who currently employ ECD teachers in this district?

1. P.S.C ( )

2. T.S.C ( )

3. Local Authority ( )

4. Parents ( )

5. N.G.Os ( )

6. Others

ii) Has the number of ECDE teachers employed in this district increased?

Yes ( )

No ( )

iii). If yes, explain

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iv). If no, explain

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v). Has the number of ECDE teachers in this district increased?

Yes ( )

No ( )

vi). If yes, explain

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vii) If no, explain

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viii) Are there any retrenchments of ECDE teachers in this district?

Yes ( )

No ( )

ix) If yes, explain

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x) If no, explain

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xi. Has the number of ECDE centers increased since the introduction of free primary education?

Yes ( ) No ( )

If yes, explain

If no, explain



xii. Has the number of ECDE centers decreased since the introduction of free primary education?

Yes ( ) No ( )

xiii. If yes, explain

xiv. If no, explain

#### 4. IMPACT OF FREE PRIMARY EDUCATION ON ENROLMENT OF ECDE PUPILS.

i) What is the enrolment of ECDE pupils from 2008 to 2012?

	2008	2009	2010	2011
Boys'	_____	_____	_____	_____
Girls'	_____	_____	_____	_____
Total	_____	_____	_____	_____

ii) Has there been an increase in enrolment since the introduction of free primary education?

Yes ( ) No ( )

iii) If yes, explain

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iv) If no, why?

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v) Are there any drop outs?

Yes ( ) No ( )

vi) If yes, what are the causes?

1. Early marriage ( )
- 2 Child labor ( )
3. Migration ( )
4. Others

vii) If they dropped out where did they go?

1. Employed ( )

2. Married ( )

3. Others

viii) Has there been a decrease in enrolment since the introduction of free primary education?

Yes ( )

No ( )

ix) If yes, explain?

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x) If no, explain?

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### C. INTERVIEW GUIDE FOR QUALITY AND STANDARDS OFFICER

The purpose of this interview guide is to find out the impact of free primary education on ECDE. Section A is the personal data while sections B contains statements of your feeling towards impact of free primary education on ECDE.

#### Personal data

Date: \_\_\_\_\_

Age: \_\_\_\_\_

Designation \_\_\_\_\_

Gender: \_\_\_\_\_

Experience in present position: \_\_\_\_\_

#### Section B: impact of free primary education on ECDE

##### 1. IMPACT OF FREE PRIMARY EDUCATION ON ECDE ACADEMIC PERFORMANCE.

i) What skills are ECDE pupils supposed to acquire before they proceed to class one?

1. Reading ( )

2. Writing ( )

3. Arithmetic ( )

4. Others

ii) If not properly equipped what advice do you give to ECDE teachers?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii) How do you compare performance of ECDE pupils before and after the introduction of free primary education?

1. Performance was better before ( )

2. Performance is better now ( )

3. Performance is worse now ( )

4. There is no difference in performance ( )

##### 2. Impact of free primary education on the availability of teaching and learning resources

i) Is there a mechanism to ensure resource planning is conducted as per standards and quality guidelines?

Yes ( )

No ( )

ii) If not, what do you do?

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iii) Are teaching and learning resources for ECDE centers adequate?

Yes ( )

No ( )

iv) If no what do you do?

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v) Who supplies the teaching and learning resources?

1. Ministry of Education ( )

2. Parents ( )

3. Others

vi) Do you have budgetary allocation to programs of ECDE?

Yes ( )

No ( )

vii) If no, why?

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viii) Do you have a mechanism that advocates for equitable distribution of teaching and learning resources?

Yes ( )

No ( )

ix) If no, why?

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x) Do you have partnerships on the equitable distribution of teaching and learning resources?

Yes ( ) No ( )

xi) If yes, explain?

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**3. IMPACT OF FREE PRIMARY EDUCATION ON EMPLOYMENT OF ECDE TEACHERS.**

i) Who currently employ ECDE teachers in this district?

1. PSC ( )

2. TSC ( )

3. Local Authority ( )

4. Parents ( )

5. NGOs ( )

6. Others

ii] Has employment of ECDE teachers increased since the introduction of free primary education?

Yes ( )

No ( )

iii) If yes, explain

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iv) If no, why?

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v. Has employment of ECDE teachers decreased since the introduction of free primary education?

Yes ( )

No ( )

vi) If yes, explain

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vii) Are there any retrenchments of ECDE teachers in the district?

Yes ( )

No ( )

viii) If yes, why?

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#### 4. IMPACT OF FREE PRIMARY EDUCATION ON ENROLMENT OF ECDE PUPILS.

i) What is the enrolment of ECDE pupil from 2008 to 2011?

	2008	2009	2010	2011
Boys'	_____	_____	_____	_____
Girls'	_____	_____	_____	_____
Total	_____	_____	_____	_____

ii) Has there been an increase in enrolment of ECDE since the introduction of free primary education?

Yes ( )

No ( )

iii) If yes, explain

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iv) If no, why

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v) Are there any dropouts?

Yes ( )

No ( )

vi) If yes, what are the causes?

1. Early marriage ( )

2. Child labor ( )

3. Migration ( )

4. Others

vii) If they dropped out where did they go?

1. Employed ( )

2. Married ( )

3. Others

viii) Has there been a decrease in enrolment since the introduction of free primary education?

Yes ( )

No ( )

ix) If yes, explain?

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x) If no, explain?

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xi. Has the number of ECDE centers increased since the introduction of free primary education?

Yes ( )

No ( )

xii. If yes, explain

xii. If no, explain

xiii. Has the number of ECDE centers decreased since the introduction of free primary education?

Yes ( ) No ( )

xiv. If yes, explain

xv. If no, explain