

**THE IMPACT OF FREE PRIMARY EDUCATION ON EARLY
CHILDHOOD DEVELOPMENT AND EDUCATION IN LAMU-WEST
DISTRICT, KENYA.**

BY

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AWARD OF THE DEGREE OF MASTER OF PHILOSOPHY
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DECLARATION

I declare that this thesis is my original work and has not been submitted to any university for any award. Where the works of others have been cited, acknowledgement has been made.

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ABSTRACT

The introduction of Free Primary Education (FPE) by the Kenya government in 2003 saw a sharp increase in enrolments in primary schools. The government funds this sub-sector to the tune of Ksh. 1020 per pupil per annum. However, the number of classrooms, teachers and quality assurance officers did not change much to cope with the surge. Since public Early Childhood Development centers are attached to public primary schools, the effects of inadequate funds, facilities and human resource in the primary schools are being felt in other education sub-sectors, especially the Early Childhood Development centers. This study investigated and documented the impact of free primary education on early childhood development education specifically in Lamu-West district. A conceptual framework was used to show the relationships of the variables of the study. Literature materials were reviewed on key elements of the study; these were nursery school enrolments, resource allocation, teacher/pupil ration and level of pupils' achievement in nursery schools. The study adopted a qualitative approach which enabled the researcher collect information, summarize and interpret the data in a clear manner. A sample of 260 respondents was drawn to represent the target population, using both probability and non-probability sampling procedures. They included 150 parents, 100 nursery school teachers and 10 Ministry Officials. The following instruments were used to collect data; questionnaires, interview guide, focus group discussion and observation schedule. The study was conducted between June 2012 and September 2012. Data collected were analyzed and interpreted. They were edited for accuracy, completeness and uniformity. The data were presented in narrative form, tables and summarized using descriptive statistical procedures such as the mean, frequency and percentages. The study revealed; Free Primary education did have impact on ECDE enrolments in the district. ECDE enrolments have been growing over the years, the district ECDE centers have a high pupil/teacher ratio currently standing at 39:1, ECDE centers in the district have good play fields and classrooms but lacking in play things and learning materials as these resources are being shared with the primary schools. The study also revealed that there is inadequate learning in ECDE centers in the district. Indeed FPE had had a negative impact on ECDE teacher/pupil ratio, ECDE resources and level pupils' achievement in ECDE centers in the district. The study recommends the employment of ECDE teachers by the government, the government to provide subsidy for ECDE resources, the government to employ more DICECE officers and ECDE managers.

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DEDICATION

I dedicate this work to my dear mum; Nashee Guyato, my lovely sons Abubakar Imran Mackoran, Saeed Imran Dhadhoh, Mustafa Komora, my wife; Fatime Komora, my cousin cum friend; Salimu Makorani (senior) for their moral and financial support towards the accomplishment of this thesis, and the entire family for their patience, moral support and encouragement.

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ABBREVIATIONS AND ACRONYMS

ADEA – Association for the Development of Education in Africa

CBO- Community Based Organization

DEO - District Education Officer

DICECE - District Center for Early Childhood Education

ECCE – Early Childhood Care and Education

ECCER – Early Childhood Care and Education Report

ECDE- Early Childhood Development Education

EI- Education International

ESSP - Education Sector Strategic Plan

FPE- Free Primary Education

GDP - Gross Domestic Product

GOK- Government of Kenya

IPAR- Institute of Policy Analysis and Research

KICD – Kenya Institute of Curriculum Development

MDG – Millennium Development Goals

MOE – Ministry of Education

MOE/SA- Ministry of Education South Africa

NAECDPSA- National Audit of Early Childhood Provisioning in South Africa

NGO – Non – Governmental Organization

OECD- Organization for Economic Cooperation and Development

OI- Oxfam International

P.P.E – Pre - Primary Education

ROK – Republic of Kenya

SSA – Sub-Saharan Africa

UNESCO- United Nations Educational Scientific and Cultural Organization

UNICEF- United Nations International Children’s Education Fund.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Since the achievement of independence in 1963, the Kenya government has been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns have been the desire to combat ignorance, disease and poverty; and the statutory right which demands that every Kenyan child has the right of access to basic welfare provision including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development.

The government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context. The Universal Declaration of Human Rights of 1948 declared that, everyone has a right to education. The world Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education.

Free Primary Education (FPE) was first introduced in Kenya between the years 1969 and 1974 but fizzled out. FPE was re-introduced in Kenya in 2003 with greater vigor. Over age children went to school. At the same time nursery schools were for the first time

attached to primary schools. Free Primary Education had indirectly affected Early Childhood Development Education in regard to enrolment of ECDE pupils and government resource allocation to ECDE. However, the impact of Free Primary Education on Early Childhood Development Education has not been well documented. If ECDE is perceived to be crucial in the development of learners (Bruner, 1966), then investigation was necessary to establish the impact of Free Primary Education on Early Childhood Development Education in Lamu-West District.

1.2 Background of the Study

Many countries in Africa including Malawi, Uganda, Lesotho and Kenya declared free primary education so that their citizens could access basic education. Free primary education was declared in Malawi, Uganda, Lesotho and Kenya in the years 1994, 1997, 2000 and 2003 respectively. These countries eliminated primary school fees in order to provide their citizens with free primary education. The results were dramatic, by reducing the direct cost to households, all of the four countries increased enrolments by sizeable margins.

The challenge these countries now face is to reform their educational systems to accommodate the increase in the enrolments so that schools can provide good-quality primary education to all. Although some movement towards universal primary education occurred before 1990, the UNESCO-sponsored Education For All Conference held in Jomtien, Thailand, in 1990 was the impetus for spurring policy development and implementation on a wider scale. Policy makers attending

the conference reached the conclusion that the goal of the universal basic education could be reached only by making primary education free (that is, eliminating compulsory school fees). Only after the Jomtien conference on Education for All (EFA) in 1990 was it understood that by making primary education free it would include children from poor families, and thereby perhaps become universal. School cost for families are a major constraint to achieving Universal Primary Education (UPE). Direct costs can include general fees, examination fees, salary top-ups, text books, materials, uniform, feeding, transportation, sports and culture. Indirect costs are the opportunity cost of labor at home or work. By eliminating direct cost of schooling, families can send their children to primary school, thus increasing demand.

However, for free primary education to succeed, a well grounded strategy needs to be put in place so that FPE does not affect other education sub-sectors especially ECDE negatively. The government intention to provide free primary education in Kenya was conceived since independence in 1963. The first move the government made was to exempt children from the hardship areas from paying fees. In 1974 the government waived school fees from standards one to four. In the years that followed, with each consecutive year, education was declared free for an additional class until all levels of primary education were free. The abolition of tuition fees led to a 49 per cent increase in pupil enrolment in 1978. Universal basic education is largely understood as accessible and Free Primary Education (FPE) as known in Kenya. Free Primary Education (FPE) introduced in Kenya in 2003 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 (ROK, 2005). FPE had had unintended impact on other education sub-sectors especially Early Childhood Development Education. Since public nursery schools are attached to public primary schools, big enrolments in primary schools, have forced nursery school pupils put up with reduced or worst classrooms in the schools' premises (UNESCO, 2005). This study sought to establish whether or not this UNESCO finding applies to Lamu-West district. The study explored the impact of Free Primary Education on Early Childhood Development Education in regard to ECDE pupils' enrolment, teacher/pupil ratio, availability and use of ECDE resources and pupils' achievement in ECDE centers, and established why past initiatives have not produced desired results.

Each time free primary education was declared, little or no strategic plans had been put in place to ensure smooth implementation of the program. The enrolment outstripped the available resources, both material and human resource, and the funding of free primary education has been difficult to sustain. Lamu-West district is lying in a semi-arid land with meager resources even before the introduction of free primary education (ROK, 1999). What is the impact of free primary education on Early Childhood Development Education in the district? The impact of FPE on ECDE in Lamu-West district has not been widely documented. There was a need to investigate and document the impact of free primary education on early childhood development education specifically in Lamu-West district.

1.3 Statement of the Problem

Despite the importance of pre-school as a foundation for a country's formal education (Bruner, 1966), the Ministry of Education spends less than one percent of its budget on this sub-sector (UNESCO, 2004). This implies that the government does not place early childhood education at par with other levels of education. This is not good news especially when early childhood education which determines a child's future is being jeopardized. For a child to have a holistic development, they will require good foundation. The nursery school provides an avenue for the child to learn how to socialize, acquire morals and appreciate others. ECDE has been wrongfully understood to be 'early schooling' instead of integrated assistance to children's holistic development which goes beyond the acquisition of reading and writing skills. ECDE forms the foundation of formal schooling. If the trend of skipping the nursery school and the lack of placing equal importance to ECDE like other levels of education by the government continue (UNESCO, 2004), they are likely to affect the quality of education in the primary school and eventually in the secondary school hence, achieving Kenya's goals of education will be rendered a nightmare. Whenever FPE is declared, no measures are secured to ensure the smooth implementation of the program without negatively affecting other education sub-sectors (Sifuna & Otiende, 1994). The enrolment overstretched the educational resources, both material and human resource, and the funding of free primary education has been a heavy burden to the Kenya government. Lamu- West district is lying in a semi-arid land with meager resources even before the introduction of free primary education (ROK, 1999). The impact of FPE on ECDE in the district has not been documented. What is the impact of free primary education on early childhood

development education in Lamu-West district? This study investigated and documented the impact of free primary education on early childhood education in regards to enrolment, teacher/pupil ratio, availability and use of ECDE resources and pupils' achievement in ECDE centers in Lamu-West district.

1.4 The purpose of Study

The effect of FPE on ECDE in Lamu-West district has not been documented. This study investigated and documented the impact of free primary education on early childhood development education in Kenya specifically Lamu-West district. The study sought to establish the enrolment trends of ECDE pupils, ECDE resource allocation, teacher/pupil ratio and find out the level of pupils' achievements in ECDE pupils in the district.

1.5 Objectives of the Study

The specific objectives of the study were:

- i. To describe the enrolment trends of ECDE pupils in the district since 2003.
- ii. To establish the ECDE teacher/pupil ratio in the district since the inception of FPE.
- iii. To assess the availability and use of ECDE resources in the district.
- iv. To find out the level of pupils' achievement in ECDE centers in the district since 2003.

1.6 Research Questions

- i. What trends have the enrolments of ECDE pupils in the district taken since 2003?
- ii. What is the ECDE teacher/pupil ratio in the district since the inception of FPE?
- iii. What are the resources available for use in ECDE centers in the district?
- iv. What is the level of pupils' achievement in ECDE centers in the district since 2003

1.7 Justification for the Study

Early Childhood Development Education aims at providing the child with integrated assistance to the child's holistic development which forms the foundation of formal schooling. However, the government spends less than one percent on this sub-sector (World Bank, 2004). The study will play a crucial role on shading light on the importance of nursery education and therefore help the government and policy makers come up with policies that will help to increase enrolments in nursery schools. The study will generate important information on the impact of free primary education on early childhood development education that the government may use as a basis to lay some strategies to handle problems in both primary education and early childhood education.

Early Childhood Development Education has been misunderstood as 'early schooling' by parents (UNESCO, 2005). This study aims at availing information to parents on the importance of early childhood development education and induce change of attitude of demanding the acquisition of literacy and numeracy by pupils in nursery schools and instead focus on the holistic development of the child. All the above factors make this study on the impact of FPE on ECDE in Lamu-West district necessary.

1.8 Significance of the Study

This study will provide crucial information to the government and policy makers on the importance of Early Childhood Education and give answers as to why there is low enrolment in nursery schools in semi-arid areas (ROK, 2005). This study will help the government come up with policies that will help in increasing enrolments of nursery school pupils. The government will also be informed on the impact of free primary education on early childhood development education in Lamu-West District.

The study will benefit the early childhood pupils since their well-being is advocated for. This study will form a basis for future researchers who may research on a related topic and equip the researchers with knowledge about free primary education in Kenya. Parents will also benefit from the study in a way that they will understand the importance of early childhood; that it forms the basis for future education.

1.9 The Scope of the Study.

In this study on the impact of free primary education on early childhood development education; free primary education mean, children's attendance to primary education without paying fees; impact was characterized by the differences in enrolments, teacher/pupil ratio, availability and use of ECDE resources and pupils' achievement in ECD centers since the inception FPE and early childhood development education mean, the area of discipline that concerns the care, development and learning of young children of ages 0+ - 5+. The target population was members of Lamu-West District who included; parents, teachers and ministry of education officials. It was conducted between

June 2012 and September 2012 in Lamu-West district through a survey design using questionnaires, interview schedule, focus group discussions and observation schedule with a sample size of 260 drawn from 50 sampled public nursery schools and members of Lamu–West district. Both probability and non-probability sampling techniques were employed. The research findings were presented in narrative form and also using the mean, frequencies and percentages.

1.10 Limitations of the study

This study had the following limitations;

- i. The study limited itself to only one district. For more comprehensive results, the entire country should be studied. However, this was not possible due to financial and other logistic constraints such as inaccessibility.
- ii. It was not possible to cover the opinions of all stakeholders in the district since it requires a considerable amount of time, resources and other logistics. A sample only represented the majority.
- iii. The study limited itself to only children aged between three and eight years, who are in school and yet early childhood education starts at birth. However, the research findings represented the general and grave problems faced by early childhood development education since the inception of free primary education in Kenya.

1.11 Assumptions of the Study

The researcher had the following assumptions about the sample and members of Lamu-West district that formed the target population of the study:

- i. The sample size was independently drawn from the target population without bias.
- ii. The data collected from the sampled population represented the information from the entire population.
- iii. The instruments were valid and measured the desired constructs.
- iv. The respondents answered the survey questions truthfully.

1.12 The Conceptual Framework

Free Primary Education was first introduced in Kenya between 1969 and 1974 but fizzled out. It was re-introduced with vigor in 2003. However, every time FPE was introduced, little or no strategy is put in place to ensure the smooth implementation of the program (Sifuna, 2012). Since in most cases public nursery schools share the same compound with public primary schools, the sharp increase in primary school enrolments brought about by FPE (ROK, 2005), could have an impact on ECDE, especially in Lamu-West district which is in a semi-arid region with already inadequate resources even before the inception of FPE (ROK, 1999). If ECDE resources are shared between the nursery school and the primary school, with high enrolments in nursery schools, high teacher/pupil ratio then the result is inadequate learning. If the resources are adequate to the nursery school, the enrolment is low and the teacher/pupil ratio is low then it will result to adequate learning. This study was set to establish the impact of FPE on ECDE in Lamu-West district. The key words are; Free Primary Education: children's attendance to primary education without paying fees; Impact: changes that have come up in enrolments, resources, teacher/pupil ratio and pupils' achievement in ECDE centers since the inception of FPE, and Early Childhood Development Education: the area of discipline that concerns the care, development and learning of young children of ages 0+ - 8. In

conceptualizing, the researcher attempted to point out how FPE can affect ECDE if poorly implemented. The following figure shows the relationships of the variables of the study.

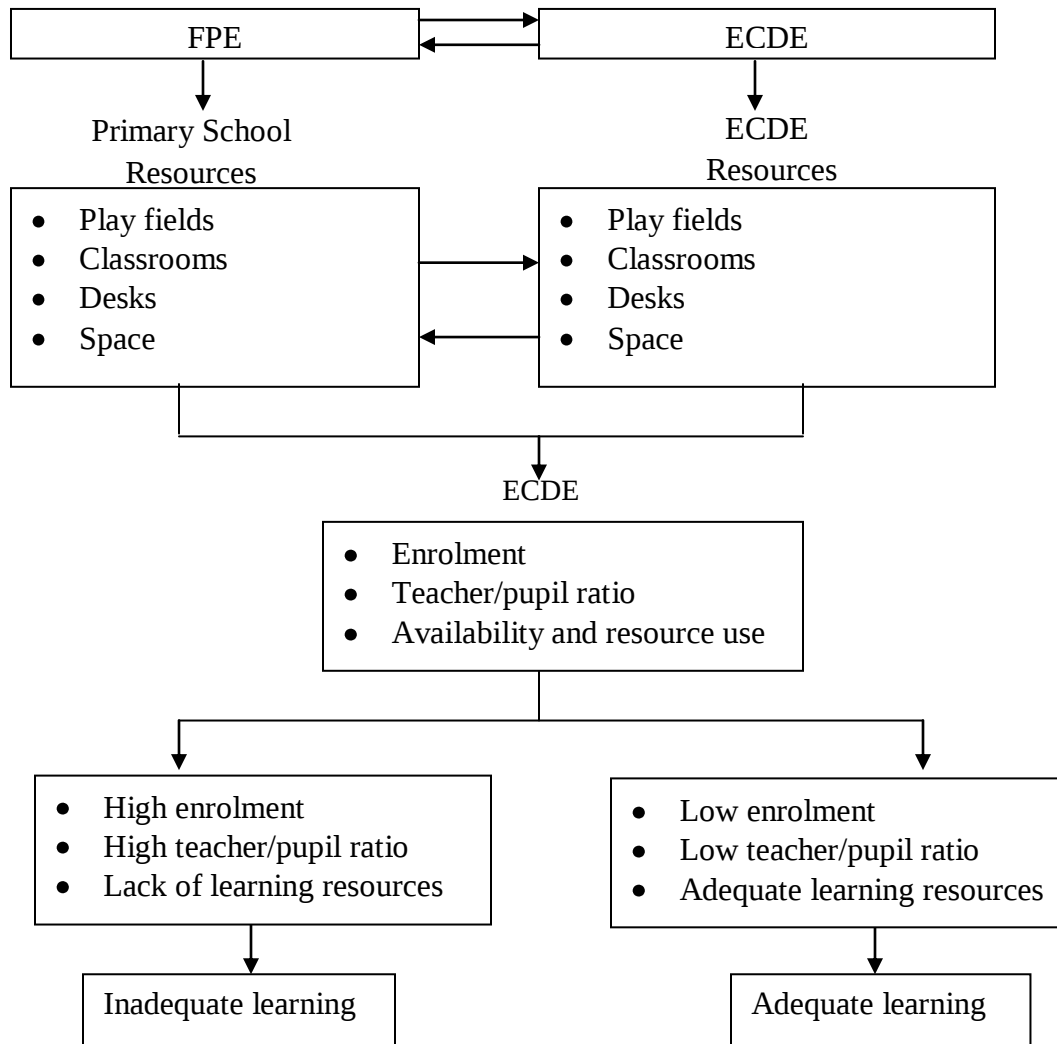


Figure 1.1 The Conceptual Framework on the impact of FPE on ECDE (source: generated by the researcher)

1.13 Operational Definition of Terms

According to the study, the following terms were defined as:-

Early Childhood Development (ECD) – the area of discipline that concerns the care, development and learning of young children of ages 0+ - 5+ years, which is under the responsibility of the Ministry of Basic Education and consists of the following major services: nursery school, pre-unit class, kindergarten, day nursery, play group, madrasa and home-based care center.

Early Childhood Development and Education (ECDE) Centre - various early childhood services provided under the framework of ECDE, including those mentioned above.

Early Childhood services- refer to all types of formal, non-formal and informal early childhood care and /or education services catering for children from 0+ - 5± years old and or parents.

Enrolment- The number of pupils who join nursery schools.

Free Primary Education - children's attendance to primary education without paying school fees.

Impact- the effect something has on another, whether negative or positive. In this study it implies the effect of free primary education has had on early childhood education. Impact will be described by the changes that have come up in enrolment, resource availability and use in ECDE centers, teacher/pupil ratio and pupils' achievement in ECDE centers since the inception of FPE.

Learning - the effect of stimulation and expansion of the child's abilities to acquire an understanding of new concepts and skills.

1.14 Summary

Many countries in Africa including Malawi, Uganda, Lesotho and Kenya declared free primary education so that their citizens could access basic education. However free primary education had had unintended impact on other education sub-sectors especially early childhood education. Big enrolments in the primary schools have forced some nursery schools to surrender some resources e.g. classrooms to the primary schools. The purpose of this study was to investigate the impact of FPE on ECDE in Lamu-West district. The objectives of the study were: to describe the enrolment trends of ECDE pupils in the district since 2003; to establish the ECDE teacher/pupil ratio in the district since the inception of free primary education; to assess the availability and use of ECDE resources in the district; and find out the level of pupils' achievement in ECDE centers in the district since 2003.

This study will play a crucial role in shading light on the importance of nursery education and therefore help the government and policy makers come up with policies that will increase enrolments in the nursery schools. The government will also be informed on the impact of FPE on ECDE in Lamu-West district. The study was conducted in Lamu-West district, from June 2012 to September 2012 through a survey research design. Data were collected using questionnaires, interview guides, focus group discussions and observation schedules. A sample size of 260 was drawn from members of Lamu-West district using both probability and non-probability sampling techniques. The research findings were

presented in narrative form and also using the mean, frequencies and percentages. A conceptual framework was used to show the relationships of the variables of the study.

The key terminologies in this study on the impact of free primary education on early childhood development education are: Free Primary Education mean children's attendance to primary education without paying school fees; Impact was characterized by the changes that have come up in ECDE centers since the inception of Free Primary Education in 2003 in regards to enrolment of ECDE pupils, teacher/pupil ratio, resource availability and pupils' achievement in ECD centers, and Early Childhood Development refers to the area of discipline that concerns the care, development and learning of young children of ages 0+ -8 years.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Studies have been conducted to assess the effect of FPE on ECDE. Some studies reported on negative effects, while others noted no major drawbacks. However, 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 negative impact on ECDE centers serving poor children (UNESCO, 2004).

In Northern 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 (MOE, 2004). 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 (UNESCO, 2004).

To establish some gaps on the Impact of Free Primary Education on Early Childhood Development Education, the researcher reviewed related literature on the impact of FPE on ECDE regarding ECDE enrolment trends; ECDE teacher/pupil ratio; ECDE resource allocation and level of learning and achievement in ECDE centers since the inception of Free Primary Education.

2.2 Impact of Free Primary Education on Early Childhood Education

2.2.1 Enrolment Trends

When a court in the United States of America declared basic education as a right to the American child in 1982, the United States government declared free basic education to all children living in America regardless of their immigration status. As primary schools enjoyed free tuition, ECDE centers were faced with the problem of poor parents choosing to withdraw their children from ECDE Centers and/or keep them at home until they reach 6+ years, the age of primary school entry (Roupnarineil, 1996). They refused to pay the fees for ECDE on the grounds that ECDE, like primary education, should be free.

Ghana introduced free primary education in 2003; as a result, more than 1.2 million more pupils had an access to primary education (Oxfam International 2013). While the government of Ghana is giving primary education a lot of attention, early childhood education remain with a lot of challenges (EI, 2011). Addison (2009) said that birth registration has improved in Ghana by 62% and under 5 mortality had been reduced by 30% by 2008. Although there is some improvement in the ECDE sector in Ghana, the country needs to intensify parent education and introduce other social protection measures which would help to retain the young child in the centers.

Sub-Saharan Africa is far behind North America, Europe, parts of Asia, and the Caribbean in terms of pre-primary education. In Sub-Saharan Africa (SSA), millions of children enter school every year with learning difficulties due to malnutrition, health problems, poverty and lack of access to pre-primary education (UNESCO, 2010).

Approximately 40% of young children in South Africa grow up in conditions of abject poverty and neglect. Children raised in such poor families are most at risk of infant death, low birth weight, stunted growth, poor adjustment to school, increased repetition and school dropout out (Asmal, 2001). This factor makes it even more imperative for the Department of Education to put up in place an action plan to address the early learning opportunities of learners but especially those living in poverty. Timely and appropriate interventions can reverse the effects of early deprivation and maximize the development of potentials. The challenge for the government is to help break the cycle of poverty by increasing the access to Early Childhood (ECDE) Programs, particularly for poor children, and to improve the quality of these programs (Ibid).

The Ministry of Education in South Africa target that, by 2010, all learners that enter grade one (standard one) should have participated in an accredited reception Year program (nursery school). To achieve this, the government of South Africa was also to create a system of provision that is 75% subsidized rather than the current 25% state subsidization (Asmal, 2001). By 2001, just over six million children in the 0-6 year age range are already enrolled in some type of ECDE provision (MOE/SA, 2001). However, there is an existing base of sites from which to plan and develop quality improvements and improved access. The National Audit of ECDE provisioning in South Africa had shown that, since 75% of ECDE provision is fee-based, unlike the case with primary schooling where fees play a relatively small role compared to public funding, the financial burden falls disproportionately on the poor (MOE/SA, 2001). Only 40% of nursery schools are located in rural setting, and children from urban and higher-income

groups generally have more access, and access to services of much higher quality, than poor or rural children.

The Background Report of Kenya shows that, while enrolment increased substantially from 1,076,606 to 1,281,846 between 1998 and 2002, there was only a slight decline in the Gross Enrolment Rates (GERs) between 1998 and 2002. A closer look at the figures, however, suggests that GERs in preschool have clearly declined since 1998 from 48% to 41%, and the major overall decline took place between 1998 and 1999 before the FPE option arose. In fact, a small increase occurred from 2002 to 2003, after FPE was introduced in January 2003 (MOE, 2005).

Compared to other countries at similar levels of economic development, Kenya has made considerable achievement in ECDE provision. The country's pre-primary education enrolment marked a remarkable 40% in 2001, which was higher than the median of Sub-Saharan Africa (5.8%) and developing countries (35%) (UNESCO, 2005). Meanwhile an assessment study of FPE carried out jointly by MOE and UNESCO in February 2004 found that ECDE programs had 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 (UNESCO, 2004).

Indeed the Review Team found some evidence in drops in enrolments at ECDE Centers, especially in poor provinces such as North-Eastern. Since the introduction of the FPE

policy in the North-Eastern Province which is one of Kenya's poorest, many parents have by-passed ECDE altogether, many others send their children only to the pre-unit class of ECDE to prepare them for primary school (UNESCO,2005). Parents are keeping their children at home until they reach the age of 6+, entitling them to free education. This tendency is particularly pronounced among poor families who cannot afford ECDE. UNESCO, (2005:18) in their document on 'Early Childhood Policy Review Project,' revealed that poverty is a contributor to pre-school enrolment. It states;

“...There are obvious geographical inequities. In Nairobi for instance, far more children are likely to be enrolled in ECDE than in other provinces with similar poverty levels (Rift Valley). Meanwhile North-Eastern Province has the highest poverty level and the lowest enrolment rate.”

Lack of educational institutions, aridity and general poverty has affected enrolments in schools in arid and semi-arid lands including nursery schools (Eshiwani, 1985). Although there is generally poor enrolments in schools in arid and semi-arid lands in Kenya as asserted by Eshiwani, the situation could be different in Lamu-West district. The introduction of FPE improved enrolments in primary schools (ROK, 2005), but what is the impact of FPE on ECDE in the district? This study described the enrolment trends of ECDE pupils in the district which was not well documented.

2.2.2 Teacher/pupil ratio

When the Uganda government introduced Free Primary Education in 1997, it negatively impacted the ECDE enrolments in the country, as a result 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. There were inadequate funds to cater for teachers' salaries translating to job dismissal, hence, reducing the number of teachers working in ECDE centers (Deininger K, 2000).

In Kenya, ECDE is not part of the 8-4-4 education system. This isolates ECDE teachers with their primary school counterparts in terms of pay and status, making the former feel inferior to the latter. In community-owned ECDE Centers and those attached to public primary schools, the ECDE committee decides monthly how much each parent should pay taking into account the parents' income levels (ROK, 2005). Currently, the fees charged to parents are used almost entirely –with the exemption of wealthier providers– to cover payroll costs. These fees average around Ksh 200 to 300 a month at public ECDE Centers (UNESCO, 2005). Thus salaries are not stable and fluctuate each month depending on the level of contribution from parents.

Another factor that affects ECDE teachers' salaries are low enrolments of children at ECDE Centers. 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 (ROK, 2005). 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 parent's ability to pay fees (UNESCO 2005).

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 Center closures are on the rise particularly among poor communities (UNESCO, 2005).

Since 1990, 35% of children aged 3±6 have been accessing ECDE services in Kenya (EFA, 2005t). In ECDE Kenya is the fourth in Africa with only Mauritius, Namibia and Ghana having a higher proportion of children receiving ECDE services. However, there was a decline in enrolments after the introduction of FPE, since parents have to pay for ECDE (MOE, 2003). The ability to pay ECDE teachers depends on the parental ability to meet ECDE fees (UNESCO, 2005). However, the Central Bureau of Statistics (2009) reported an increase in enrolments in ECDE centers in Kenya from 1.3 million in 2001 to 1.6 million in 2005, and the number of trained ECDE teachers rose from 41,015 in 2003 to 50,972 in 2004. The pupil/teacher ratio improved from 28:1 in 2001 to 23:1 in 2005. Lamu-West district is in a semi-arid area with poor parents (Eshiwani, 1985). This study established the teacher/pupil ratio in ECDE centers in the district after the inception of free primary education in 2003

2.2.3 Availability and use of ECDE resources

In the United States of America, FPE had 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 (Eming Young 1996). An early childhood program by the name Head Start has done a lot to provide resources to early childhood services in the United States (Kagan et al, 2008). Launched in 1965 as a summer program, today some 908,000 from every state in the United States of America, attend the program, which has a budget of \$6.9 billion and a cost of 47,326 per child in 2007 (Head Start, 2008b). First

administered by The Federal Office of Economic Opportunity, Head Start was conceived as an anti-poverty, child development, and family support program. It was designed to meet the comprehensive health, social, emotional, educational, nutritional and physical needs of low income three and four year old children. Importantly, the program strives for the intensive engagement of parents. Many Head Start parents are employed by the program; in 2006, parents of current or former enrollees comprised 27 percent of its staff (Head Start, 2008a). As these federal efforts have unfolded, their categorical nature has yielded important consequences. First, harkening back to the segregation of children in poverty into separate programs that characterized the nation's efforts, Head Start, reinforced the structure of income segregation. Although Head Start did provide for the enrolment of up to 10% of non-poor children, generally the all-too-precious Head Start slots were offered only to children from the lowest-income families (Kagan et al, 2008).

The second consequence was that many reforms of the era were administered by different agencies, aggravating an already fragmented delivery system of services for young children. Reminiscent of past eras, a lack of clarity emerged at the federal level regarding the relationship between the agencies responsible for early education efforts. Ultimately this confusion was repeated at the local level, where-often frail local entities were charged with creating a coherent mosaic out of multiple policy pieces (Ibid).

In Africa the quality of infrastructures and teaching materials were already poor even before the introduction of free primary education (UNESCO, 2010). Facilities are not tailored to children's needs, especially in the peri-urban areas. Classrooms are

overcrowded and the child/space ratio is very low especially in community schools, which have nine children per square meter (Ibid). The teaching materials, which are quite often manufactured, are fragile and unsuitable for children's sociocultural environment. The private schools are better off, with good quality materials and more solid basic facilities. Countries like Mauritius, Seychelles and Cape Verde have appropriate learning environments. In Ghana, UNICEF has been providing major financial support to government public early childhood activities, including curriculum development, training and policy implementation (Ibid). The work of UNICEF had, therefore, been geared towards reducing the gap between the rich and the poor by supporting public early childhood services.

Kenya's level of investment in education is relatively high. Public expenditure on Education as a percentage of Gross Domestic Product (GDP) is 63%, higher than the average of high-income countries (5.2%); 22.5% of the total government expenditure is on education. However, public expenditure per pupil is highly skewed, with less than 1% of GDP per capita spent on pre-primary education compared to 256.7% on tertiary education (World Bank, 2004).

The government, parents, communities and the private sectors (e.g. religious Organizations, private companies, NGOs and CBOs, individuals) are the main sources of ECDE finance and support. The largest source of external assistance in recent years has been the World Bank's loan project of 1996/7-2003/4; targeting disadvantaged children aged 0±8 and their parents (ROK, 2005).

The current funding channels of ECDE Centers are diverse –including government, municipality, and parental contribution. County councils used to receive revenue from the agricultural sector (e.g. coffee, tea, cashew nuts), but while a few councils are continuing to support the ECDE program, most have cut off funding since 1994 (UNESCO, 2005). Indeed, most are employing the teachers they have withdrawn from the program as revenue collectors in markets.

At the government level, ECDE received only a small proportion of the overall funding from MOE during the 1980s (less than 0.1% until 1987/88), even though the ministry has taken over responsibility for the ECDE centers (UNESCO, 2005). However, government spending on ECDE begun to increase in the 1990s, and during the period of the World Bank Project (1996/7-2003/4), it was between 0.35% and 0.80% of the overall education budget. It now stands at 0.7%.

With the introduction of FPE, government funding for ECDE within the MOE which had grown to 0.80% of the total government expenditure by 2001/2 was more halved in 2002/3 although it recovered in 2003/4. ECDE is also losing the facilities to make room for primary school classes; and ECDE teachers, unpaid, are leaving their jobs (UNESCO, 2005). Thus the impact is felt not only in monetary terms but also in terms of losses in physical and human resources.

The national ECDE curriculum developed by KIE under the title “The Guidelines for ECDE in Kenya,” is widely used in the country. The curriculum contains sufficient information for correct pedagogy, that is, child centered interaction and emphasis on holistic development. However, ECDE teachers and centers must buy the materials at the end of the training. In many pre-unit classes, ECDE teachers are using standard one textbooks and materials brought to the center by the children (Ibid.) The situation seems a little better at private ECDE centers, which buy the relevant pedagogical materials and distribute them to the teachers. The UNESCO (2005:20) Policy Review Report on Early Childhood Care and Education states that:

“...the ECDE curriculum focuses on interactive methodologies; many teachers find it easier to revert to teaching the alphabets and numbers, especially where few materials are available for creative expression or for fine motor skills development. Even if appropriate teaching/learning materials are available, they tend to remain in their boxes. ECDE teachers reportedly administer pens and papers to children so as to show their parents that they are focusing on reading and writing.”

Increased enrolments in primary schools have led to a demand for more classrooms, and ECDE centers set up at primary schools have helped fill the gap by relinquishing their classrooms. While primary school classrooms are being renovated with fresh FPE funding, ECDE classrooms are left to deteriorate with ECDE teachers leaving their jobs, primary school teachers with no experience in handling young children have resorted to creating a little corner in their classrooms and running multi-grade classes for ECD and lower primary school children (UNESCO, 2005).

The problem is compounded by the refusal of 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 contribution, the lack of funding leads to loss of teachers and eventually the closure of ECDE Centers (Ibid).

In some cases, ECDE children and teachers must put up with reduced space, others, have been moved to the worst classrooms on the premises. Government budgetary allocation to the development of ECDE education has remained significantly low with emphasis being laid on primary education (UNESCO, 2005).

Lamu-West district is found in a semi-arid region in Kenya with inadequate resources even before the introduction of free primary education (ROK, 1999). Few studies have been done in the district to assess educational resources. Poverty affects the ability of parents to provide ECDE learning resources (Eshiwani, 1985). This study investigated the impact of free primary education on early childhood education in regard to availability and use of ECDE resources in the district.

2.2.4 Pupils' Achievement

Qualification of teachers has been seen as having a direct relationship with students' performance in Nigeria, which in turn affected enrolments in schools as students were seen drifting from one school to another looking for schools with highly qualified teachers (Osagie, 2001). Only a few countries in Africa can boast of early childhood educators with higher education. The educators are mostly women (UNESCO, 2010). Only one-fourth of these women, on average undergo at least one year of skills training. Rare countries like Senegal and Benin have nearly 100% trained staff, while other countries, for example, Cape Verde and Tanzania, have less than 20% trained staff. The

federal government of Nigeria has adopted Early Childhood Education as part the public education system as a policy and developed a national curriculum for use by early childhood centers. There is therefore a phenomenal rise in the number of early childhood centers in the public sector and the number of educators regularly recruited to cope with rising number of centers. However, most of the educators in the private and public sector are not trained (Ibid). Some countries, like, South Africa, Kenya and Ghana, have curricula that incorporate pre-primary. The credit hours are inadequate and very unevenly distributed, varying between eight and fifty hours a week (UNESCO, 2010). The regional median is 26 hours, compared to South Asia's 13 hours and Central Asia's 40 hours. The medium of instruction and learning almost everywhere is the official language –quite often, the language of the former colonial master. A major constraint is dealing with people of all walks of life and different socioeconomic backgrounds, ethnic origins, and language (Ibid). There are however, guidelines for organizing the space and time of the structures, rehabilitating the premises, and assigning the taxonomic ranks for pre-primary programs for 3-6 years olds (UNESCO, 2010). Services for 0-3 year-olds are dominated by parental programs on care and protection. UNICEF and other NGOs are the most dynamic in providing such support.

No system exists to assess and measure gains of children who have undergone an ECCE program. However, Nigeria for instance, has the Universal Basic Education Program and Mainstreaming ECCE (UNESCO, 2010). The Basic Education Program in Africa (BEAP) advocates for the promotion of quality ECCE, especially targeting the poor, and a minimum of nine years of uninterrupted basic education with a special focus on

competence-based curriculum and entrepreneurship education (Barry, 2010). The Mauritius African Initiative (MAI) was a cooperation program set to contribute to the achievement of the EFA and Millennium Development Goals (MDG) and as well as strengthening the Convention on the Right of the Child in the Sub-Saharan Africa region. The major objective was to set up a regional platform for capacity building, programming and knowledge sharing on early childhood care, education and development under the aegis of the ADEA (Association for the Development of Education in Africa) Working Group on ECCE (UNESCO, 2010).

The Africa ECCD Initiative was launched at the ADEA meeting in September 2008 in Dakar, Senegal to support countries seeking to scale up their ECDE policies and programs (World Bank, 2008). With support from EFA Fast Track Initiative, Education Program Development Fund, the Africa ECCD Initiative is providing technical and financial support to 10 countries: Guinea, Liberia, Malawi, Mali, Mozambique, Niger, Nigeria, Senegal, Tanzania/Zanzibar, and Zambia. As of December 2008, 19 countries in SSA had adopted ECCE policies, 20 are currently preparing them, and 12 had not yet begun. In all, 76% of countries in SSA are engaged in ECCE policy planning or implementation (UNESCO, 2010).

While national ECCE policies are country-specific, they include guidelines on issues of governance, quality and financing. ECCE involves many sectors, and coordination often poses a problem. Government must ensure that certain basic standards are met for all children, and that the service provider is from the public or private sector (UNESCO,

2010). The organizational aspects, coordination, and functional mechanisms of ECCE are analyzed at the country, sub-regional and regional levels. At the national level, there are problems of multisectoral coordination and leadership or institutional supervision among various ministries and between government, civil society, and the private sector. At the sub-regional level, leadership is lacking.

With regard to policy issues, according to the current education and training policy, the government of the United Republic of Tanzania (URT) recognizes that Early Childhood Education (ECE) in Tanzania in Tanzania mainland is crucial for child's physical, intellectual, spiritual/moral and emotional development (Ibid). As a matter of policy, ECE refers to the kind of services provided in Day Care Centers (DCC) to children under four years, on one hand, and pre-primary education to children at the age of five and six years before they are enrolled in standard one. While the former type of ECE service is meant to provide the general care of children that includes socializing and in a way introducing them to some school related life experiences, the latter is more inclined to exposing children, not only to a socialization process but also to mental, moral, spiritual and emotional development with a touch in academic knowledge and skills as preparatory (Ibid). However, there has been a big challenge in attempt to make all school going age children go through pre-school before joining standard one. Up to the year 2008, only 20.6% of the children enrolled in standard one had undergone pre-school education after 25 years after the URT government set the target (UNESCO, 2010).

The MOE and Bernard van Leer Foundation carried out the experimental Pre-school Education Project from 1972 to 1982 in Kenya. The main objective was to improve the quality of early childhood services by developing pedagogical and training guidelines and programs. The interest in quality generated by the project threw the spotlight on the importance of the education sector in ECDE and led to the Presidential Circular Number one of 1980, which mandated that the MOE would be responsible for pre-school education for 3± 5± year-olds (GOK, 2005).

The World Bank Project undertaken from 1997 to 2004 provided another important opportunity for the government to expand its vision on early childhood. Focusing on teacher training and community capacity building for service delivery, the project stressed the importance of meeting children's nutritional and health needs (World Bank, 2004). ECDE emphasizing the principle of the child's holistic development came to replace the concept of pre-school education. The World Bank Project also reinforced the linkage between early childhood and formal schooling, resulting in the extension of the ECDE age group to 8+ years. Since then the conception of ECDE as targeting children up to 8+ years and concerning their holistic development has become the backbone of the country's early childhood policy and system. In 2004, the MOE introduced a new organizational structure that detached ECDE from primary education, and placed it, on a par with primary education, under the Directorate of Basic Education. ECDE is now recognized as an independent sub-sector (MOE, 2004). The Education Sector Strategic Plan and Implementation Matrices 2003-07 (hereafter ESSP), Kenya's key education policy implementation document states the following objectives for ECDE:

- i. Enhance access and participation in ECDE, notably raising enrolment to 70% by 2007.
- ii. Improve the quality of ECDE services to all levels by 2007.
- iii. Implement ECDE alternative complementary approach (e.g. home-based and employer provided care, programs for pastoralists and Islamic communities) by 2005; and
- iv. Enhance ECDE management and service delivery. These objectives are aligned with those contained in the country's EFA plan (Ibid.)

Abai and Odipo (1997) suggest that; to handle the main problem caused by FPE two broad policy options can be considered; one is to provide a free year of pre-primary education to all five year-olds. The year preceding entry into primary school taught by government sponsored teachers, (the PPE option hereafter). The other option is to allow ECDE centers to continue to ensure children's continuous holistic development by providing small government subsidies for the ECDE teachers working in poor communities regardless of the age groups they look after, (the ECDE option hereafter, Ibid).

The following is an unbiased presentation of the advantages of each option:

The FPE option is aimed at ensuring that all five-old children have at least one year of preparation for primary education. Viewed as a strategy for resolving the twin problems of children unprepared for formal schooling and inequitable access to early learning opportunities, the option is under consideration by the national authorities and received

support from many ECDE teachers and parents (MOE, 2003). This is an expanded vision for ECDE, yet gaps exist in the implementation. First, while service delivery for children over three is ensured by ECDE Centers, known by various names (e.g. nursery school, kindergarten) and under various types of management (e.g. public, private, community based), no equivalent structure exist for children under three. Mothers with young children visit health services for growth monitoring and immunization, which is more or less the only care they provide for their young children. However, information on stimulating the child's psychological development is largely absent at these health centers which are very weakly coordinated with the education sector. The care and education of young children under three in Kenya is largely in the hands of older siblings, grandparents, and house help, if they are available (World Bank, 2004).

The major policy initiatives of the MOE focus mainly on children over three. The access plan of ESSP on early childhood, for instance, centers on ECDE are attended by only children over three years. The second objective of the ESSP is to develop a multi-sectoral approach to ECDE, which may lead to the identification of services catering for young children. But the missing policy link for children under three has not been explicitly addressed (Ibid). The Education Act, being drafted within the MOE singles out 3± 5± year-olds as its target group. The Draft Sessional Paper number one of 2005 states that the focus of the MOE will be on 4± and 5+ year-olds, and implies that the provision for children under three will be done in partnership with other stakeholders.

The second gap has to do with the implementation of the ECDE principles among children over three. Many ECDE Centers place so much emphasis on literacy and numeracy skills that they are essentially “early primary education” centers, rather than ECDE Centers. Many ECDE classrooms including those for 3± year-olds have the children arrayed in rows of chairs and desks, facing the teacher standing at a blackboard. Child-centered pedagogical methods exist, but mostly in a handful of private services in urban areas (UNESCO, 2005).

DICECE officers organize meetings, seminars and workshops for ECDE teachers as part of ongoing professional development and support. These events are irregular – it appears that it is up to the DICECEs to determine how often they will offer such opportunities. In some areas no training appears to be available after the initial course, partly because the DICECE Centers lack accommodation and boarding facilities and clear management structures (UNESCO, 2005).

DICECE officers offer management training to ECDE Committees but these committees tend to change every year. Topics covered by seminars and workshops are determined by DICECEs on the basis of their observation of needs. In principle, teachers of both registered and unregistered ECDE Centers, regardless of ownership, are invited. However, ECDE teachers from private institutions are normally not given leaves by their employers to attend the meetings and seminars organized by DICECE (Ibid).

At the district level inspection and supervision of ECDE centers, some of which is carried out by the district based quality assurance officers, have reportedly become less frequent. Instructed by the government to closely monitor the progress of FPE the quality assurance officers are spending more time visiting primary schools leaving little room for work with ECDE Centers (UNESCO, 2006).

Parents' understanding of ECDE is also largely focused on children's early acquisition of learning skills. This is particularly the case among illiterate poor parents: for example, mothers interviewed in Machakos District were vehemently opposed to sending their children to ECDE Center if it did not teach them how to read and write (UNESCO, 2005). Moreover standard-one teachers reported that children who skipped ECDE had it difficult in coping with lessons in primary school and performed poorly (UNESCO, 2005). Such parental pressure can turn ECDE Centers into "early primary education" facilities. However, the MOE has made attempts to advocate for the holistic approach or to address the care and education needs of young children. In the ECDE teacher training materials developed by KIE, the government stresses that ECDE teachers and their trainers should acquire full knowledge of multidimensional aspects of child development (KIE, 2008). Despite efforts on the ground, when it comes to policy development and pedagogical practice, ECDE is widely interpreted and understood as a stage for preparing children for formal schooling, exposing the gap between vision and reality, principle and practice. In conclusion few researchers have researched on the impact of Free Primary Education on Early Childhood Development Education in Kenya, therefore creating a gap in research of which the study intends to bridge.

2.3 Summary

Literature materials on the variables of the study were reviewed. The variables of the study were: ECDE enrolments; ECDE resource allocation; ECDE teacher/pupil ratio and level of pupils' achievement in the nursery schools. Related literature revealed that ECDE pupils' attendance is poor in Sub-Saharan Africa. Enrolment in ECDE in Kenya dropped after the inception of free primary education. Teachers leaving their jobs due to poor pay reducing the number of teachers working in ECDE centers in the country. The Central Bureau of Statistics reported an improvement in teacher/pupil ratio to 23:1 in 2005 from 28:1 in 2001.

The government spends less than 1% of the ministry of education budgetary allocation on ECDE. The burden of providing resources to ECDE is left to parents and well-wishers. Although guidelines on teaching pedagogies are available in the ECDE, most nursery school teachers do not use these approaches to ensure the holistic development of the child. This study was set to establish if all these findings apply to Lamu-West district.

Therefore the study filled the following gaps:

- i. Gave a highlight to stakeholders on the importance of early childhood development education.
- ii. Strengthened early childhood education by advocating for equal importance treatment by the government like other levels of education.
- iii. Solicited for policy formulation that will ensure, all children go through nursery school before joining primary school.

The study deliberated on strategies and affirmative action relevant to ECDE to ensure a smooth transition to primary school. The measures were aimed at making the child grow holistically which will in turn improve the quality of education in Kenya

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the systematic way the researcher took to investigate the research problem. It consists of the various steps adopted by the researcher in studying the problem and along with the logic behind them. The chapter explains the underlying reasons of using certain techniques and not others. It covers the research design, location of the study, target population, sample size and sampling techniques, data collection instruments validity and reliability of data collection instruments and data analysis procedures. The chapter details all the techniques the researcher employed to achieve the objectives of the study which were to; describe the enrolment trends of ECDE pupils in the district since 2003, establish the ECDE teacher/pupil ratio in the district since the inception of FPE, assess the availability and use of ECDE resources in the district and find out the level of pupils' achievement in ECDE centers in the district since 2003, which enabled the researcher to establish the impact of FPE on ECDE in Lamu-West district.

3.2 Research Design

This study on the impact of free primary education on early childhood development education in Lamu-West district adopted a qualitative approach. In qualitative research, the most common method of analyzing data is observer impression. That is expert or bystander observers examine the data, interpret it via forming an impression and report

their impression in a structured and sometimes quantitative form. In the early 1900s, some researchers rejected positivism, the theoretical idea that there is an objective world about which we can gather data and verify this data through empiricism (Marshall et al, 1998). These researchers embraced a qualitative research paradigm, attempting to make qualitative research as rigorous as quantitative research and creating myriads methods of qualitative research (Ibid). Qualitative research aims at gathering an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the ‘why’ and ‘how’ of decision making, and not just, what, where, when. Hence, smaller but focused samples are more often needed than large samples (Norman et al, 2005). The qualitative approach chosen enabled the researcher study members of Lamu-West district using a small sample and indeed save much time.

Qualitative research may use different approaches in collecting data, such as the grounded theory practice, narratology, storytelling, classical ethnography, or shadowing. Data can also be collected through interviews and group discussions, observation and reflection field notes, various texts, pictures and other materials (Lindlof & Taylor, 2002). The qualitative approach was more suitable to this academic study because it requires a smaller sample compared to other methods, hence saving time. The researcher adopted a qualitative approach so that he could go out to the field to observe (explore) what was happening in ECDE centers in the district and verify with what people say they do.

This study adopted an exploratory survey design. The exploratory survey made the researcher understand the population from part of it. An exploratory survey deals with the incidence, distribution, and relationships of educational variables. It aims at collecting data about variables or subjects as they are found in a social system or society (Tromp & Kombo, 2006). Exploratory design seeks to describe, analyze or explore aspects of the world out there as it is (Creswell, 2003). Exploratory design is a present oriented methodology used to investigate population by selecting a sample to analyze and discover occurrences. It is used to improve numeric description of some part of the population to describe and explain events as they are, as they were or as they will be (Wambiri & Muthee, 2010). The researcher used a sample of 260 to observe occurrences in ECDE centers in the district and made an account on ECDE enrolment trends, ECDE resource allocation, ECDE teacher/pupil ratio, and pupils' level of achievement in ECDE centers in the district.

The exploratory approach aimed at describing the state of affairs as it exists at present (Kothari, 2009). This exploratory method enabled the researcher to describe and explain the impact of free primary education on early childhood development education in Lamu-West district. The survey method that was chosen allowed the collection of comprehensive, intensive data and provided in-depth information on why past initiatives have not produced the desired results. The research design also facilitated rapid data collection

3.3 Location of the Study

The study was carried out in Lamu-West district among 50 sampled public nursery schools. The private nursery schools were omitted because they are not attached to the public primary schools enjoying free primary education. Lamu-West district is in Coast Province. It is one of the 21 districts in the province, curved out from the larger Lamu district. It borders the Indian Ocean to the east, Ijara district to the north and Tana Delta district to the west and South. It is divided into three administrative divisions; these are Amu, Mpeketoni and Witu divisions. The study was carried out in Lamu-West district because Lamu-West district has its unique characteristics. Although there were studies done in the country on the impact of free primary education in Kenya, no studies were specifically done in Lamu-West District. The impact in Lamu-West could be different.

3.4 Target Population

The target population of the study consisted of ECDE centers attached to public primary schools enjoying free primary education, ECDE teachers, parents and education officers of Lamu-West district. Lamu-West district has a population of about 120,000 people. The researcher solicited for information pertinent to the study from pupils, teachers, education officials and parents so that he could make account on enrolment trends in ECDE centers; resource allocation in ECDE centers, teacher/pupil ratio and level of pupils' achievement in ECDE centers.

3.5 Sample Size

Sampling is the procedure a researcher uses to choose people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Tromp & Kombo, 2006). Mugenda and Mugenda (2003), define sampling as a set of respondents (people) selected from a larger population for the purpose of survey. The sample consisted of 260 respondents drawn from among teachers, education officials and parents. These were the people with relevant information to the study.

Study Sample

Subjects	Population Size	Sample Size	% of sample to Population
Teachers	210	100	48
Parents	500	150	30
Education Officials	10	10	100
Total	720	260	36

Table 3.1 Sample size

3.5.1 Sampling techniques

Purposive sampling, a non-probability sampling technique was considered appropriate in the sampling of few respondents considered very resourceful to the study. The sampling technique was employed to get respondents who played key responsibilities and held valuable information considered relevant to the study. The researcher identified 10 Ministry officials, who formed part of the specialist category in the D.E.O's office - overseeing DICECE programs – were considered purposefully. Random sampling, a probability technique was considered appropriate in the sampling of 150 parents and 100 teachers in the 110 ECDE centers in the community. The sample size was determined using a non-mathematical or convenience method, where the sample is determined at the discretion of the researcher (Kothari, 2009).

3.6 Data Collection Instruments

The researcher used various instruments in obtaining information geared towards meeting the objectives of the study. They included; questionnaires, interview guides, focus group discussions and observation schedules.

3.6.1 The questionnaire

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic (Wambiri & Muthee, 2010). The questionnaire was suitable to this study as it allowed the researcher to reach a large sample within a short time and no extra personnel training was required (Cresswell, 2003). The questions were standardized –given to two experts to assess what the questions were measuring and the possibility of getting the same responses after a number of repeated trials- therefore bias

was minimal. The questionnaire contained both closed and open-ended questions so as to get opinions from all the respondents. Closed-ended questions were more than open-ended questions, this is because it is easier to code the responses and analyze them both manually and through the computer facility. Open-ended questions on the other hand enabled the gathering of wide and free opinions from the participants.

The questionnaire helped the researcher find out the enrolment trends of pupils and ECDE teachers/pupil ratio. It was also used to assess the availability and use of ECDE resources, learning and achievement in ECDE centers in the District and identified policies that can be set to improve on early childhood development education. The questionnaires were administered to ECDE teachers. Section A of the questionnaire solicited for personal information from each respondent capturing details like; sex, age and education background. Section B of the questionnaire was geared towards achieving the first objective of the study which was to determine the enrolment trend of ECDE pupils in the district since 2003. Section C was to help the researcher attain the second objective of the study which aimed at establishing ECDE teacher/pupil ratio in the district since the inception of free primary education in Kenya. Sections D and E of the questionnaire helped the researcher attain the third and fourth objectives that were aimed at assessing the availability and use of ECDE resources in the district and to finding out the level of learning and achievement in the district since 2003 respectively.

3.6.2 Interview guide

An interview guide is a set of questions that an interviewer asks when interviewing the respondents. Its use makes it possible to obtain the data required to meet the specific objectives of the study (Orodho, 2005). The researcher personally interviewed education officials. The structured interview was considered appropriate for these respondents because of their literacy levels.

The interview guide was used to assess availability and use of ECDE resources, establish ECDE teacher/pupil ratio in the district and find out the level of pupils' achievement in ECDE centers in the district since 2003. It also enquired about the impact of free primary education on ECDE pupil enrolments. Question one of the interview helped the researcher to achieve the first objective of the study that was to determine the enrolment trend of ECDE pupils in the district since 2003. Question two was geared towards achieving the second objective of the study that intended to establish ECDE teachers/pupil ratio in the district since the inception of free primary education in Kenya. Questions three, four and five helped the researcher to explore information that assisted in achieving the third objective of the study which aimed at assessing the availability and use of ECDE resources in the district. Question six assisted the researcher to achieve the fourth objective that intended to find out the level pupils' achievement in ECDE centers in the district since 2003.

3.6.3 Focus group discussion

A focus group discussion (FGD) is a special type of group interviews in terms of its purpose, size, composition and procedures. It is usually composed of six to eight individuals who do not know each other prior to the group discussion, and who have been

selected because they share certain characteristics, which are relevant for the topic being studied (Orodho, 2005).

The researcher mediated and took notes of the discussions. The FGD facilitated the production of a lot of information more quickly and at a less cost compared to individual interview and also more appropriate in exploring beliefs and opinions of the community (Ibid). The FGD was used to collect different opinions from parents and helped in suggesting some policies to be put in place that can help to improve early childhood education. Questions one, two, three and four on the Focus Group Discussion (FGD) Guide helped the researcher to achieve the fourth objective of the study which aimed at finding out the level of achievement in ECDE centers. The questions helped the researcher gather opinions from parents on pupils' achievement in ECDE centers in the district since 2003 and identified policies that can be put in place to improve on early childhood development education in the district.

3.6.4 Observation schedule.

This is the use of all senses to perceive and understand the real world to countercheck what actually people do and what they say they do (Wambiri & Muthee, 2010). Observation allows the researcher to gain first hand experience without informants and also record information as it occurs. The researcher visited the sampled ECDE centers in person and made a written account of what the researcher heard, saw, experienced and thought in the course of collecting and reflecting on the data qualitatively (Mwiria & Wamahiu, 1995). The researcher used a structured observation schedule to countercheck responses given in the questionnaires and interview schedule if they really depicted what

was on the ground. The researcher ranked the observed areas as; unsatisfactory, satisfactory and very good.

The first, second, third and fourth areas on the observation schedule were observed to help the researcher attain the third objective of the study which was to assess the availability and use of ECDE resources in the district. While the fifth, sixth, seventh and eighth areas on the observation schedule were observed to help the researcher to achieve the fourth objective of the study that aimed at finding out the level of pupils' achievement in ECDE centers in the district since 2003.

3.7 Pilot study

The researcher used the test–rest procedure to ascertain that the instruments (especially the questionnaire) were valid and reliable. All the instruments were used in a pretend study to establish whether they were measuring what they ought to measure and also giving the same results after a number of repeated trials. This pilot study was carried out in Lamu-West district. Pre-testing the instruments ensured that items in the instruments were stated clearly and had the same meaning to all respondents (Mugenda & Mugenda, 2003).

The questionnaires were administered to a few identical subjects (not the ones included in the sample). The questionnaires were given to the same group after a time interval of two weeks. A Pearson product moment correlation co-efficient was employed to determine

reliability. A correlation co-efficient of 0.8 was considered high enough to judge the instrument as reliable for the study.

Pre-testing instruments is significant in that:

- i. Deficiencies in the pre-testing like, unclear directions, insufficient space to write the response, clustered questions, wrong phrasing of questions is detected.
- ii. Questions that are vague are detected and rephrased accordingly.
- iii. Biased items are detected and modified.

The researcher conducted a pretend interview sessions in order to master and memorize the questions and make sure that the questions were asked the same way and in the same order for every respondent. To utilize time limit the interview was not too long, neither too short at the expense of crucial information. Questions that were not clear were rephrased.

The researcher also had several practice sessions for the focus group discussion (FGD).

In the practice, the researcher:-

- i. Introduced the topic to be discussed
- ii. Tried to gain confidence and trust of the participants.
- iii. Ensured the participation of everyone in the group.
- iv. Facilitated discussion among group members
- v. Controlled the timing and rhythm of the discussion.

vi. Was sensitive to non-verbal communication.

Biased and unclear questions were modified.

The researcher paid visits to the ECDE centers sampled in the study for the purpose of knowing exactly where they were located and to familiarize with the school compound without introducing the agenda of the visit. This helped the researcher to get the true picture of what went on in the ECDE centers and stakeholders did not have time to fake what occurs in the schools.

3.8 Validity and Reliability of Research Instruments

The researcher ascertained that the instruments (especially the questionnaire) were valid and reliable by the test and re-test procedures to a selected sample prior to the real administration of the instruments.

3.8.1 Validity

Validity refers to whether the instruments measure what they are suppose to measure in line with the purpose of evaluation, investigation, examination or the study itself (Wambiri & Muthee, 2010). This is the accuracy and meaningfulness of inferences, which are based on research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Content validity was used to assess whether the contents of the instruments measured what they were supposed to measure. Kombo and Tromp (2006), define validity as a measure of how well an instrument measures what is supposed to measure. It is the degree to which data collected

using a particular instrument represents a specific domain of indicators or content of a particular content.

To assess content validity, the instruments (questionnaire, interview guide, focus group discussion guide and the observation schedule) were given to at least two experts in the area of study. One was requested to assess the concepts the instruments were trying to measure and the other expert was asked to determine whether the set of items accurately represented the concepts under study. The two experts who were my supervisors confirmed that the instruments were measuring what they ought to measure and they represented the concepts under study.

3.8.2 Reliability

Reliability refers to the consistency of the measurement (Wambiri & Muthee, 2010). It is the measure of the degree to which results yield consistent results or data after repeated trials. Reliable evaluation method produces similar results on separate occasions when the method and tools are applied under similar circumstances. Similarly, Tromp and Kombo (2006), state that reliability is a measure of how consistent results from a test are. It concerns the degree to which a particular measuring procedure gives similar results after a number of repeated trials. The researcher assessed the reliability of the instruments of data collection; the Questionnaire, Interview Guide, the Focus Group Discussion Guide and the Observation Schedule with identical samples and to see if they gave the same results after a repeated number of trials. However, the reliability in a research is influenced by random error. As the, random error increases the reliability decreases. To measure the reliability of the instruments, a test-retest procedure was used to estimate the

degree to which the same results were obtained with a repeated measure of accuracy of the same concept.

In determining the reliability of the research instruments, the researcher took the following steps; the questionnaires to be used in the study were given to a few identical respondents, that is, 10% of the sample size, (not the ones included in the main study). They were asked to fill them. The answered questionnaires were scored manually. Further, the same questionnaires were administered to the same group of respondents after two weeks. The questionnaires were scored manually again. A comparison between the answers obtained in the two steps the questionnaires were scored manually was made.

The covariance of each set of the questionnaires was computed by calculating the product of their deviations and dividing by the number of subjects (N). The covariance is then divided by the product of the standard deviation of the two sets of questionnaires administered to the respondent. A Pearson's Product moment formula for the test re-test was employed to compile the correlation co-efficient in order to establish the consistency of the questionnaire's content. A correlation co-efficient of 0.8 was considered high enough and judged the instrument as reliable for the study.

The researcher had some pretend interviews sessions with respondents (not the ones included in the sample) to ascertain whether the questions carried the same meaning to all the respondents. The interview session was repeated with the same respondents after two weeks. After getting the same responses, the instruments were charged reliable. The

researcher also had pretend focus group discussions with parents (not the ones included in the sample) and tried to establish whether the questions meant the same to all the respondents. The focus group discussion was repeated with the same group after two weeks to ascertain whether the respondents gave the same responses. When it was established that the responses were similar, the instruments were charged reliable.

The researcher visited the sampled ECDE centers prior to the study for familiarization and observed what was taking place in the schools. The researcher visited the same ECDE centers after two weeks to ascertain whether what he saw earlier was actually what happens in the schools.

3.9 Administration of the Instruments

A letter of introduction was obtained from Moi University, school of education to facilitate data collection. The questionnaires were delivered by hand to 100 ECDE teachers in the sampled ECDE centers in the district. The respondents were requested to fill them within a week time. After one week the researcher went round the ECDE centers to collect them. At least seven Ministry officials were booked one day prior for interviews, after which interviews were carried out. The researcher personally interviewed education officials and made a written account on their responses. The researcher organized with primary school head teachers to invite at least eight ECDE parents per school -two days in advance- for a group discussion. At least 150 parents were invited for a focus group discussion. The researcher controlled the discussion while writing down the responses from parents. Finally the researcher carried out the

observation in ECDE centers. The researcher personally observed ECDE centers and made a written account on the areas that were observed. . The researcher spent at least five hours in each ECDE center to establish this. Very active participation by pupils in class activities was graded as very good.

The data collected were sorted and categorized, after which they were analyzed and interpreted. Descriptive statistics were employed to answer the research questions. The research findings were presented in narrative form and also using the mean, median and frequency. Conclusions and recommendations were made thereafter –based on the research findings.

3.10 Data Analysis

The data collected through the questionnaires, interview guides, focus group discussions and observation schedule were analyzed and interpreted. The researcher organized the data and edited them for accuracy, completeness and uniformity. Classification of data into useful categories, coding and tabulation followed. Descriptive statistics to answer the research questions and objectives in relation to the research topic were used. Frequencies were converted to percentages so that they are easily interpreted. The researcher analyzed the data and presented the findings of the research in narrative form and also used the mean, frequencies and percentages.

3.11 Ethical Considerations

The researcher informed the respondents on the purpose of the research, the expected duration of participation, the benefit of the study, the extent of privacy and confidentiality and any unforeseen risk or discomforts to the participants so that they are well informed and consent.

According to Willis and David (2008), privacy refers to persons; participants have a right to keep from the public certain information about themselves. Privacy is maintained when people can control who has information about them or who may intrude in their lives. Confidentiality on the other hand concerns the data collected rather than people. It refers to the agreement between individuals that limits others access to data.

The researcher protected the respondents against unprofessional conduct and upheld the following values: respondents' privacy; the names of the respondents were not made public. Respondents' protection from manipulation by the researcher; the researcher did not influence the respondents to answer the research questions in a certain way. Desire for confidentiality by the respondents; the researcher ensured that information given by respondents remained confidential. The researcher maintained transparency and openness in the course of the research especially in regard to the respondents and clients. Future welfare for the respondents; the researcher made sure that the study did not affect the social life of the respondents.

The researcher also upheld the ethics of scholarly writing by acknowledging the works of others whether paraphrased or in verbatim. The researcher assured the respondents privacy and confidentiality of the information given and their names were not disclosed to the public. The researcher was sensitive to human dignity and well-meaning in his intentions.

3.12 Summary

This study on the impact of free primary education adopted a qualitative study approach, with an exploratory research design. It was conducted in Lamu-West district between June 2012 and September 2012. The target population was members of Lamu-West district who included pupils, parents, teachers and ministry of education officials. The sample size was 260 respondents. Data was collected using questionnaires, interviews, focus group discussions and observation. The instruments were subjected to a pilot study and also validity and reliability of the instruments were determined, before they were used in the really study. The researcher was sensitive to human dignity. Data collected were sorted and categorized, analyzed and interpreted. The research findings were presented in narrative form and also using the mean, frequencies and percentages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analyzed data and the findings of the study that investigated the impact of free primary education in Lamu West District in Kenya. Descriptive statistics were used to answer the research questions. The objectives of the study were: to describe the enrolment trends of ECDE pupils in the district since 2003; to establish the teachers/pupil ratio in ECDE centers in the district since the inception of FPE; to assess the availability and use of ECDE resources in the district; and to find out the level of pupils achievement in ECDE centers in the district since 2003. Other issues discussed in this chapter include questionnaire return rate, demographic of respondents and responses to the research questions.

4.2 Demographic Data

4.2.1 Teachers Included in the Sample

The researcher sought to get information of the respondents concerning their sex, age and level of education. The results are presented in table 4.0 on the next page.

Details of Respondents (Teachers)

Sex	Number	Sample Percentage (%)
Male	13	15
Female	73	85
Total	86	100
Age (Years)	Number	Sample Percentage (%)
18 – 25	26	30
26 – 34	41	48
35 above	19	22
Total	86	100
Education Background	Number	Sample Percentage (%)
Untrained Teacher	21	24
Certificate	54	63
Diploma	11	13
Degree	0	0
Total	86	100

Table 4.1 Details of Respondents (Teachers)

Most ECDE teachers in the district are females aged 26 years and above, 76% of the teachers are trained.

4.2.2 Designation of Ministry of Education Officials

The researcher sought for information on the designation and length of stay of Ministry of Education officials that have been overseeing ECDE programs in the district. Table 4.1 below presents their responses.

Ministry Education officials Interviewed

Sex	Number	Sample Percentage (%)
Male	6	86
Female	1	14
Total	7	100
Designation	Number	Sample Percentage (%)
Education Officers	2	29
DICECE Trainers	3	42
TAC Tutors	2	29
Total	7	100
Length of stay (Years)	Number	Sample Percentage (%)
5 – 10	1	14
11 – 15	2	29
16 – 20	4	57
Total	7	100

Table 4.2 Ministry Education officials Interviewed (Source: Lamu-West District Education Office)

Most of the education officials interviewed had worked for more than 10 years in their position; this makes them very appropriate to answer the survey questions as they hold pertinent information to the study.

4.2.3 Parents Involved in Focus Group Discussions

The researcher sought for information about the sex and level of education of all the parents involved in the focus group discussions. The results are presented in table 4.2 below.

Parents Involved in Focus Group Discussion

Sex	Number	Sample Percentage (%)
Male	13	10
Female	113	90
Total	130	100
Level of Education	Number	Sample Percentage (%)
Illiterate	39	30
Attained Primary Education	65	50
Attained Secondary Education	26	20
Above Secondary Education	0	0
Total	130	100

Table 4.3 Parents involved in FGD

Most parents involved in the FGD were females and 70% were literate. This places them in a better position to answer survey questions well because of their literacy levels.

4.2.4 Summary of Demographic Data

The study involved a total 223 respondents; these were ECDE teachers, Ministry of Education officials and parents. Table 4.3 below shows the details of the respondents.

Total Number of Respondents

Sex	Number	Sample Percentage (%)
Male	32	14
Female	191	86
Total	223	100
Designation	Number	Sample Percentage (%)
Teachers	86	39
Ministry Officials	7	3
Parents	130	58
Total	223	100

Table 4.4 Number of Respondents

4.3 Background Information

A total of four research instruments were used in data collection. These were questionnaire, interview guide, focus group discussion guide and observation schedule. A total of 100 questionnaires were administered to ECDE teachers, 86 (86%) were returned 14 (14%) could not be traced. The respondents had to flee for their safety after tribal clashes broke out in the neighboring district – Tana Delta District. Ten ministry officials

were to be interviewed but the researcher managed to interview 7 (70%) as these were the only ministry officials overseeing ECDE programs in the entire district. 150 parhents were to form the sample of the focus group discussions but only 130 (87%) managed to attend the discussions, 20 (13%) failed to come due to unavoidable circumstances. Table 4.4 below shows the number of respondents reached by the researcher.

Actual Respondents

Type of Instrument	Respondents	Proposed	Actual	Percentage
Questionnaire	Teachers	100	86	86%
Interview Guide	Ministry Officials	10	7	70%
FGD	Parents	150	130	87%
Total		260	223	85%

Table 4.5 Actual Respondents

4.4 The impact of free Primary Education on Early Childhood Development

Education

The study was set to establish changes realized in the nursery schools after the inception of free primary education in Kenya. These changes were characterized by differences seen in ECDE enrolments, government resource allocation to ECDE, ECDE teacher/pupil ratio and pupils' level of achievement after the inception of free primary education.

4.4.1 Enrolment trends

The first objective of the study was to describe the enrolment trends of ECDE Pupils in the district since 2003. In an attempt to describe the enrolment trends of ECDE pupils in the district, the respondents were asked whether the introduction of free primary education had an impact on the enrolment of nursery school education and these were the responses from ECDE teachers

Impact of FPE on the enrolment of ECDE

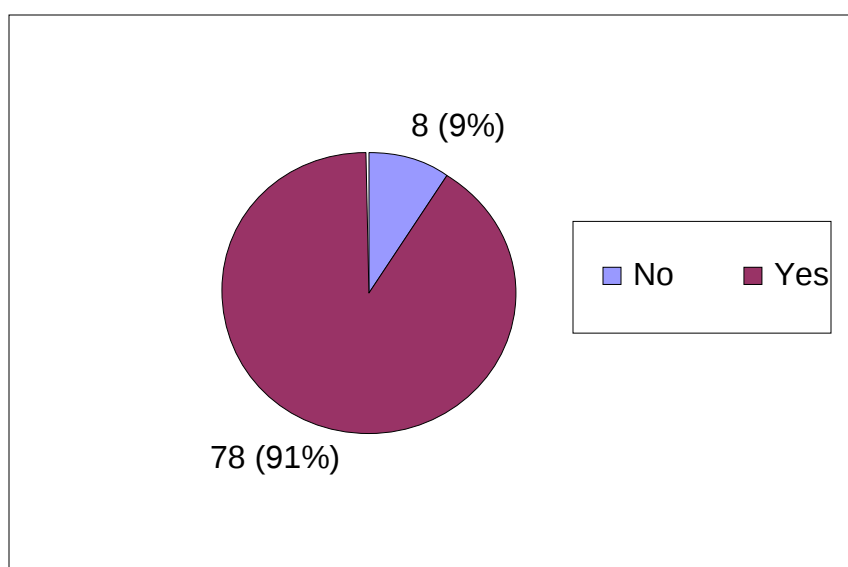


Figure 4.1 Has FPE had an impact on the enrolment of ECDE pupils in your school?

According to the respondents 78 (91%) agree that free primary education had an impact on the enrolment of nursery school education, while 8 (9%) say that FPE did not have any impact on the enrolment of nursery school education. All of the seven ministry officials interviewed agreed that FPE had an impact on ECDE, that, the enrolments in nursery schools decreased. According to the parents involved in the focus group discussion most of the parents agreed that the EPF policy had an impact on ECDE. Some

withheld their children because they also wanted ECDE services to be free too. This revealed that free primary education did have an impact on the enrolment of ECDE pupils. This concurs with a study done by the UNESCO, (2005) which observed that the policy did have an impact on ECDE in the country.

To establish the impact of FPE on ECDE pupils' enrolment the respondents were asked to explain how FPE impacted ECDE enrolment. The responses of teachers were;

Effect of FPE on the enrolment of ECDE Pupils

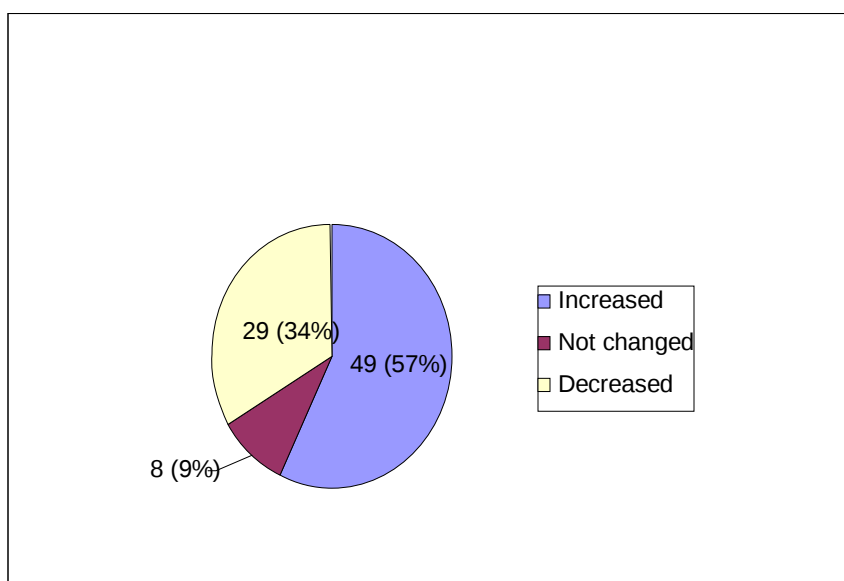


Figure 4.2 How has FPE affected the enrolments of ECDE Pupils?

Responses were grouped and coded, translating in to three major responses; that is, increased, not changed and decreased. Figure 4.1 shows that 49 (57%) of the respondents -teachers- said that even after the introduction of free primary education in Kenya in 2003, enrolments in ECDE centers in the district increased. At least 29 (34%) of the respondents asserted that they was a decrease in enrolment in ECDE centers in the district after the introduction of free primary education. However 8 (9%) of the respondents

suggested that there was no change realized in the enrolment of ECDE pupils in the district after the inception of free primary education.

Seven ministry officials were asked to state how FPE has affected ECDE enrolment. They responded as follows:

How FPE affected enrolment in ECDE

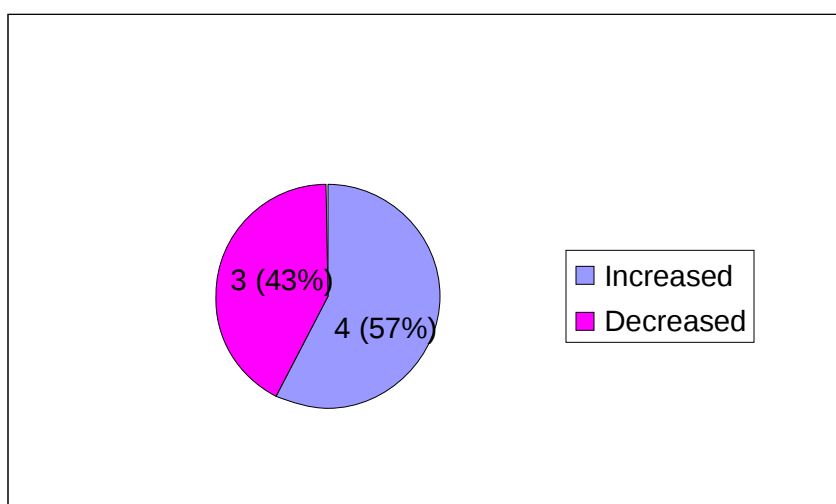


Figure 4.3 How has FPE affected enrolment of ECDE pupils?

Figure 4.3 illustrates that 3 (43%) the ministry officials responded that there was a decrease in the enrolment of ECDE pupils in the district after the introduction of free primary education because parents send their children straight to standard one avoiding the nursery school that is fee paying, while 4 (57%) of the ministry officials said that there was an increase in enrolment in the nursery schools in the district after the introduction of free primary education. The respondents attributed the increase in enrolment partly because of primary schools pushing standard one children who seem too young to create space for overage children joining class one.

The study revealed that there was 123.4% increase in the enrolment of ECDE pupils in the district since the introduction of free primary education. This concurs with study carried out by the MOE (2005) referred to as ‘Background Report of Kenya on Early Childhood Policy Review Project’ which recorded that there was a small increase that occurred from 2002 to 2003 after FPE was introduced in January 2003.

The respondents (teachers) were also asked whether there were any cases in their schools of parents withdrawing their children from the nursery school. They responded as follows

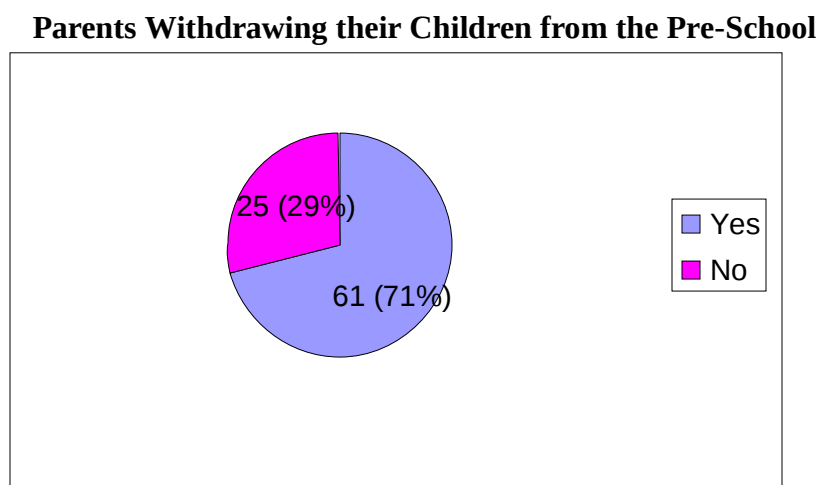


Figure 4.4 Are parents withdrawing their children from the pre-school?

Figure 4.4 depicts that 61 (71%) of the ECDE teachers asserted that there are cases of parents withdrawing their children from the pre-school while 25 (29%) responded that they had no cases of parents withdrawing their children from the pre-school. This implies that there are cases of parents withdrawing their children from the pre-school after the introduction of free primary education in the district. This concurs with the study carried out by Roupnarineil J.L (1996) on “Approaches to Early Childhood Education in the United State of America” which revealed that poor parents were choosing to withdraw

their children from ECDE centers and/or keep them at home until they reach 6+ years, the age of primary school entry.

In searching for more information on children withdrawal from the pre-school, the researcher asked the respondents to give possible reasons for the withdrawal of children from pre-school and 61 (71%) of the teachers who responded that they have recorded cases of parents withdrawing their children from the pre-school, cited parents resistance to paying fees as the main reason. Most of the parents that were involved in the focus group discussions agreed that some parents would want ECDE like the primary school be free or they don't see ECDE as important. This revealed that parents resist paying fees for their children in pre-school because they want it to be free too. This agrees with the study done by Roupnarinel J.L. (1996) which revealed that parents resist paying fees to the nursery school on the ground that like primary school it should also be free. However, in Lamu West District the problem of withdrawing children from the pre-school is compounded by poverty and the fact that schools are few and a distance away from homesteads that young children are unable to trek, this was asserted by Eshiwani (1985), who said that, lack of educational institutions, affected enrolments in arid and semi arid lands.

The respondents were asked in the questionnaire to rate pre-school attendance in their areas. These were their responses;

Pre-School Attendance in the Area

Response	Frequency	Percentage (%)
Low	11	13
Average	55	64
High	20	23
Total	86	100

Table 4.6 How do you rate pre-school attendance in the area?

Table 4.6 shows that 11 (13%) of the respondents rated pre-school attendance in the district as low, 55 (64%) of the respondents replied that pre-school attendance is average in the district while 20 (23%) of the respondents rated pre-school attendance as high. From the responses, it is evident that pre-school attendance is average in the district meaning that there are still many children in the district who do not attend nursery education. For the district being rated average on pre-school attendance is contrary to the “Early Childhood Policy Review Project Report” by UNESCO, (2005) that rated pre-school attendance low in arid and semi-arid areas with high poverty levels.

The respondents were asked if they knew of any pre-school that has closed since 2003. They responded as follows;

Pre-School Closed Since 2003

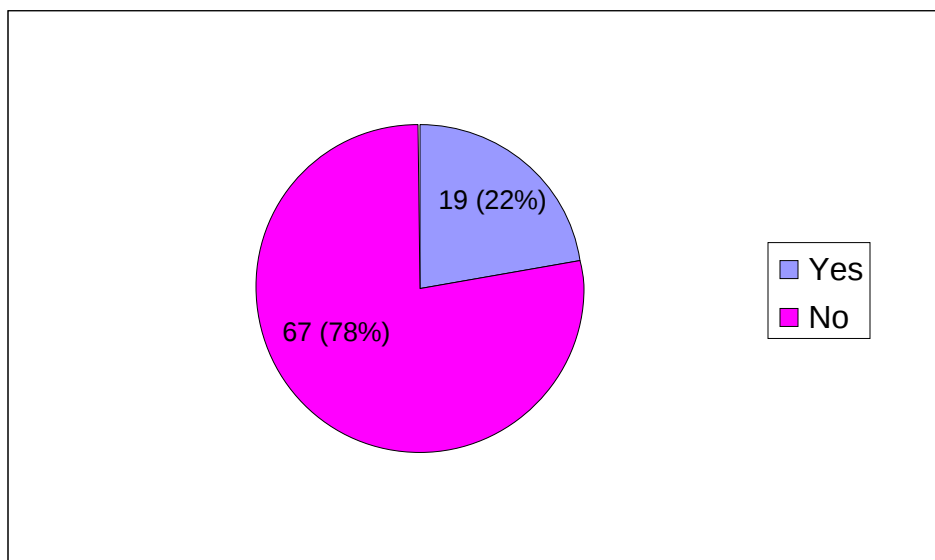


Figure 4.5 Do you know any pre-school closed since 2003?

Figure 4.5 shows 19 (22%) of the respondents knew of ECDE centers that have closed since 2003, while 67 (78%) did not know of any ECDE centers that have closed since 2003. This implies that the number of ECDE centers that have closed since the introduction of FPE in the country has been minimal in the district that could also be attributed to other environmental factors. This is contrary to the assessment study jointly carried out by MOE and UNESCO (2004) that found that ECDE programs collapsed after the introduction of FPE because children's enrolment decreased as parents opted to send their children straight to standard one because it is free avoiding ECDE.

When the respondents were asked to give reasons for the closure of ECDE centers, 19 (22%) who acknowledged closure of ECDE centers in the area; gave the following responses ;

Reasons for Closing ECDE Centers

Response	Frequency	Percentage (%)
Lack of funds	12	75
Poor managerial skills	3	19
Lack of trained teachers	1	6
Total	16	100

Table 4.7 Reason for ECDE center closures

Table 4.7 shows that 12 (75%) of the ECDE centers that have closed in the district cited financial constraints as the major cause of their closure, 3 (19%) attributed the closure to poor managerial skills among ECDE managers, who happen to be the head teachers of primary schools, and 1 (6%) attributed the closure to lack of ECDE trained teachers in the district. This revealed that financial constraint is a major problem of ECDE centers that are facing closure in the district and the 0.7% of the total ministry of education budgetary allocation allocated to ECDE is not enough to run these ECDE centers thus the government of Kenya has not treated ECDE equally important as other levels of education, this finding concurs with the findings of the Institute of Policy, Analyzing and Research, (2003) which revealed that the government does not place early childhood education at par with other levels of education.

This study revealed that free primary education had an impact on the enrolments of early childhood pupils at the onset. This was because some parents opted to withdraw their children from the pre-school demanding that ECDE like primary schools must be free. However the enrolment trends in the district still show an increase in ECDE enrolments, which implies that free primary education, has no major drawbacks in the enrolment of ECDE pupils in the district. The enrolment of ECDE pupils since the inception of Free Primary Education was as follows:

ECDE Enrolment in the District

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Enrollment	1502	1534	1702	1852	1863	2008	2334	2526	2941	3355
Increase	—	2.1%	11%	8.8%	0.5%	7.8%	16.2%	8.2%	16.4%	14.1%

Table 4.8 ECDE Enrolment in the District

The figure below illustrates the enrolment trends of ECDE pupils in the district, analyzed from the raw data collected in the field.

ECDE Enrolment Trends in the District

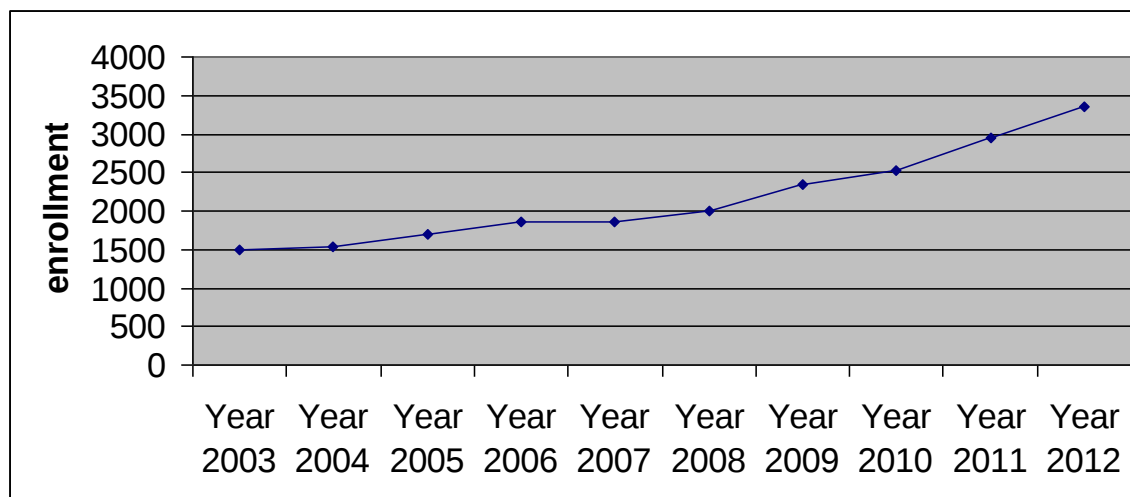


Figure 4.6 ECDE Enrolment Trends in the District

Figure 4.6 shows that there has been an increase in the enrolment of ECDE pupils in the district since 2003, when free primary education was inceptioned. In the year 2004 the enrolment increased by 2.1%. The smallest increase occurred in 2007 which marked only 0.5%, while the highest increase in enrolment occurred in 2011 which marked 16.4%. Generally since the inception of free primary education in 2003 and 2012, there was 123.4% increase in the enrolment of ECDE pupils in the district. This implies that free primary education did have a positive impact on ECDE pupils' enrolment in the district. The increase in ECDE enrolment was partly caused by the pushing back to nursery school young children who were supposed to join class to create space for over age children joining class one as a result of FPE. This contradicts the findings of Roupnarineil (1996) which stated that the introduction of free primary education

negatively impacted the enrolment in ECDE centers because parents chose to withdraw their children from the pre-school.

4.4.2 Teacher/pupil ratio

The second objective of the study aimed at establishing the ECDE teacher/pupil ratio in the district since the inception of free primary education. In attempt to achieve this objective, respondents (teachers) were asked to give the number of pupils each teacher was handling. Their responses were categorized according to the ministry of education guidelines for ECDE as follow.

Enrolment in ECDE Centers in the District

Enrolment Category	No. of Pupils	Frequency	Percentage (%)
Low	1-20	5	6
Average	21-30	26	30
High	31 and above	55	64
Total		86	100

Table 4.9 Enrolment in ECDE Centers in the District (Source: Ministry of Education Guidelines)

This translates to:-

Enrolments in ECDE centers

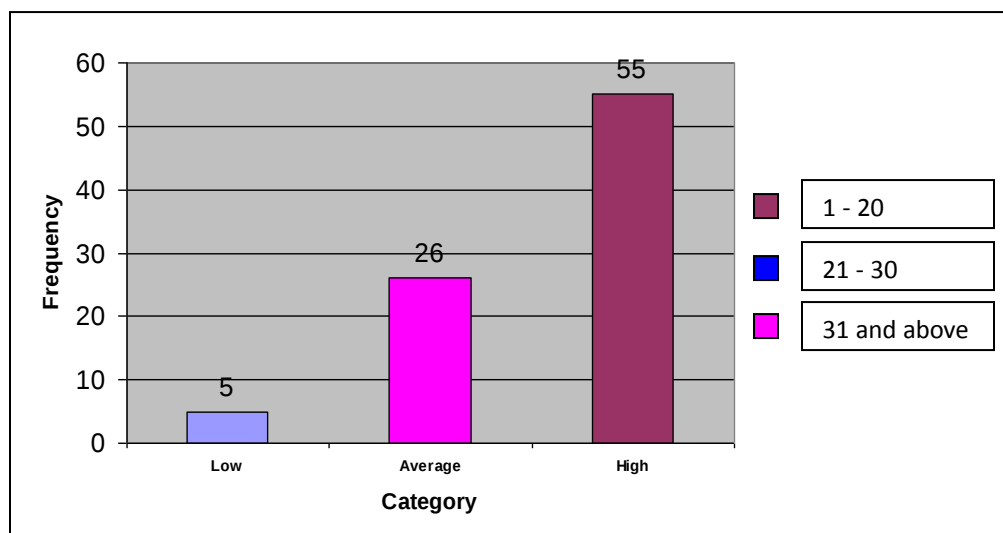


Figure 4.7 Enrolment in ECDE centers in the district

Figure 4.7 shows that 5 (6%) of the respondents were handling classes with enrolments ranging between one and twenty pupils which was categorized as low enrolment, 26 (30%) of the respondents were handling classes with enrolment between 21 and 30 pupils which was categorized as average enrolment and 55 (64%) of the respondents were handling classes with enrolment of 31 and above. This revealed that the number of ECDE centers available in the district are not enough to accommodate ECDE pupils who are already in school in the district, ECDE teachers in the district are handling a bigger load than required and this might in turn compromise the quality of education in ECDE centers in the district, indeed the number of ECDE teachers in the district does not match the number of pupils enrolled, this disagrees with the findings of Deininger (2000) who asserted that after the introduction of free primary education in Uganda, ECDE centers

recorded a decrease in enrolment which resulted to inadequate funds to cater for teachers' salaries hence job dismissal for teachers, reducing the number of teachers working in ECDE centers. Which meant an increase in teacher/pupil ratio.

The respondents were asked how the introduction of free primary education affected their work load. They responded as follows;

Effect of FPE on work load

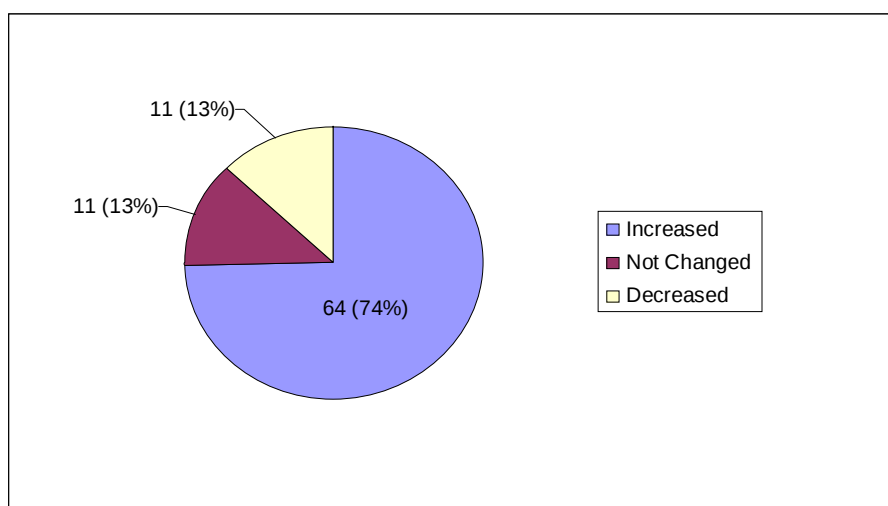


Figure 4.8 How has introduction of FPE affected your work load?

Figure 4.8 shows that 64 (74%) of the respondents revealed that their work load has increased since the introduction of free primary education, 11 (18%) realized no change and 11 (18%) said that they work load decreased. This implies that generally the work load of ECDE teachers has increased since the introduction of FPE. With parents resisting meeting nursery school fees, ECDE centers are having it difficult in meeting their financial demands including salaries for teachers leading to job dismissal leaving

few teachers working in ECDE centers, this concurs with Deininger (2000) who said that job dismissal in ECDE centers as a result of parents refusal to meet ECDE fees left few teachers working in ECDE centers.

Respondents were asked who pays their salaries. These were their response;

Payment of Teachers' Salaries

Response	Frequency	Percentage (%)
Government	4	5
Parents	82	95
Well wishers	0	0
Total	86	100

Table 4.10 Who pays your salaries?

The table above shows that 4 (5%) of the respondents receive salaries from the government, while the remaining 82 (95%) of the respondents are paid by parents. It is interesting to note that none is paid by well-wishers or non governmental organization. Government contribution to the ECDE sector in the district is very small. The majority of teachers depend on the contributions of parents in the form of school levies for their salaries, depending on the parental ability to pay ECDE fees, bearing in mind that, Lamu West district is in a semi-arid area with poor parents. This will in turn render teachers salaries with disparities even within the district and unreliable. This agrees with GOK (2005) which stated that the ECDE committee decides monthly how much each parent

should pay taking into account the parents' income level. UNESCO (2005) also confirms this and stated that, ECDE fees average around Ksh 200 to 300 a month at public ECDE centers, thus are not stable and fluctuate each month depending on the level of contribution from parents.

In an attempt to determine the teacher/pupil ratio in ECDE centers in the district since the inception of FPE, the respondents were asked to state the number of pupils per class per term since 2003. The responses were categorized as follows;

Pupils' Roll since 2003

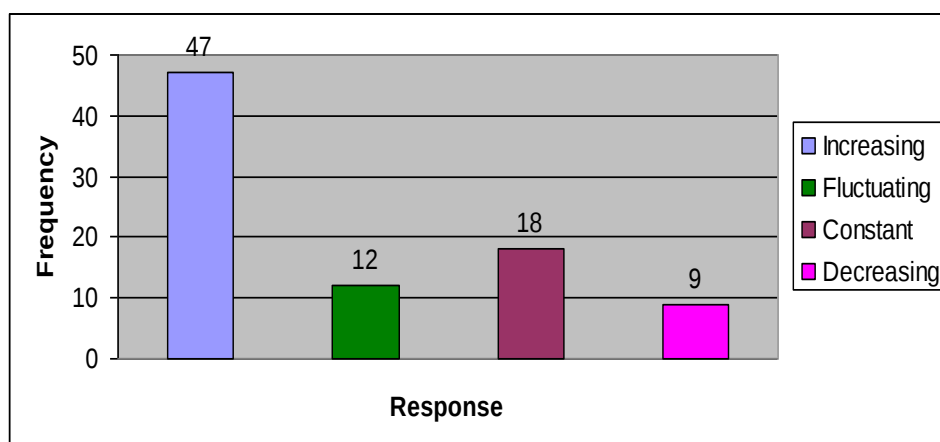


Figure 4.9 How has been your pupils' roll since 2003?

The above figure depicts that 47 (55%) of the respondent recorded an increase in their class rolls, 12 (14%) of their respondents indicated that there were some fluctuations in the enrolment of pupils in their classes, sometimes the roll increases and at times it goes down, 18 (21%) indicated that their rolls have been relatively constant and 9 (10%) of the respondents recorded a decline in enrolments in their nursery school classes. This revealed that there is generally an increase in enrolment of ECDE pupils in most ECDE

centers in the district. This agrees with the study on “National Education Sector Support Strategy for the Republic of Kenya” by UNESCO (2011) which revealed that enrolment in ECDE centers in the country has increased significantly over the past decade. Where as there were 1.5 million children enrolled in ECDE in 2003, the number rose to 1.72 million in 2008. However, the finding of this study contradicts those of central bureau of statistics (2009) which asserted that, pupil enrolments and number of teachers in ECDE centers from 2001 -2005 increased by 3.0 percent from 70,058 in 2004 to 72,182 in 2005 hence improving the pupils/teachers ratio from 28.1 in 2001 to 23.1 in 2005.

The respondents were asked whether there were cases of pre-school teachers changing jobs. They responded as follow;

Pre-school Teachers Changing Jobs

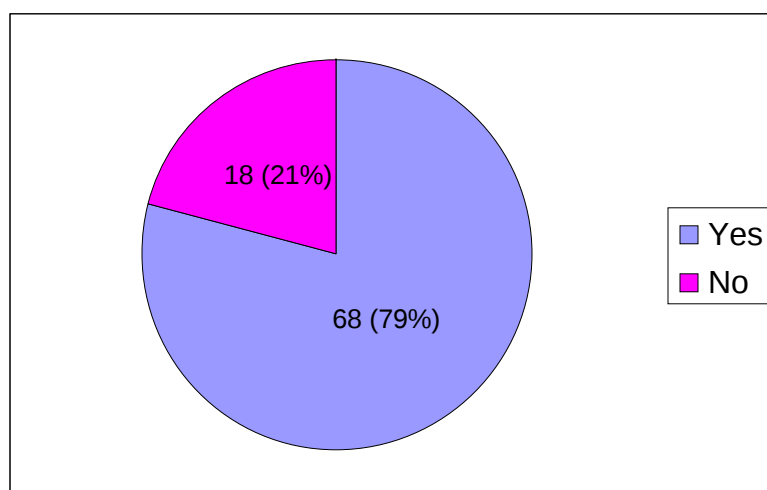


Figure 4.10 Are there cases of pre-school teachers changing jobs?

Figure 4.10 illustrates that, 68 (79%) of the respondents said that there are cases of preschool teachers changing profession while 18 (21%) responded that there are no cases of pre-school teachers changing profession. All the ministry officials interviewed said

that there are many pre-school teachers leaving their jobs in the district. The respondents cited two major factors contributing to job changing. These are low pay and lack of motivation by the employers.

Lamu-West district has 110 public ECDE centers, with each ECDE center with at least two classes. Out of the 200 plus pre-school teachers in the district the government has employed only 11, leaving the burden of paying teachers' salaries to parents through fee payment. This makes teachers salaries low and unreliable. School committees have the powers to hire and fire pre-school teachers hence denying pre-school teachers job security. This is in turn reducing the number of ECDE teachers in the district. The finding concur with a study done by UNESCO (2005) which revealed that with parents increasingly reluctant to pay for ECDE services, FPE had made it even more difficult to mobilize resources from parents for ECDE. Cases of increase job insecurity and ECDE centers closures are on the rise particularly among poor communities.

This study on the impact of free primary education on early childhood development education in Lamu-West District revealed that Free Primary Education did have an impact on ECDE teacher/pupil ratio in the district. The teacher/pupil ratio in the district stands at 1:39 well above the international standard ratio of 1:14. Teachers' salaries are low and lack job security and motivation. The few teachers on employment cannot cope with the increasing number of pupils joining ECDE. The teacher/pupil ratio went up after the introduction of free primary education. The finding contradicts the findings of the central Bureau Statistics (2009) which asserted that the teacher/pupil ratio in the country

has been improving and it stands at 1:23. The high teacher/pupil ratio results to inadequate learning.

4.4.3 Availability and use of ECDE resources

The third objective of the study was to assess the availability and use of ECDE resources in the district. To achieve this objective, the researcher carried out observations in 50 ECDE centers in the district and teachers in the 50 ECDE centers and ministry official were asked to react to several statements.

The researcher made the following observations on availability and use of resources in ECDE centers in the district and further ranked the resources observed as unsatisfactory, satisfactory and very good.

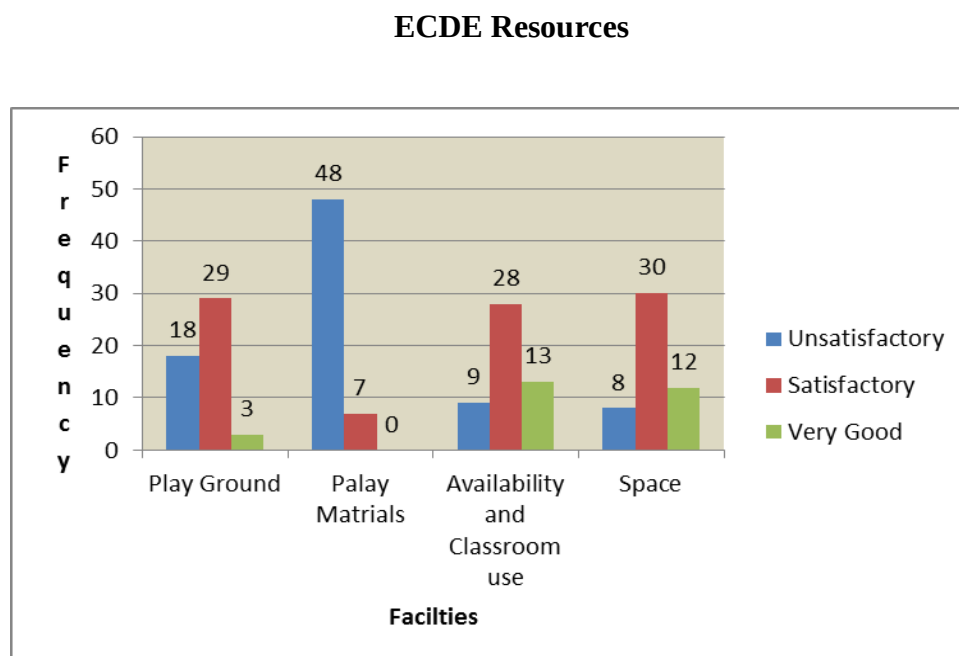


Figure 4.11 Availability and conditions of resources

All the 50 ECDE centers had open places used as fields. Out of the 50 ECDE centers observed, 18 (36%) had fields that were unsatisfactory. The fields were not big enough

for free activities for pupils, 29 (58%) of the ECDE centers observed had satisfactory fields, the fields were big enough for the pupils although they are shared with the primary schools and 3 (6%) had very good fields, that were big enough and only used by ECDE pupils in the schools. This implies that there are enough fields for ECDE pupils in the district for the physical development. This does not agree with the study done by UNESCO (2005) that states that ECDE centers have been negatively affected by FPE not only in monetary terms but in physical resources too.

The observation carried out by the researcher revealed that, 43 (86%) of the ECDE centers had unsatisfactory play materials e.g. balls, skipping ropes, and bin-bags, the playing materials are not enough for even a single class. Some pupils are forced to wait for others to finish with the skipping ropes or beads (toys) so that they can also use them, while only 7 (14%) of the ECDE centers observed have satisfactory materials for every child, however none of the ECDE centers had a store of variety of play materials that pupils can freely choose from.

Although most ECDE centers have satisfactory fields, the activities are mostly those that do not need play materials like jumping and singing which when over done make learning boring. The lack of play materials is attributed to the fact that ECDE centers depend entirely on parental contribution to buy the materials, and yet most of them are very poor; as a result there is no emphasis on the holistic development of the child. This agrees with UNESCO (2005) which stated that, although the curriculum contains sufficient information for correct pedagogy, that is, child centered interaction and

emphasis on holistic development of the child, ECDE centers and teachers use standard one textbooks and materials bought to school by children to teach in the kindergarten.

Classrooms were observed to establish their conditions and ability for the learning of young children and it was observed that 9 (18%) of the classrooms observed were unsatisfactory and in poor conditions. These classes had temporary mud walls that are weak and dangerous to the learners and without cemented floors, 28 (56%) of the ECDE centers observed were in satisfactory conditions, they were permanent structures with cemented floors and well aerated although some floors had portholes and pupils were sitting on the floor and 13 (26%) of the classes observed were in very good conditions. Classes were made of permanent structures, with cemented floors and well aerated with wall painted with attractive colors and drawings that are eye catching.

The study revealed that most ECDE centers in the district have standard classrooms and are conducive for the learning of young children. Although the ministry of education's financial contribution to ECDE is minimal, the Constituency Development Fund (CDF) kitty has done a lot in the improvement of ECDE classrooms. The conditions of ECDE classrooms in the district contradict the findings of UNESCO (2005) which observed that, increased enrolment in primary schools led to demand for more classrooms thus ECDE centers are forced to relinquish their classrooms and put up with deteriorated ones.

The researcher also observed that 8 (16%) of the classrooms had insufficient (unsatisfactory) space, 30 (60%) had satisfactory space and 12 (24%) had very good space. This provides adequate space for the teacher to go round and interact with learners

which may lead to adequate learning. Adequate space also promotes good health because of fresh air will be in circulation. This contradicts the study done by UNESCO (2005) which stated that, with the introduction of free primary education, ECDE children and teachers were forced to put up with reduced space, others, have been moved to the worst classrooms on the school premises.

Pre-school teachers were asked whether the government allocated enough money to early childhood education. The responses were;

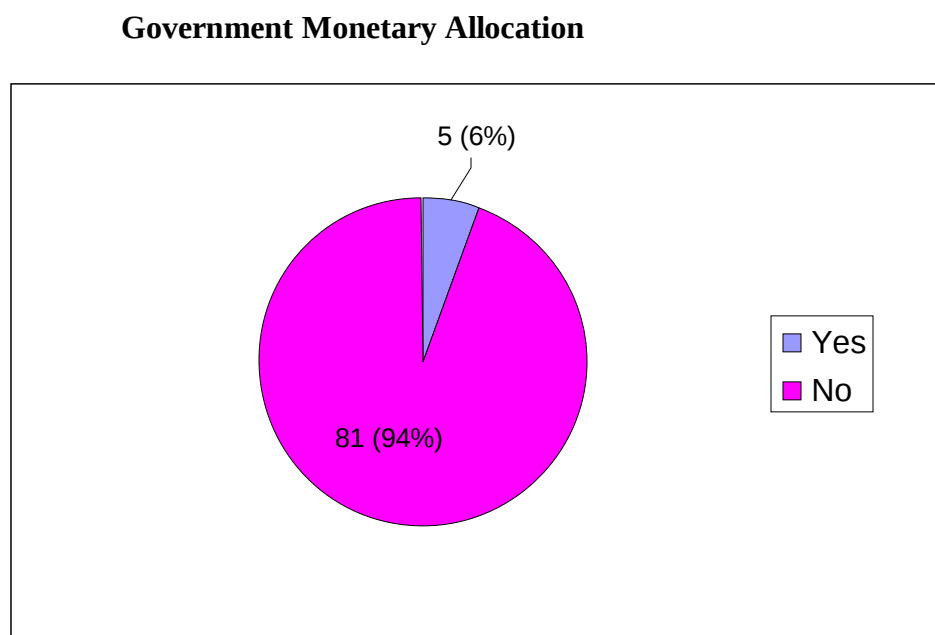


Figure 4.12 Does the government allocate enough money for ECDE?

The above figure shows that 5 (6% of the respondents feel that the money allocated to ECDE by government in the district is enough, while 81 (94%) feel that the government does not allocate enough money to ECDE. This revealed that the government does not allocate enough money to ECDE in the district. This concurs with UNESCO (2005) that

said that the government budgetary allocation to the development of ECDE education has remained significantly low with emphasis being laid on primary education.

Pre-school teachers were asked whether the introduction of free primary education affected the resource allocation on early childhood education. The responses were as follows

Resource Allocation on ECDE

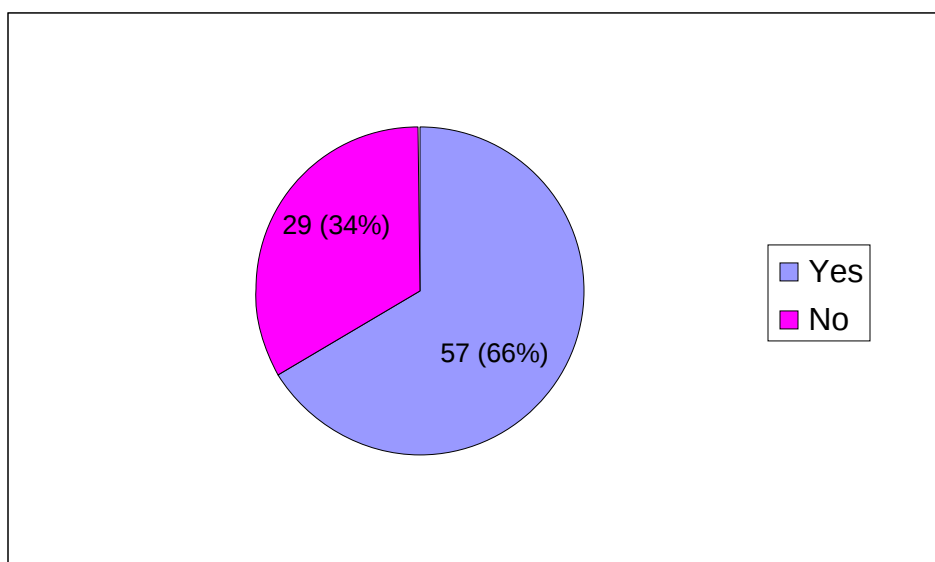


Figure 4.13 Has the introduction of FPE affected the resource allocation on ECDE?

Figure 4.13 shows that 54 (66%) of the respondents said that the introduction of free primary education affected resource allocation to early childhood education while 29 (34%) of the respondents said that, the introduction of FPE did not affect resource allocation on ECDE in the district. This revealed that indeed the introduction of free primary education in Kenya has actually affected resource allocation on ECDE in the district. This finding agrees with the findings of UNESCO (2005) which acknowledged that the government expenditure has been low and with the introduction of FPE,

government funding for ECDE within the MOE which had grown to 0.80% of the total expenditure by 2011/2 was more halved although it recovered in 2003/4.

The 57 respondents, who said that the introduction of FPE affected resource allocation to ECDE, said either the funding is insignificant or even decreased. The figure below is an illustration of the responses.

How FPE Affected ECDE Resource Allocation

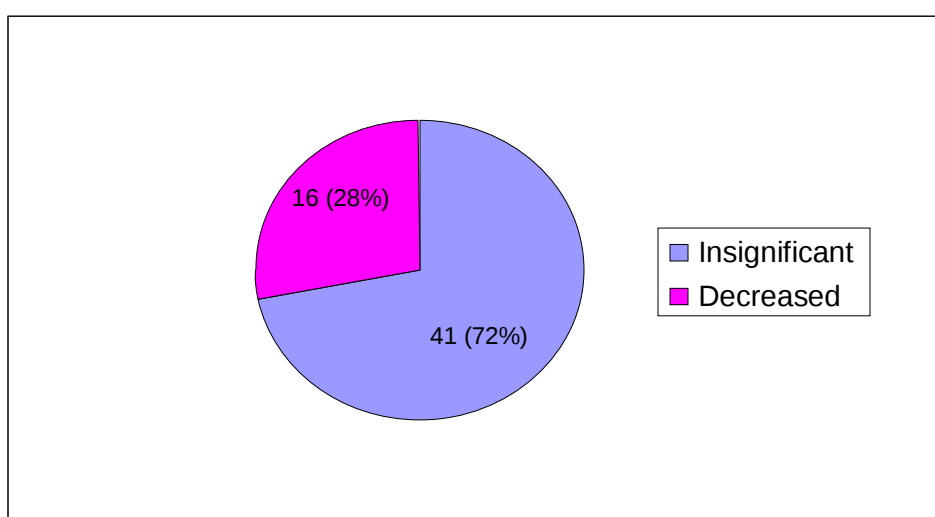


Figure 4.14 How has FPE affected ECDE Resource allocation?

Figure 4.14 shows that 41 (72%) of the respondents who said that the introduction of FPE affected ECDE resource said that the government funding was small and did not cater for ECDE needs, while 16 (28%) of the respondents said that what was initially allocated to ECDE was even decreased after the introduction of free primary education. The study observed that the government does not allocate enough funds for ECDE in the district some nursery school get help in things like exercise books, chalks and balls from the primary schools on humanitarian grounds. This is contrary to an observation by the

World Bank (2004) which asserted that Kenya's level of investment in education is relatively high.

The pre-school teachers were asked whether they had enough materials for teaching, they responded as follows;

Materials for Teaching

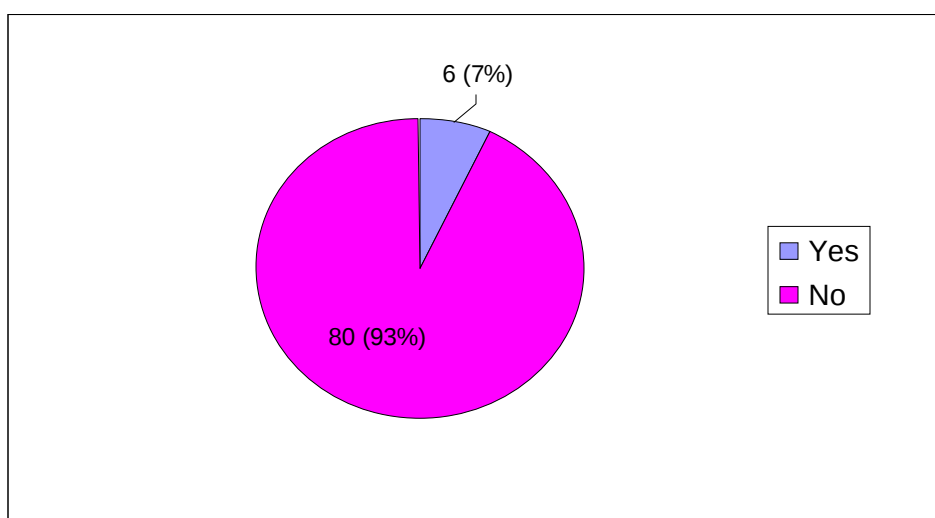


Figure 4.15 Do you have enough materials for teaching?

The above figure illustrates that 80 (93%) of the respondents replied that teachers in ECDE centers do not have enough materials for teaching while 6 (7%) are of the respondents had the opinion that they have enough materials for teaching. This revealed that ECDE centers in the district do not have enough teaching materials. Sometimes primary schools help ECDE centers with chalks and books which is purely on humanitarian grounds. This concurs with a study done by UNESCO (2005) which revealed that ECDE teachers use standard one text books and materials brought to the center by the children.

Nursery school teachers were asked who provides materials for teaching in their centers.

They replied as follows;

Provision of Teaching Materials

Response	Frequency	Percentage (%)
Government	15	17
Parents	67	78
NGO	4	5
Total	86	100

Table 4.11 Who provides materials for teaching?

The above table shows that 15 (17%) of the respondents had teaching materials provided to them by the government, 67 (78%) of the respondents get their teaching materials from parents and 4 (5%) of the respondents get their teaching materials provided by Non-Governmental Organizations (NGO). This revealed that the main source that ECDE centers depend on to get teaching materials are parents. The main source of teaching materials in ECDE centers in the district is parental contributions. This does not support the UNESCO (2005) findings which recorded that the main source of ECDE finance and material support are the government, parents, community and private sectors (e.g. religious organization, private companies, NGO, CBO and individuals).

Nursery school teachers were asked to comment on how FPE has affected resource allocation to ECDE. The responses were;

How FPE Affected ECDE Resource Allocation

Response	Frequency	Percentage (%)
Decreased	55	64
Not changed	11	13
Increased	20	23
Total	86	100

4.12 How has FPE affected resource allocation to ECDE?

Table 4.12 depicts that 55 (63%) of the respondents said resource allocation to ECDE decreased after the introduction of FPE, 11 (13%) said FPE has no impact on ECDE resource allocation while 20 (23%) said resource allocation increased even after the introduction of FPE. While there might be few schools receiving assistance from NGOs like Agha Khan Foundation, Education for Marginalized Communities in Kenya (EMACK), the majority of ECDE centers in the district recorded a decrease in resource allocation to them by the government. These findings are supported by UNESCO (2005) which recorded that with the introduction of FPE the government funding was more halved in 2003/3.

The pre-school teachers were asked whether the big enrolments in primary schools as a result of FPE have forced some facilities to be shared between the pre-school and the primary school. They responded as follows;

Sharing of Facilities

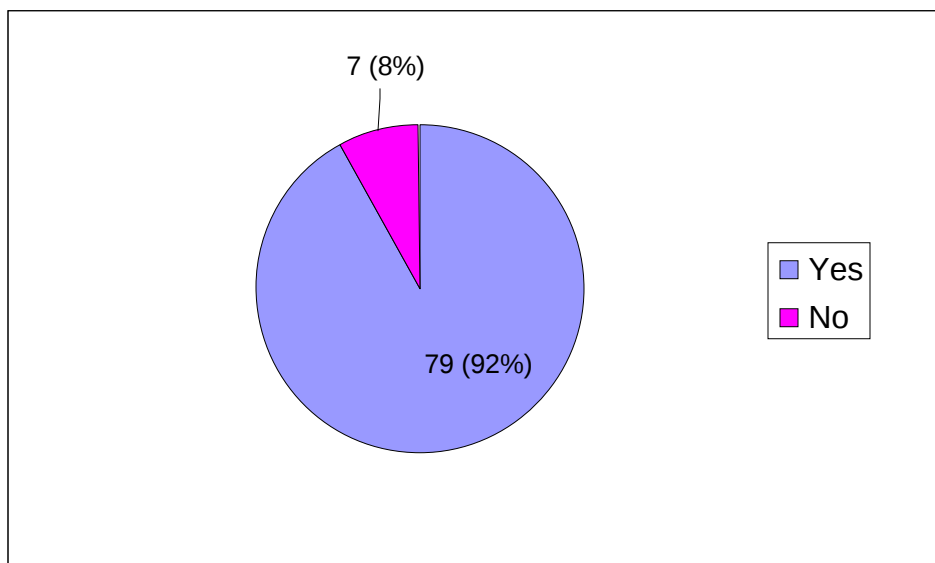


Figure 4.16 Are there facilities shared by the pre-school and the primary school?

Figure 4.16 shows that 79 (92%) of ECDE centers share some facilities with the primary schools while 7 (8%) do not share any facility with the primary schools. This revealed that most of pre-schools in the district do not have enough facilities. These findings agree with UNESCO (2005) which stated that standard-one teachers create little corners in their classrooms and run multi-grade classes for ECDE and lower primary school children.

In responding to a statement that demanded the listing of facilities shared between the pre-school and the primary school, the 79 respondents who acknowledged that some facilities were being shared between the primary and pre-primary schools. They listed the following facilities.

Facilities shared

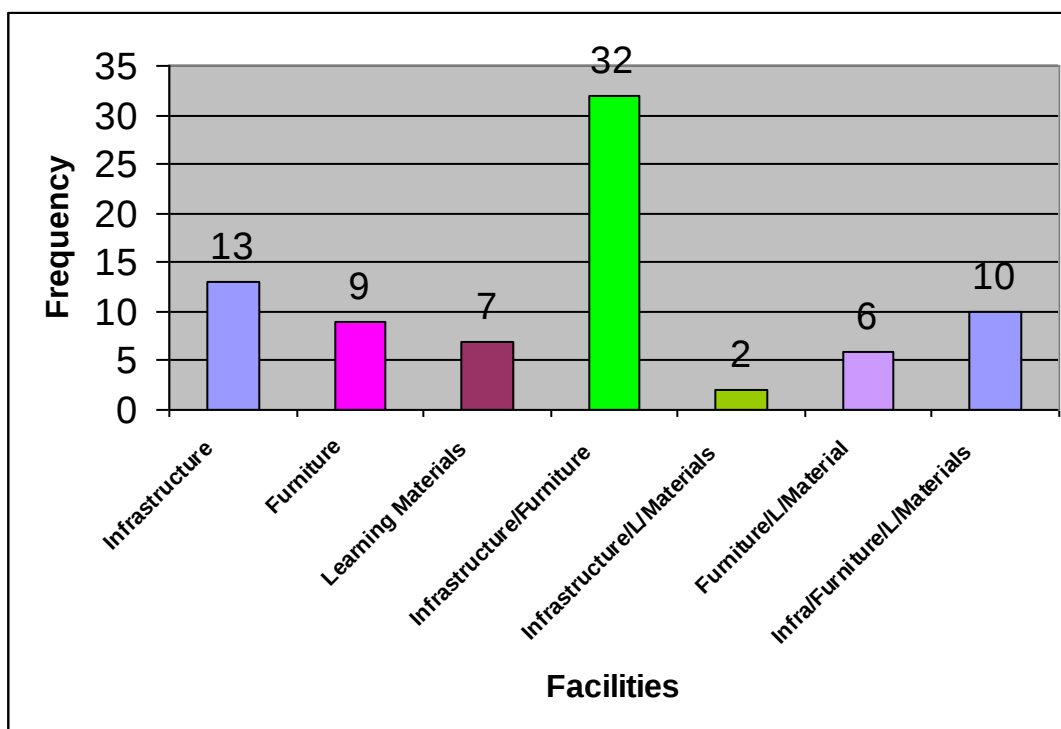


Figure 4.17 Facilities shared

The respondents indicated that 13 (16%) share infrastructure like classrooms, toilets and play fields with the primary school 9 (11%) said that they share furniture like desks and tables with primary school. 7 (9%) said that they share learning materials like chalk, textbooks, crayons, charts, flash cards and manila papers with the primary school and most of the ECDE centers as the beneficiary at the receiving end, 32 (40%) of the respondents indicated that they share both infrastructure and furniture with primary school, 2 (3%) said that they share infrastructure and learning materials with the primary school, 6 (8%) of the respondents indicated that they share furniture and learning materials and 10 (13%) of the respondents indicated that they share infrastructure,

furniture and learning materials with the primary school. This revealed that 41.5% of the respondents shared infrastructure, 39% of the respondents shared furniture and 18.5% of the respondents shared learning materials with the primary school. These findings imply that ECDE centers in the district are faced with a serious shortage of infrastructure like classrooms, toilets and fields, and furniture like desks and tables, these findings are supported by the findings of GOK (1999) which stated that semi-arid regions in Kenya are faced with the problem of inadequate resources.

Pre-school teachers were asked whether because of big enrolments in the primary school as a result of FPE if there were any facilities that the pre-school was forced to completely surrender to the primary school. The teachers responded as follows

Surrendering of Facilities to Primary School by ECDE as a Result of FPE

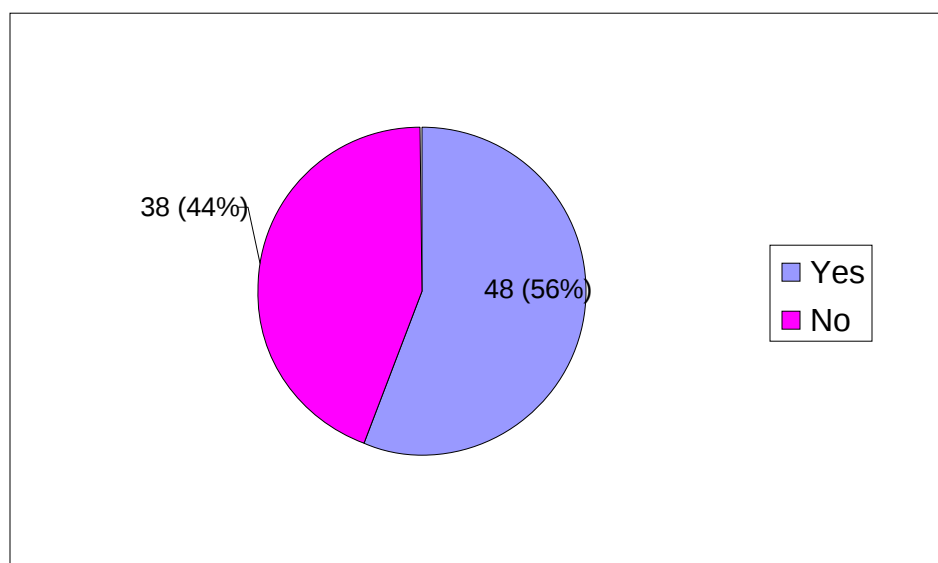


Figure 4.18 Are there facilities of ECDE surrendered to primary school as a result of FPE?

Figure 4.18 shows that 48 (56%) of the respondents indicated that there are some ECDE facilities surrendered to the primary school after the introduction of free primary education while 38 (44%) indicated that ECDE centers in the district did not surrender any facilities to the primary schools. This revealed that generally pre-schools in the district surrendered some facilities to the primary schools after the introduction of free primary education. These findings are supported by UNESCO (2005) findings which revealed that, after the introduction of FPE in the Kenya, ECDE teachers and children were forced to put up with reduced space, other, have been moved to the worst classrooms on the school premises.

The 48 pre-school teachers who acknowledged surrendering facilities to the primary school were asked to list facilities surrendered to the primary schools by the nursery schools after the introduction of free primary education and they responded as follows:

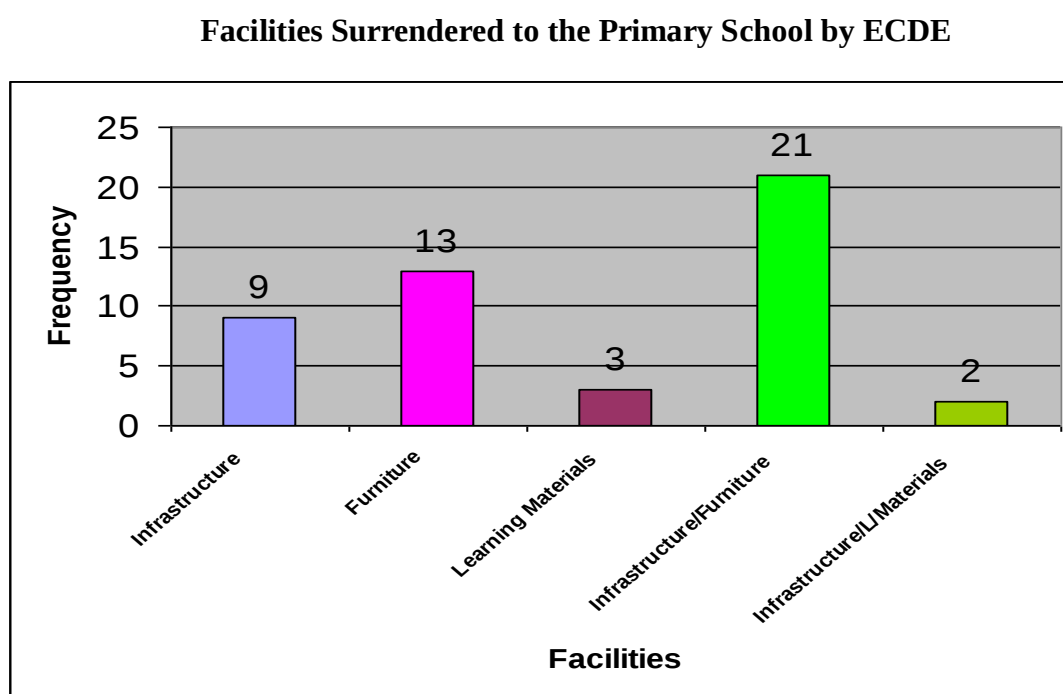


Figure 4.19 Facilities surrendered to the primary school as reported by teachers

Figure 4.19 illustrates that 9 (19%) of the respondents indicated that pre-schools surrendered infrastructure like classrooms to the primary schools, 13 (27%) teachers indicated that they surrendered furniture to primary schools, 3 (6%) pre-school teachers indicated that ECDE centers in the district surrendered learning materials to primary schools, 21 (44%) of the respondents reported that they surrendered both infrastructure and furniture to the primary schools while 2 (4%) of the respondents said that they surrendered both infrastructure and learning materials to the primary schools. This implies that ECDE centers in the district lost infrastructure like classrooms and furniture as a result of free primary education. The findings concur with UNESCO (2005) which stated that, increased enrolments in primary schools have led to a demand for more classrooms and ECDE centers set up at primary schools have helped fill the gap by relinquishing their classrooms.

Most of the ministry officials interviewed on how FPE has affected ECDE resource allocation indicated that ECDE resource allocation was reduced after the introduction of free primary education citing promises by the government to employ ECDE teachers not fulfilled, grants given out by the government to support ECDE centers in poverty stricken areas are not regular and funds to cater for the training of trainers (T.O.T) have been cut down. This implies that ECDE centers in the district do not have enough resources for their smooth running, bearing in mind that most of the parents in this semi-arid area are poor. These findings concur with a study done by UNESCO (2005) which revealed that the total government expenditure was halved 2002/3 after the introduction of free primary education.

The ministry officials were asked whether to their opinions, they think that ECDE centers in the district have enough instructional materials. Most of the interviewees indicated that ECDE centers in the district do not have enough instructional materials. This implies that government expenditure on this sub-sector is still very low and centers are doing without important instructional materials like books, pencils etc. This concurs with a study carried out by World Bank (2004) which revealed that the government spends less than 1% of GDP per capita on pre-primary education.

The ministry officials were asked that apart from the government, who else provides materials for nursery schools in the district. They cited Non-Governmental Organization like the Madrassa Resource Center (MRC), Education for Marginalized Communities in Kenya (EMACK), APHIA plus, Lamu County Council – which constructs classes and pay some teachers, Catholic Relief Support (CRS) which has since stopped, Agah Khan Foundation, USAID, World Vision and parents, but all these NGOs are not regular and reliable with their assistance. This agrees with the GOK (2005) findings which stated that, the government, parents, communities and private sectors (e.g. religious organization private companies, NGOs, CBOs, individuals) are the main source of ECDE finance and support.

This study revealed that the free primary education policy did have an impact on resource allocation to early childhood development education. While most ECDE centers observed had adequate play fields, they lacked play materials. The grunts for poverty stricken areas are not regular and funds to cater for Trainer of Trainer (TOT) have been cut down after

the inception of free primary education. Infrastructure and furniture are in some schools either shared between the primary schools and the nursery schools, or in some cases completely surrendered to the primary school. Free primary education had had a negative impact on ECDE resource allocation in the district. These findings concur with those of UNESCO (2005) which stated that, the impact of free primary education on early childhood development education is not only felt in monetary terms but also in terms of losses in physical and human resources. However, the positive impact to ECDE from the Free Primary Education policy is being realized when primary schools help the nursery schools with chalk, crayons, flash cards, manila papers

4.4.4 Pupils' achievements

The fourth objective of the study was to find out the level of pupils' achievements in ECDE centers in the district. The researcher looked in to the availability of parameters necessary to cause learning: these included refresher courses for teachers, teaching/learning materials and quality monitoring. To achieve this objective, pre-school teachers, ministry of education officials and parents were asked to react to several statements, and the researcher also personally carried out observations in the 50 sampled ECDE centers in the district.

Pre-school teachers were asked whether the government does inspect pre-primary schools in the district. They responded as follows:

Government Inspection on Pre-primary Schools

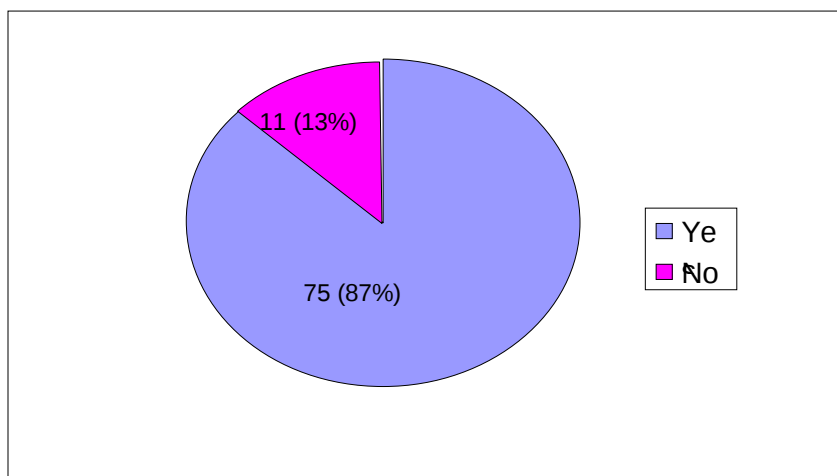


Figure 4.20 Does the government inspect pre-primary schools?

Figure 4.20 shows that 75 (87%) of the respondents indicated that the government do inspect ECDE centers in the district while 11 (13%) of the respondents indicated that no inspection has been done in their ECDE centers. This implies that the government has made an effort in monitoring what goes on in ECDE centers in the district although the inspection does not cover all the nursery schools. This concurs with UNESCO (2006) which stated that at district level inspection and supervision of ECDE centers is sometimes carried out by district based quality assurance officers.

The 75 pre-school teachers who stated that the government does inspect pre-school were asked to state how often the government inspects pre-school. The response was:

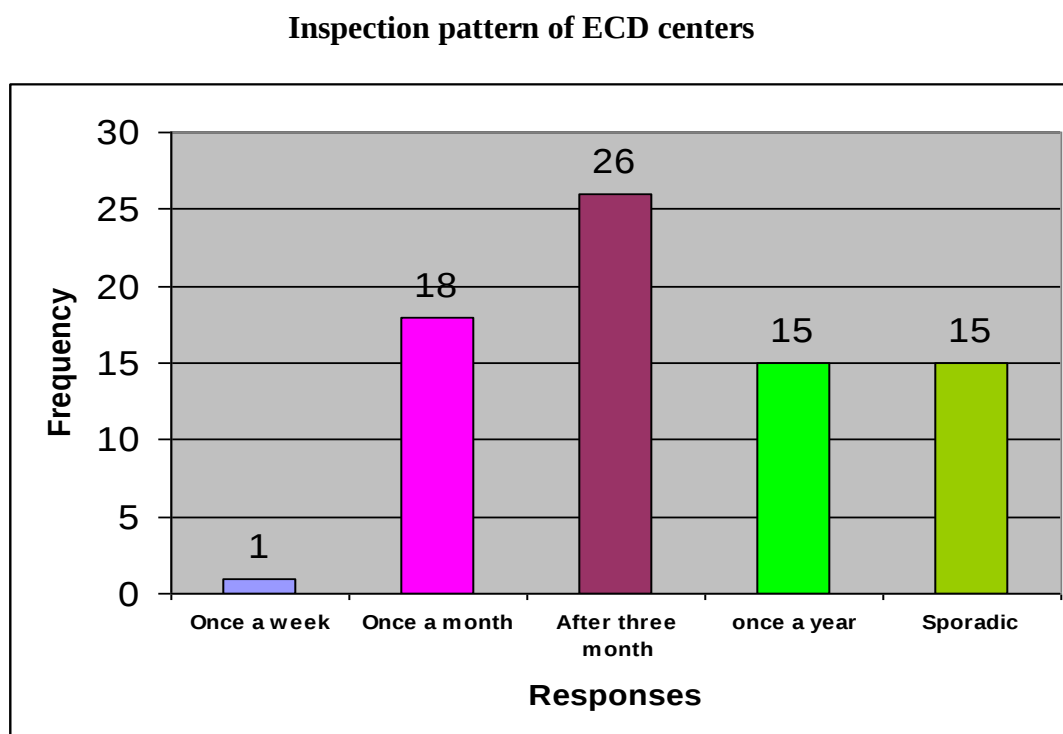


Figure 4.21 Inspection pattern of ECD centers in the district

The figure above reveals that 1 (1%) of the respondents indicated that their ECDE center is inspected on a weekly basis, 18 (24%) indicated that their ECDE centers are inspected monthly, 26 (35%) of the respondents indicated that their ECDE centers are inspected after three months, 15 (20%) of the respondents indicated their ECDE centers are inspected once a year and 15 (20%) indicated that inspection in their ECDE centers is sporadic no apparent pattern on the inspection routine of ECDE centers in the district. As it is a policy that ECDE centers should be inspected once a month, this study revealed that government inspection on ECDE centers in the district is not adequately done, this concurs with UNESCO (2006) which revealed that inspection and supervision at the

district level have reportedly become less frequent after the introduction of free primary education.

Pre-school teachers were asked whether the introduction of free primary education has affected government inspection in early childhood centers. They responded as follows

Government Inspection on ECDE in the District

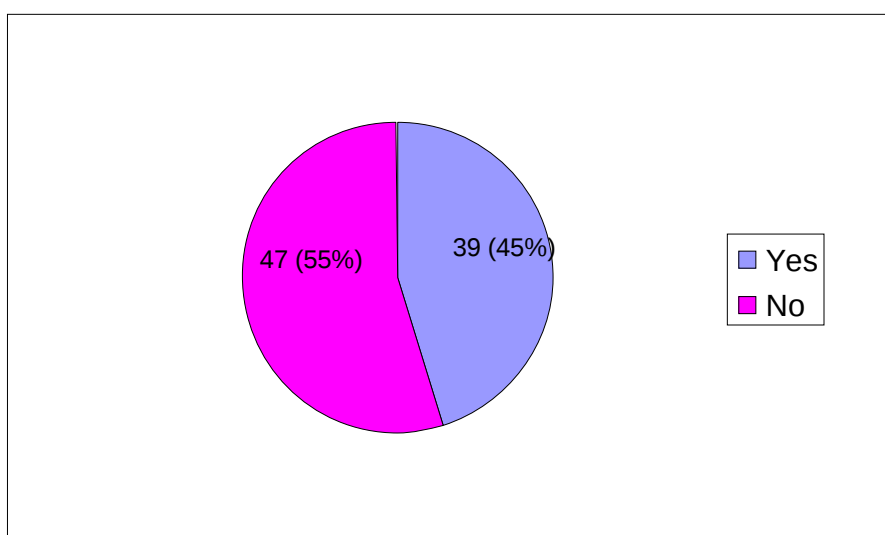


Figure 4.22 Has FPE affected government inspection in ECDE in the district?

Figure 4.22 reveals that 47 (55%) of the respondent replied that the introduction of FPE did not affect government inspection to ECDE centers in the district while 39 (45%) of the respondents replied that the introduction of FPE did affect government inspection to ECDE centers in the district. While the majority (55%) of the respondents indicated that the introduction of FPE did not affect government inspection on ECDE centers, however the 45% of the respondents who indicated that FPE has affected ECDE inspection is a big fraction to ignore; this implies that the introduction of FPE in the country has surely affected government inspection in the district. This concurs with the findings of

UNESCO (2006) which revealed that after the introduction of FPE government inspection on ECDE centers became less frequent.

The 39 respondent who replied that the introduction of FPE in Kenya affected government inspection on ECDE centers in the district were asked to state how government inspection on ECDE centers was affected. They all replied that inspections on ECDE centers have decreased, this is supported by the findings of UNESCO (2006) which revealed that, at district level inspection and supervision of ECDE centers, some of which is carried out by the district based quality assurance officers, have reportedly become less frequent, instructed by the government to closely monitor the progress of FPE, the quality assurance officers are spending more time visiting primary schools leaving little room for work with ECDE centers. In Lamu-West district the problem has been compounded by an acute shortage of DICECE officers and lack of transport.

Nursery school teachers in the sample were asked when their last time to be invited to a seminar/workshop was. Below is a figure showing their responses:

Frequency of Seminars/Workshops

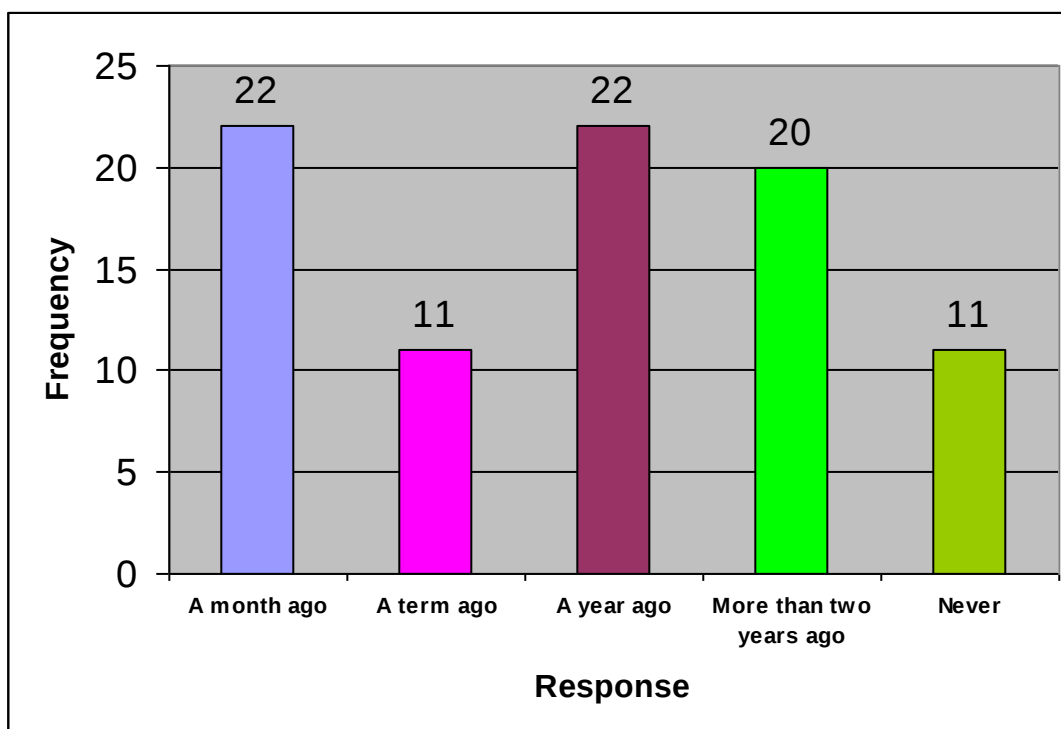


Figure 4.23 When were invited to a seminar/workshop last?

Figure 4.23 depicts that 22 (25.5%) of the respondents indicated that they were invited to a seminar/workshop a month ago, 11 (13%) of the respondents replied that they were last invited to a seminar/workshop a term ago, 22 (25.5%) of the respondents were last invited to a seminar/workshop a year ago, 20 (23%) of the respondents were last invited to a seminar more than two years ago while 11 (13%) of the respondents have never been invited to a seminar or workshop. This revealed that more than 61% of ECDE teachers in the district were never engaged in a seminar or workshop for almost a year, this implies that seminars and workshops for ECDE teachers in the district are not regular and even when they take place they do not cover all the teachers. These findings concur with UNESCO (2005) findings which revealed that DICEDE officers organize meetings

seminars and workshops for ECDE teachers as part of on going professional development and support, but are irregular and in some areas no training appears to be available after the initial course.

The 75 respondents who acknowledged being invited to a seminar/workshop were asked to state who conducted the interview. Below is a table showing their responses:

Sponsors of Seminars and Workshops

Response	Frequency	Percentage (%)
DICECE	48	64
NGO	24	32
Religious Organization	4	4
Total	75	100

Table 4.13 Who conducted the seminar/workshop?

Table 4.13 shows that 48 (64%) of pre-school teachers who attended seminars/workshops, indicated that the workshops were organized and conducted by DICEDE officers, 24 (32%) of the respondents who attended seminars indicated that the seminars were conducted by Non-Governmental Organization and 3 (4%) of pre-school teachers indicated that the seminars they attended were conducted by religious organization. This revealed that DICECE officers are the main organizers of seminars and workshops in the district, however there is a significant input on the same by NGO and religious organizations. This partially contradicts the UNESCO (2005) findings

which asserted that it is up to DICECE officers to organize and determine how often they offer seminars and workshops.

Pre-school teachers were asked to rate the occurrence of seminars and workshops for ECDE teachers in the district. They responded as follow:

Occurrence of Seminars and Workshops

Response	Frequency	Percentage (%)
Unsatisfactory	51	59
Satisfactory	25	29
Very good	10	12
Total	86	100

Table 4.14 How do you rate the occurrence of seminars and workshop?

Table 4.14 shows that 51 (59% of the respondents rated the occurrence of seminars and workshop in their area as unsatisfactory, 25 (29%) rated the occurrence of seminars in their area as satisfactory while the remaining 10 (12%) of the respondents rated the occurrence of seminars/workshop as very good. This revealed that seminars and workshops conducted for ECDE teachers in the district are inadequate and as for such unsatisfactory. This finding agrees with the UNESCO (2005) findings which stated that in some areas no training appears to be available after the initial course, partly because the DICECE centers lack accommodation and boarding facilities and clear management structures.

ECDE teachers were asked what policies can the government make to improve on early childhood development education. All the respondents suggested that the government make ECDE free and as for such employ ECDE teachers, provide learning materials for ECDE centers cater for refresher courses for ECDE teachers and provide lunch for ECDE pupils. Pre-school teachers in the district would want the government to sponsor the education for ECDE children and probably help to fill the gap between the children of the poor and the middle class. This concurs with a survey study by the MOE (2003) which revealed that many ECDE teachers and parents support a suggestion of providing a free one year preparation for primary education for all five years old children.

ECDE teachers were asked if the available policies are helpful to early childhood education. They responded as follows:

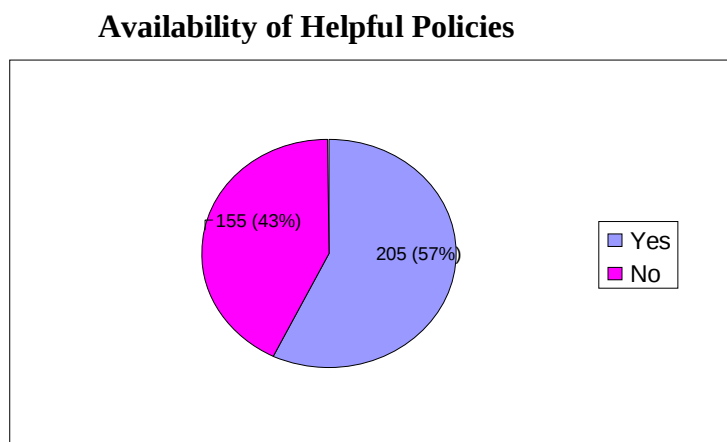


Figure 4.24 Are the available policies helpful to ECDE?

Figure 4.24 illustrates that 49 (57%) of the respondents indicate that the available policies are helpful to ECDE and 37 (43%) indicated that the available policies are not helpful to ECDE, while generally the study concludes that the available policies are help, however

43% of the respondents who are of a contrary opinion is a bigger percentage to ignore, this implies that although the available policies are helpful to ECDE there are still some policy gaps that need to be filled. This concurs with the findings of the World Bank (2004) which identified a policy gap in the Education Act that targeted children of 3 + (Plus), 5 + (Plus) and the draft sessional paper number one of 2005 that targeted on 4+ and 5+ year olds while there are no provision for ECDE of children below three years. Similarly the UNESCO, (2005) observed that many ECDE centers places so much emphasis on literacy and numeric skills that are essentially “early primary education” instead of focusing on the holistic development of the child.

The 37 (45%) of the respondents who replied that the available policies are not helpful to early childhood education indicated that the government does not treat ECDE as important. This implies that pre-school teacher feel that ECDE is not placed at par with other levels of education. This contradicts the MOE (2004) organizational structure which stated that the government detached ECDE from primary education and placed it on par with primary education.

The ministry of education officials was asked how often do they inspect early childhood centers. Most of the ministry officials indicated that the inspection is sporadic, there is no pattern when it comes to inspecting ECDE centers, it implies that ECDE centers in the district are not getting the required support from the ministry of education to help in the learning of children in ECDE centers. This is contrary to the Education Sector Strategic

Plan and Implementation Matrices (ESSP) which aimed at proving the quality of ECDE services to all levels by 2007 (MOE, 2004).

Parents were asked whether they think that early childhood education is of any benefit to their children in responding to this question, most parents replied that ECDE is of benefit to their children as it is the foundation for primary education. However the assessment of learning and achievement of ECDE pupils by their parents is based on the acquisition of numeracy and literacy implying that parents are not aware of the holistic development of their children. This is supported by a study done by UNESCO (2005) which revealed that parents understanding of ECDE is also largely focused on children's early acquisition of learning skills, which is particularly the case among illiterate poor parents/mothers who were interviewed in Machakos district that vehemently opposed the sending of their children to ECDE center if it did not teach them how to read and write.

Parents were asked what policies they think the government could adopt to solve the problems of free primary education on ECDE. Most of the parents suggested that ECDE to be free. This means that the government to employ ECDE teachers, provide learning materials for ECDE, provide lunch program for ECDE and make ECDE compulsory. The findings concur with those of UNESCO (2005) which revealed that parents demand that ECDE like primary should be free.

The researcher carried out an observation on 50 ECDE centers in the district to find out the level of pupils' achievement. The figure below shows the results of the observation made.

Observation on ECDE Centers

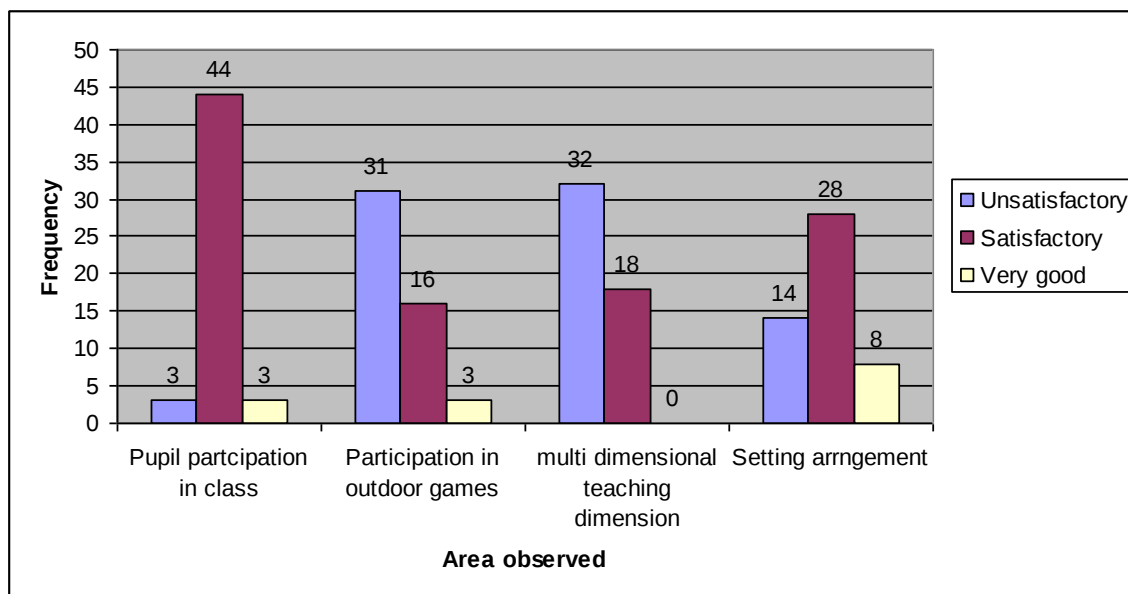


Figure 4.25 Observation on ECDE centers

Figure 4.25 depicts that 3 (6%) of the ECDE centers observed on pupils participation in class work were rated unsatisfactory, 44 (88%) were satisfactory and 3 (6%) rated very good. 31 (62%) of ECDE centers observed on participation of out door games were ranked unsatisfactory, 16 (32%) were raked satisfactory while 3 (6%) were ranked very good. 32 (64%) of the ECDE centers observed on teachers use of multidimensional approach were rated unsatisfactory while 18 (36%) were rated satisfactory, none of the ECDE centers was rated very good. 14 (28%) of the ECDE centers observed on sitting

arrangement in class were rated unsatisfactory, 28 (56%) were rated satisfactory and 8 (16%) were rated very good.

The study revealed that pupils' participation in class work and sitting arrangement are done well in ECDE centers in the district but participation in out door games and teachers use of multidimensional approach are unsatisfactorily done. This implies that teaching in ECDE centers in the district is too academic. The findings are supported by study done by UNESCO, (2005) which revealed that, many ECDE classroom, including those for 3+ year-olds, have the children arranged in rows of chairs and desks, facing the teachers standing at the blackboard, child-centered pedagogical method exist, but mostly in a handful of private service in urban areas.

This study on the impact of free primary on early childhood revealed that the policy did have an impact on ECDE pupil's achievement. Guidance of ECDE teachers on teaching pedagogies through inspections and seminars have drastically decreased. This has been caused partly by lack of DICECE trainers, who in most cases are promoted from the primary schools, but because of high enrolments in the primary schools after the introduction of free primary education, the Teachers Service Commission has over the years not released teachers from classrooms to be DICECE trainers. So the few DICECE trainers are unable to inspect all the ECDE centers and at the same time engage in on job training. These findings agree with the findings of UNESCO, (2006) which state that at district level inspection and supervision of ECDE centers have reportedly become less frequent after the introduction of free primary education. They also concur with the

findings of UNESCO, (2005) which state that no training appears to be available after the initial course.

4.5 Summary

Free Primary Education did not have a major drawback on the enrolment of ECDE pupils in the district. Pupils' enrolments had been increasing even after the introduction of the policy. However, major setbacks have been revealed by this study in areas like: ECDE resource allocation; ECDE teacher/pupil ratio and pupils' levels of achievements. Resources allocated to ECDE by the government has been reduced and some grunts completely cut down and all the attention directed towards free primary education. Leaving ECDE at the mercy of well-wishers. Because of parents refusing to pay for ECDE services, ECDE centers cannot manage the teachers' wage bill hence teachers dislodge from their jobs. This results to high teacher/pupil ratio, as the few teachers who have remained cannot cope with the increasing enrolments of ECDE pupils. The Teachers Service Commission has ever since stopped deploying primary school teachers to DICECEs because of big enrolments in primary school that render the current number of teachers in primary schools insufficient.

Most public nursery schools – at least 92% - share the same compound with primary schools and in most cases even resources. While 56% of ECDE centers have their facilities like classrooms surrendered to the primary school. This study also revealed that ECDE enrolment in the district is growing while the number of teachers remains low resulting to high teacher/pupil ratio. In conceptualizing this, the researcher points out

that; there is a shortage of resources in the nursery schools in the district; pupil enrolment is high; the teacher/pupil ratio is also high –currently at 1:39. This in turn results to inadequate teaching. ECDE learning in the district is wanting. In conclusion therefore free primary education had had a negative impact on early childhood development in Lamu-West district

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The major purpose of the study was to investigate the impact of free primary education on early childhood development education in Lamu-West district. The objectives of the study were: to describe the enrolment trends of ECDE pupils in the district since 2003; to establish the ECDE teacher/pupil ratio in the district since the inception of FPE; to assess the availability and use of ECDE resources in the district; and to find out the level of pupils' achievement in ECDE centers in the district since 2003. The summary of the findings, conclusions and recommendations are presented in a narrative form. Conclusions and recommendations were made based on the research findings. Finally the chapter ends with suggestions for further research.

5.2 Summary of Findings

5.2.1 Objective one: to describe the enrolment trends of ECD pupils in the district since 2003

The first objective of this study was to describe the enrolment trends of ECDE pupils in the district since 2003. Data analysis and interpretation revealed one major finding under this objective. It revealed that pupils' enrolment in ECDE centers in the district has been growing over the years. Lamu-West district realized the biggest increase in ECDE enrolments in 2009 and 2011, enrolments increased by 16.2% and 16.4% respectively. In these years a total of 741 pupils enrolled in nursery schools in the district. The ECDE pupils' enrolment has been on the increase since 2003. There has been a percentage

increase of 123.4% in ECDE enrolment from 2003 to 2012 (table 4.8). This implies that free primary education did not affect ECDE enrolments in the district negatively. This contradicts the assessment report carried out jointly by the MOE and UNESCO (2004) which says that ECDE programs in the country had almost collapsed because children's enrolment had decreased after the introduction of free primary education.

5.2.2 Objective two: to establish the ECDE teacher/pupil ratio in the district since the inception of FPE

The second objective of the study was to establish the ECDE teacher/pupil ratio in the district since the inception of FPE. The study revealed that the teacher/pupil ratio in ECDE centers in the district is on the increase, it currently stands at 1:39. This is much higher than the international standard of 1:14. This implies that ECDE teachers in the district are handling bigger classes than required. The study also revealed that there are a number of ECDE teachers leaving their jobs because of low pay and lack of motivation. This is being caused by parents' refusal to pay for ECDE services and wanting it to be free like the primary school, leaving very few teachers in employment. In this way, FPE indeed affected the ECDE teacher/pupil ratio in the district. This agrees with the findings of Roupnarineil (1996) who stated that when free primary education was introduced in Uganda, parents refused to pay for ECDE, making it difficult for ECDE centers to pay teachers hence their dismissal, leaving very few teachers in employment.

5.2.3 Objective three: to assess the availability and use of ECDE resources in the district

The Third objective of the study was to assess the availability and use of ECDE resources in the district. The study revealed that most ECDE centers in the district have good

playing grounds and classrooms but seriously lack play things like balls, ropes etc. Learning materials like charts, crayons and slates are also lacking. The researcher accomplished that 69% of ECDE centers in the district have classrooms conducive for children learning. However, all the ministry of education officials in the DEOs office acknowledged reduction of funding ECDE programs by the government since the inception free primary education. At least 64% ECDE teachers interviewed said ECDE funding has reduced after free primary education was incepted. The researcher observed that 92% of ECDE centers in the district share furniture and infrastructure (e.g. Toilets) with the primary schools (fig 4.17). More so, 56% of ECDE centers have surrendered furniture and infrastructure to primary schools (fig 4.18). This implies that free primary education had had a negative impact on ECDE resource allocation and use in the district. These findings concur with the findings of Eming Young (1996) who asserted that ECDE classrooms set up in the premises of public primary schools have been shut down in order to accommodate the surge of enrolment in primary education sparked by FPE.

5.2.4 Objective four: to find out the level of pupils' achievement in ECDE centers in the district

The fourth objective of the study was to find out the level of pupils' achievement in ECDE centers in the district. This study revealed that there is inadequate learning in ECDE centers in the district. Pre-school teachers handle classes with big enrolments. At least 56% of ECDE teachers in the district have stayed for more than a year without attending a seminar or workshops which should be part of on job training (fig 4.24). Although it is a government policy that ECDE centers should be inspected once a month, 75% of ECDE centers stay for more than three months without being inspected. This is attributed to lack of enough DICECE staff. The teachers' Service Commission has

stopped deploying primary school teachers to DICECE because there is shortage of teachers in the primary schools as a result of free primary education. In deed free primary education has negatively affected ECDE pupils' achievement. ECDE teachers lack adequate support from the ministry in improving their teaching skills. ECDE centers lack learning materials and the teaching approaches adopted in ECDE centers are too academic. These findings concur with the findings of UNESCO (2005) and UNESCO (2006) which pointed out that no training for teachers appears to be available after the initial training, and at district level, inspection and supervision of ECDE centers have become less frequent, respectively.

5.3 Conclusion

The purpose of the study was to investigate the impact of free primary education on early childhood development education in the district. The first objective of the study was to describe the enrolment trends of ECDE pupils in the district since 2003. From the findings of the study, the researcher concludes that, Free Primary Education did not have a negative impact on the enrolment of ECD pupils in the district. The number of ECDE pupils who enroll in ECDE centers every year in the district has been increasing. So, there is no negative impact of FPE being felt on ECDE pupils' enrolment in the district.

The second objective of the study was to establish the ECDE teacher/pupil ratio in the district since the inception of FPE. The teacher/pupil ratio in ECDE centers in the district is very high. The burden of employing ECDE teachers is left to the parents who are poor.

This is likely to affect learning in class as ECDE teachers handle classes of 39 pupils and some even more. The attention of the government is focused on FPE neglecting ECDE.

The third objective of the study was to assess the availability and use of ECDE resources in the district. From the findings, it is evident that government spending on ECDE has been decreased and some grunts completely cut down. Some ECDE facilities have been surrendered to the primary schools. On human resource, the government promises to employ ECDE teachers are yet to be fulfilled. FPE has taken much of the government attention neglecting ECDE.

The fourth objective of the study was to find out the level of pupils achievement in ECDE centers in the district since 2003. From the findings of the study, it is evident that there are inadequate resources in ECDE centers in the district, the teacher/pupil ratio is high and the enrolment is high. This will result to inadequate learning which will in turn sum up to low level of pupils' achievement.

In summary, this study revealed that FPE did not have any negative effect on enrolment of ECDE pupils in the district, but teacher/pupil ratio, availability and use of ECDE resources and level of pupils' achievement in ECDE centers in the district were negatively affected by FPE. So in deed FPE had had an impact on ECDE.

5.4 Recommendations

Basing generalizations on the findings of this study, the researcher recommends that,

- The government to employ nursery school teachers so that they can take care of the rising enrolments in ECDE centers, thus reducing the teaching/pupil ratio.
- The government to adopt a cost sharing policy with the parents in the provision of resources in ECDE. This will in turn ease the burden poor parents are currently experiencing.
- The government to employ adequate DICECE officers in every district in Kenya so that they can effectively oversee ECDE programs in every district.
- The government to employ ECDE managers in every ECDE center with a minimum qualification of Diploma in ECDE, so that they can adequately and effectively run the ECDE centers, while the primary school head teachers be left to run only the primary schools and not both.

5.5 Suggestions for further research

In the course of conducting this study, the researcher discovered other variables that did not necessitate any addition into the already defined study but required investigation. The researcher therefore welcomes other researchers to investigate on:-

1. Challenges facing early childhood development and education in Kenya.

2. Comparative study on learning and achievement among private and public ECDE centers in Kenya.
3. Challenges facing pre-school teachers in Kenya.

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Appendices

Appendix 1: Questionnaire to Teachers

Dear respondent,

The aim of this research is to investigate the impact of free primary education on early childhood education in Lamu-West district in Kenya. You have been randomly selected to participate in the study. Please, tick (✓) appropriately or fill in the blank spaces provided.

I would like to bring to your attention that this research is purely academic and will be treated with utmost confidentiality.

N.B: Do not write your name anywhere on this paper.

Section A

Personal information

Sex

Male ()

Female ()

Age

18-25 ()

26-35 ()

35 & above ()

Education background

Untrained teacher ()

Certificate ()

Diploma ()

Degree ()

Section B

Impact of free primary education on early childhood education

Enrolment Trend

1. Has the introduction of free primary education had an impact on the enrolment of nursery education?

Yes ()

No ()

2. How has free primary education affected the enrolment of pupils

Please read the following statements and tick the one that is suitable to you

3. Are there cases of parents withdrawing their children from the pre-school?

Yes ()

No ()

4. If yes, what could be the reason?

5. How do you rate pre-school attendance in this area?

Low ()

Average ()

High ()

6. Do you know any pre-school that has closed since 2003?

Yes ()

No ()

7. If yes, briefly give the possible reason for the closure.

Section C

Teachers/pupil ratio

8. As a pre-school teacher, how many pupils do you handle in your class?

9. How has the introduction of free primary education affected your teaching load?

Increased ()

Not charged ()

Decreased ()

10. Who pays your salary?

Government ()

Parents ()

Well-wisher ()

11. Please fill the gaps below

	Term I			Term II			Term III		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2003									
2004									
2005									
2006									
2007									
2008									
2009									
2010									
2011									
2012									

What was the roll in your class in the years;

12. Are there cases of pre-school teachers changing profession?

Yes ()

No ()

13. If yes, in your opinion, what could be the contributing factors?

Section D

Availability and use of ECDE Resources

14. Does the government allocate enough money to early childhood education?

Yes ()

No ()

15. Has the introduction of free primary education affected the resource allocation on early childhood education?

Yes ()

No ()

16. If yes, how has it affected it?

17. Do you have enough materials for teaching?

Yes ()

No ()

18. .Who provides them?

Government ()

Parents ()

NGOs ()

Please read the following statements and tick the one that is suitable to you.

19. Since the introduction of free primary education, how has resource allocation to ECDE been affected?

Decreased ()

Not changed ()

Increased ()

20. Because of big enrolments in primary schools, are there facilities that the pre-school is forced to share with the primary school?

Yes ()

No ()

21. List the facilities shared in (22) above.

22. Because of big enrolments in the primary school, are there facilities that the pre-school was forced to surrender to the primary school?

Yes ()

No ()

23. List the facilities in (24) above

Section E

Pupils' Achievement

24. Does the government inspect pre-primary school?

Yes ()

No ()

25. If yes, how often?

Once a week ()

Once a month ()

After three month ()

Once a year ()

Sporadic ()

26. Has the introduction of free primary education affected the government's inspection to early childhood centers

Yes ()

No ()

27. If yes, how has it affected it?

Please read the following statements and tick the one that is suitable to you.

28. When was the last time you were invited to a seminar/workshop?

A month ago ()

A term ago ()

A year ago ()

More than two years ago ()

Never ()

29. If you have ever been invited in (30) above, who conducted the seminar?

Dicece ()

Non-governmental organization ()

Religious organization ()

30. How do you rate the occurrence of seminars and workshops in this area?

Unsatisfactory ()

Satisfactory ()

Very good ()

31. What policies can the government make to improve on early childhood development education?

32. Are the available policies helpful to early childhood education?

Yes ()

No ()

33. If no, why?

THANK YOU

Appendix 2: Interview Guide for Education Officers

1. What is your designation?
2. For how long have you been overseeing ECDE Programs?
3. How has free primary education affected the enrolment of early childhood education in the district?
4. Are there cases of ECDE teachers leaving their jobs?
5. How has FPE affected ECDE resources?
6. Do you think ECDE centers have enough instructional materials?
7. Apart from the government, who else provides materials for nursery schools in the district?
8. How often do you inspect early childhood centers?

THANK YOU

Appendix 3: Focus Group Discussion for Parents

1. What are your levels of education?
2. How has free primary education had an impact on you?
3. Comment on the statement that parents are withdrawing their children from pre-primary schools because of free primary education?
4. Do you think early childhood education is of any benefit to your children?
5. What policies do you think the government should adapt to solve the problems of free primary education on ECDE?

THANK YOU

Appendix 4: Observation Schedule

Item	Area	Unsatisfactory	satisfactory	Very good	Comment
1	Play ground				
2	Availability of play materials (e. g balls, skipping ropes etc)				
3	Availability of classroom				
4	Space in class				
5	Pupils participation in class work				
6	Participation in out door Games				
7	Teacher's use of multidimensional teaching approach				
8	Sitting arrangement				

Appendix 5



MOI UNIVERSITY

Tel. Eldoret (053) 43555

Fax No. (053) 43555

Telex No. 35047 MOI VARSITY

P. O. Box 3900
Eldoret, Kenya**SCHOOL OF EDUCATION**

REF: MU/SE/PGS/54

DATE: 17th September, 2012The Executive Secretary,
National Council for Science and Technology,
P.O. Box 30623-00100**NAIROBI.**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF KOFA B. DHADHOH
(EDU/PG/EDH/1010/10)**The above named is a 2nd year Master of Philosophy (M.Phil) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of his M.Phil studies that he conducts research and produces a thesis. His research is entitled:

“The Impact of Free Primary Education on Early Childhood Development Education in Lamu-West District, Kenya”

Any assistance given to him to facilitate the successful conduct of his research will be highly appreciated.

Yours faithfully,

PROF. P. L. BARASA
DEAN, SCHOOL OF EDUCATION

THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss/Institution

Kofa B. Dhadho

(Address) Moi University

P.O.Box 3900-30100, Eldoret

has been permitted to conduct research in

Lamu West District Coast Province

on the topic: The impact of free primary education on early childhood development education in Lamu West District, Kenya

for a period ending: 31st December 2012

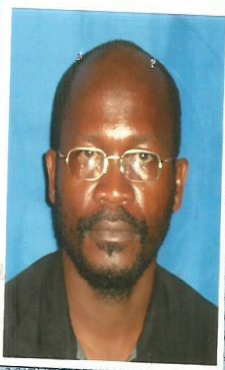
Research Permit No. NCST/RCD/14/012/1548

Date of issue: 5th November, 2012

Fee received KSh. 1,000

Applicant's Signature

National Council for Science & Technology Secretary



Appendix 7

REPUBLIC OF KENYA

**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349
 254-020-310571, 2213123, 2219420
 Fax: 254-020-318245, 318249
 when replying please quote
 secretary@ncst.go.ke

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1548

Date:

5th November 2012

Kofa B. Dhadhoh
 Moi University
 P.O.Box 3900-30100
 Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated *15th November, 2012* to carry out research on *"The impact of free primary education on early childhood development education in Lamu West District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Lamu West District** for a period ending **31st December, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Lamu West District** before embarking on the research project.

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

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
 The District Education Officer
 Lamu West District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

Appendix 8

OFFICE OF THE PRESIDENT

Email: lamudistrict@yahoo.com
Telephone: Lamu 042-4633511

When replying please quote
Ref No. **ADM.15 VOL.IV/127**



DISTRICT COMMISSIONER'S OFFICE
P.O. BOX 41- 80500,
LAMU

Date: **13th November, 2012**

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – KOFA B. DHADHOH

This is to inform you that the above mentioned has been authorized to undertake a research on: **The Impact of free primary education on Childhood development education** in this district beginning from 15th November, 2012 to 31st December, 2012.

On completion of the research, you are expected to submit two (2) hard copies and one (1) soft copy in pdf of the report/thesis to our office.

Any assistance accorded to him is highly appreciated.

A handwritten signature in black ink, appearing to be 'J. Chepkwony', with a checkmark at the end.

(JOSEPH K. CHEPKWONY)
FOR: DISTRICT COMMISSIONER
LAMU WEST

Appendix 9

MINISTRY OF EDUCATION

DISTRICT EDUCATION OFFICE
LAMU WEST
P. O. BOX 75
LAMU.

REF: LM/ED/TSC/NO. 330919/144

12th November, 2012

TO WHOM IT MAY CONCERNRE: RESEARCH AUTHORIZATION - KOFA B. DHADHO

The above caption refers.

This is to inform you that the above named person is authorized to undertake research and other related exercises in your institution(s).

Please accord him the necessary assistance.

DISTRICT EDUCATION OFFICER
LAMU WEST DISTRICT
P. O. Box 75 - 80500, LAMU

Nzinga J. Date:.....

DISTRICT EDUCATION OFFICER
LAMU WEST