



RESEARCH ARTICLE

QUALITY ASSURANCE IN ECDC MONITORING AND FUNDING FOR EARLY CHILDHOOD
DEVELOPMENT EDUCATION IN BUNGOMA SOUTH DISTRICT, KENYA

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ABSTRACT

The study sought to determine the relationship between policy framework governing ECDE and actual practices in Early Childhood Development Centres (ECDCs) in Bungoma South District, Kenya. This paper examines whether or not the ECDCs were monitored according to the quality assurance standards, how ECDCs in the District were funded and how allocation and accounting was done. A total of 40 ECDCs was used, all of whose head teachers participated. The teachers were selected through simple random sampling. Data was collected using questionnaires, interview and observation schedules, and analysed using descriptive statistics. Majority of the ECDE programmes were run and funded by parents while few were funded by the management and directors of the ECDE centres. The funding was not reliable. The funds management challenges included lost receipts, parents miscalculating balances, insufficient funds and poor fees payments. As such, there was no significant relationship between the policy framework governing ECDE programme in Kenya and practices in ECDCs in the District. The study recommended increase in the number of QASOs in ECDCs, extension of Free Primary Education (FPE) Programme to ECDE to reduce financial challenges, and review the education act to cater for trained ECDE teachers among others.

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INTRODUCTION

ECDE in Kenya refers to that education, both formal and informal, given to children from birth to the age of eight years. ECDE is as old as mankind with the mother being the first teacher. In the traditional African practices, children of economically active mothers would be left under the care of elderly women such as grandmothers for baby-sitting and offering informal education while their mothers would deal with domestic chores and farm activities. In the pre-independent Kenya, there were no pre-schools in the rural areas. The natives continued to use their traditional way of educating their children. According to Karanja and Githinji (2009), the advent of colonialism in Kenya influenced or changed the modes, means and methods of providing Early Childhood Education (ECE). The Second World War also influenced ECDE among Africans. After independence, the Ominde Commission of 1964 was formed to review the Education system in Kenya. Among other things, it recommended the establishment of Nursery schools along other Education facilities (RoK, 1964). While attempting to respond to this recommendation, various government ministries were successively tasked to provide nursery education. First was the Local Native Council (LNC) in the Ministry of Home Affairs, then Ministry of Culture and Social Services (CSS) which relayed the baton to the Ministry of

Health (MoH). Religious bodies and aggressive individuals did also take up the challenge to manage nursery schools. Nursery schools that were founded and run by individuals were purely commercial (Karanja and Githinji, 2009). Coming up with a definite structure on the establishment and functions related to Early Childhood Development was still technically overlooked (Karanja and Githinji, 2009). Some bodies compelled the Kenya government to put mechanisms in place for the institutions of ECE policy. The Kafu Committee (1998) recommended the use of ECDE and change of nursery schools to ECDCs. This was adopted in 1999 by the MoE. It is from the Kafu Committee recommendations that the policy framework was formulated. The Kafu Committee came up with the following recommendations:

- a) The MoE should be responsible for education since it has expertise and experience in provisions of education. This is for the sake of provision of quality education and uniform experiences to all children aspiring to join primary school. Uniform curriculum be developed and be followed by all ECDCs in the country
- b) More private centres should be established but subject to rules and regulations of managing ECDE programmes as will be stipulated by the government. This was because private organizations were found to be quite useful in development and provision of ECDE, all teachers employed in these institutions had

to be those who had been properly trained in the relevant education (ECDE) and have good understanding of this type of education – preferably those who have attained ‘O’ level standard of education. This has been implemented to some extent where the government has come up with a regulation, among others, that all those with a need to undertake Diploma or Certificate in ECDE course should be ‘O’ level certificate holders with a minimum grade of D+. The head teachers should be university degree holders.

- c) The Committee also recommended that ECDE should be made compulsory for all children aged 3-8 years. This target would only be achieved when all primary schools would have ECDCs attached to them to ensure that all children who will join standard one are ready for learning. This was in line with the idea that ECDE programme is a preparation for formal schooling.
- d) The Kafu Committee also recommended that all the ECDCs establish three classes called pre-kinder/junior class for 3–4 years, pre-care/mid class for 4–5 years, and pre-school/senior class for children above 5 years. All these groupings were meant to cater for age. For proper linkage between primary and ECDCs, one representative of ECD was to be incorporated on the school committee to articulate the needs of ECDCs.
- e) It also recommended that the ECDE curriculum be reviewed by a professional organization, preferably the MoE, and focusing it to play where children in this stage enjoy most. The Committee recommended avoiding 3-Rs at ECDE level since children have not developed concepts (Kafu Committee, 1998).

It was not until 2006 that the government through NACECE came up with a policy framework for ECDE. Previously, ECDE was guided by various reports, Sessional papers and goodwill from various authorities. The ECDE policy framework is a key milestone in development of ECDE in Kenya. The policy makes it clear that by 2010, the ECDE programme shall be mainstreamed into primary education. It shall take two compulsory years at the school, the government shall take responsibility of employing teachers at this level, play a role of registering ECDE institutions, supervisions of ECDE services, training and employment of ECDE personnel among others (Karanja and Githinji, 2009). The 2003 introduction of FPE impacted negatively on ECDE programmes and on the gains that had been made. Parents and other stakeholders felt that ECDE was not a government priority and hence many of them pulled their children out to stay at home, until they were of age to join FPE. Other parents failed to pay fees for the pre-school administrators. This affected the feeding programme and ECDE salaries. The prior enthusiasms that had been instilled in parents, teachers and other stakeholders on ECDE declined. On the positive side, however, ECDE stakeholders were challenged to work on a legal framework for ECDE. These led to several frameworks for ECDE. They also led to several workshops seminars and conferences on ECDE matters. An ECDE policy framework and service standard guidelines were developed and launched in 2006. This created confidence in ECDE providers and given clear direction and the governments stand on ECDE (Karanja and Githinji, 2009). These recommendations further led to formulation process of the ECDE policy framework which was done in 2004 to 2005. The policy framework gave

suggestions over the following items: Transition, Enrolment of children in ECDCs, Terms of service for pre-school teachers, Certification and grading of ECD teachers, Examination and assessment of ECDE teachers, and Establishment of ECDCs among others. Since its dissemination in 2006, stakeholders have remained anxious to see it implemented in totality. It is from this outcry that the research is being carried out because this missing link in educational development seriously needs to be filled.

The paper hangs on the fact that ECDE is all about moulding vulnerable and tender human beings through a systematically coordinated transition. This is the age at which the human intellect rapidly and actively develops. According to physiologists, it is the stage at which the child is more adventurous and inquisitive. At this stage, the synapses of the grey matter cells of the brain are at the peak of their absorption potential and any knowledge acquired at this stage provides a “permanent set” on the individual’s memory storage components. This is why those who are observant about both formal and informal progression in education have proved that knowledge and skills acquired at ages below 10 years take long to fade or never fade at all. Proponents of effective economic development affirm that in order for any community to experience effective economic development, focus must be given to the economic patterns of development. Countries that are highly industrialized such as France and Germany have functional policies on ECDE. In Kenya, the issue of formulation and implementation of ECDE policy has not been an easy one since pre-independence. This probably explains why the idea of Kenya becoming a highly industrialized state has seen too much shifting of goals for its target achievement. The brains to be relied upon encounter unrealistic systems of Education. Emphasis has been on primary and post-primary education levels. This omission has not been taken well in the education system. It has resulted into neglect and mismanagement of ECDE thus causing very poor foundation in Education system.

Critical Issues of Quality Assurance and Funding of ECDE in Kenya

The ECDE policy framework is a key milestone in development of ECDE in Kenya. It was not until 2006 that the government through NACECE came up with a policy framework for ECDE. Previously, ECDE was guided by various reports, Sessional papers and goodwill from various authorities. The policy makes it clear that by 2010, the ECDE programme shall be mainstreamed into primary education. The ECDE policy framework done in 2004 to 2005 gave suggestions over the following items: Transition, Enrolment of children in ECDCs, Terms of service for pre-school teachers, Certification and grading of ECD teachers, Examination and assessment of ECDE teachers, and Establishment of ECDCs among others. Since its dissemination in 2006, stakeholders have remained anxious to see it implemented in totality. It is from this outcry that the research was carried out because this missing link in educational development seriously needs to be filled (Karanja and Githinji, 2009). There is adequate and clear evidence that ECDE in Kenya is not being managed properly. Being a practitioner in one of the primary schools in Bungoma South District, the author had observed how ECDE activities were being carried out in ECDCs attached to primary schools

within this region. This left a lot of questions on whether or not the policy framework was being put in practice. The discussion in the background of the proposed study likewise demonstrates this weak link, neglect and mismanagement of ECDE.

To strengthen the development and management of ECDE, there is need to develop and enforce relevant policy framework which the Ministry of Education has done. However, there is evidence, as earlier stated, that this policy framework is not effectively implemented by ECDCs. As a practitioner, and from the interaction carried out with other practitioners, the author points to clear evidence that there is a problem in the policy implementation. As evidenced in the Kafu Committee (1998) document, the recommendations were not clearly followed and thus, there was a need to carry out the research. Hence this study was designed to find out the level and effectiveness of implementation of this policy framework by ECDCs in Bungoma South District. This study was designed to establish the practices carried out at the ECDCs and their relationship with the ECDE policy framework in Kenya. Curriculum implementation is the backbone of an education system and has a direct bearing on the quality of education. This is what makes most governments very keen on implementation of curriculum. For this to be achieved, proper practices must be put in place for an enabling environment for implementation and evaluation of the curriculum implementation (Shiundu and Omulando, 1992).

Qualification of ECDE Teachers

The effectiveness of curriculum implementation depends on a number of factors, key among them being the competence of a teacher which depends mainly on qualification and experience. It is therefore imperative that the government of the day, in any country, considers enabling necessary qualifications of the teachers through training. The study considers the nature and the extent of staff qualification in order to find out its influence on standardization of curriculum implementation. An education and training policy on pre-school education in Tanzania was adopted by the government in 1995. This policy outlines the objectives of pre-school education and directs the Ministry of Education and Ministry of Culture to take responsibility of training pre-school teachers. However, there is little harmonization and co-ordination in training teachers in government colleges and pre-school training colleges.

Policy Statements for Human Resources

Policy Statements for Human Resources include development/training, recruitment, management and performance-based contracts. The following are policy statements for the Early Childhood Development Policy Framework (ROK, 2006):

- a) The Government, in collaboration with its partners, shall support, develop, implement, harmonize and co-ordinate inter-sectoral training programmes at various levels and different delivery modes for all levels and types of service providers, particularly in health and education and for the advocacy of the rights of children, especially the vulnerable and marginalized, including children with special needs.
- b) The Government, with its partners, shall develop and implement mechanisms to ensure that training at all levels for early childhood development service provision, including community empowerment, is accessible and training opportunities are equitably distributed, especially in the marginalized areas.
- c) The Government, in collaboration with its partners, shall develop or strengthen pedagogies to ensure that they are user friendly, culturally sensitive, relevant, comprehensive and inter-sectoral.
- d) The Government, with its partners, shall develop and implement mechanisms to identify and strengthen existing recruitment procedures, ensuring transparency, access and equity at all levels.
- e) The Government, with its partners, shall develop and oversee the implementation of service standard guidelines relating to conditions and terms of service for various levels of service providers in Early Childhood Development.

Challenges in Human Resources

The challenges human in resources include development/training, recruitment, management and performance-based contracts. The ROK (2006) presents challenges in human resources (development/training, recruitment, management and performance based contracts) as follows:

- a) Insufficient skilled manpower, especially on issues related to young children and families, due to lack of adequate training of personnel in different sectors
- b) Lack of quality service standard guidelines for training programmes, which impact negatively on provision of quality training
- c) Lack of co-ordination of training, especially in curriculum content and pedagogy, which compromises the quality of the training and results in resource duplication and wastage
- d) Underdevelopment and wastage of human potential due to lack of access to training opportunities as well as insufficient and inequitable distribution of training resources
- e) Lack of funding

Funding of ECDCs

Funding is one of the most crucial aspects in any institution. This is throughout all stages, i.e. development and implementation of any programme. There is no single stage that can be successfully carried out without finances. For policy framework to be developed and implemented, various countries have put in place means of financing the programme. Adams (2009) states how ECDEs are funded. Policy makers have become increasingly aware of these issues and the importance of investing in early childhood and child care. This can be clearly seen in America Recovering and Reinvestment Act (ARRA) of 2009 in which congress invested significant additional resources into both the Child Care and Development Block Grant (CCDBG) and head start in an important commitment to children. This investment, however, benefits just a few or a fraction of the eligible families.

Pre-kindergarten is offered on a part day, part year basis whereas the rest of the levies are not paid by their parents. The CCDBG only offer grants to some parents and not to others. It should, however, be noted clearly that the CCDBG allow the programme to focus on supporting the ability of low income families to access good quality education. Financing mechanisms remain relatively unknown outside of individual countries. In Swaziland, the head teacher and the committee are responsible for all financial matters. A monthly fee is fixed from time to time by the MoE after consultation with the teacher and the parents. The head teacher of the pre-school may seek voluntary and other fundraising. The government, on the other hand, meets capital and recurrent needs. Government is committed to offering extra assistance to the poor regions of the country where schools cannot afford to provide basic teaching needs.

Policy Statements for Financial Management

The policy statements for financial management include sourcing, allocation and accounting. The ROK (2006) presents policy statements for financial management (sourcing, allocation and accounting) as follows:

- a) The Ministry of Education, in collaboration with the Ministry of Planning and National Development, shall conduct a baseline survey to determine requirements for integrating 4-5 year olds into basic education by 2010.
- b) Any other key ministries shall be required to conduct a baseline survey before implementing aspects of ECD policy under their docket.
- c) The GOK, in collaboration with its partners, shall develop mechanisms, including training programmes and user-friendly financial systems, which will ensure transparency and accountability in sourcing, allocation and accounting for finances of programmes and services for children.
- d) The GOK shall increase its financial allocation to support programmes for young children and families to ensure quality, access and equitable distribution of services to all young.

The challenges faced in financial management (sourcing, allocation and accounting) as spelt out by ROK (2006), are as follows:

- a) Lack of adequate finances for the provision of direct and indirect services for children and families, which negatively impacts on quality and breadth of services provided and the number of beneficiaries, especially for the vulnerable and marginalized communities, including children with special needs
- b) Insufficient “user friendly” financial systems required for transparency and accountability, resulting in inadequate accessing of available finances, poor management of financial resources and improper accounting procedures.

In Kenya, the policy framework has been put forth on how ECDE should be funded. This is not happening in ECDCs in

Bungoma South District. Parents are a major source of funding through levies and fees.

Monitoring and Evaluation of ECDE Programme in Kenya

According to Karanja and Githinji (2009), the Ministry of Education is the overall coordinator of ECDE in Kenya. It offers services such as provision of policy guidelines on capacity building necessary for ECDE, funding, training and employing personnel for ECDE services at all levels, ensuring implementation, standards and quality of services given by various service providers, overseeing establishment of DICECE and supervises their operations.

Policy Statements for Research, Monitoring and Evaluation

The ROK (2006) presents Policy statements for research, monitoring and evaluation as follows:

- a) The Government, in conjunction with its partners, shall develop and implement mechanisms, including training, to promote quality research, monitoring, evaluation and documentation of activities to enhance the quality of life and service delivery for all children, especially the vulnerable and marginalized, including children with special needs.
- b) The Government and its partners shall develop mechanisms for harmonizing and coordinating research, monitoring, evaluation and documentation of activities as well as their dissemination for the enhancement of quality service provision for all children, especially in education and health as well as for advocacy of the rights of children.

Challenges in Research, Monitoring and Evaluation

The ROK (2006) presents Policy statements in research, monitoring and evaluation as follows:

- a) Insufficient quality research, monitoring and evaluation on children and family issues for advocacy and also to adequately guide policy formation and programme planning
- b) Insufficient resources, including funding and skilled personnel, compromising the quality of the research and monitoring activities, especially for the vulnerable and marginalized, include children with special needs
- c) Lack of coordination and dissemination of research findings resulting in policy formulation and programme planning not sufficiently supported by empirical data
- d) Lack of clearly defined and “user friendly” service standard guidelines, resulting in reduced quality of services, inadequate coordination of service provision, and therefore inequitable distribution and access to services

ECDE is represented in all other sectors of the Ministry. There are officers in charge of ECDE and quality assurance and standards at all levels of ECDE service provision. The ECDE specialists operate within the established structure of education in Kenya at National, district, divisions and zonal levels. KIE is responsible for curriculum development. Curriculum areas cover pre-school and teacher training. On

material development, KIE handles that which publishers have not produced. NACECE is established at KIE to coordinate ECDE activities in matters of ECDE curriculum. This role is for the Senior Assistant Director. Other ECDE specialists work within other departments and sections of KIE to harmonize the running of school curriculum and ease transition within various levels. District Centres for Early Childhood Education (DICECE) are found in all districts and undertake training and assessment of ECDE teachers, supervision of ECDE centres, community mobilization and localized research. The current study therefore seeks to establish whether or not the ECDCs in Bungoma South are monitored according to the standards of quality assurance.

MATERIALS AND METHODS

The location of the study was Bungoma South District in Bungoma County. Bungoma South District is one of the districts that form the Western Province of Kenya. This study employed the descriptive survey research design. This survey dealt with opinions on the ECDE policy framework, attitudes of the ECDE teachers towards the policy and whether the policy was being practiced or not. The study targeted head teachers and teachers in ECDCs in Bungoma South District. Statistics from the DEOs office (Bungoma South District) indicated that the District had 138 registered ECDCs. The DEO's office Bungoma and DICECE offices, in Bungoma South District were included in this study. Either the head teachers of ECDCs or primary schools were used. This study used systematic random sampling to select 46 ECDCs that formed the sample of the survey, The ECD teachers were selected through simple random sampling technique in each school. The instruments of collecting data were included the questionnaires, interview schedule and observation schedule. Descriptive statistics were used in analyzing of data in this study. Data was then presented in frequency tables.

RESULTS

Monitoring of ECDCs in Bungoma South District

The information here was obtained from Quality Assurance and Standards Officers (QASOs) describing their visits to ECDCs.

Quality Assurance and Standards Officers' Visits

The first item sought information on visits to ECDCs by Quality Assurance and Standards Officers. The findings were as follows: 34(89.5%) of the teachers responded that QASOs visited their schools while 4(10.5%) stated that their schools were not visited. As such, QASOs visited schools and since such visitations are meant to guide and assists teachers in professional matters, it was concluded that the findings so far reported on the impacts of refresher courses seem to have been provided by the QASOs.

Frequency of Visits by Quality Assurance and Standard Officers

The second item sought information on the frequency of visits by the QASOs to ECDCs in Bungoma South District. From the responses, the following was found out: 27(71.1%) said

that QASOs visited their school twice, 10(26.3%) said that they visited once while 1(2.6%) said that they were not visited at all. The information agreed with the previous finding that the QASOs visited school. However, numbers of reported visits were inadequate. Ideally, these schools should be visited at least three times a year so that it is done once every term. This will therefore be in line with the policy document, where the MOE through its officers at the grassroots should regularly visit the ECDE centres. The reported visits help not only to sensitize the ECDE teachers, but also put them on their toes in implementing of ECDE policy framework.

Areas Inspected by QASOs

The third item sought to find out areas that were usually inspected by Quality assurance and standard officers when they visited ECDCs in Bungoma South District. From the responses, 14(36.8%) of the teacher respondents said that QASOs inspected sanitary places, 11(28.9%) said classroom facilities, 9(23.7%) stated that they inspected playing grounds and 4(10.5%) mentioned professional records such as schemes of work among others. There was a clear indication that the QASOs focused mainly on sanitary places, classroom facilities and playgrounds other than professional records, which is the basis of ECDE policy framework.

Funding of the ECDE in Bungoma South District

For efficient implementation of Early Childhood Education programme, there must be adequate funding which should be from sustainable source, adequate and with proper management. In this regard, this study had three items as discussed below.

Source of Funding of ECDCs

In seeking information on the source of funding, the analysis observed the following: 28(68.4%) of the teacher respondents said that parents funded the ECDE in terms of levies and fees. This was the largest funding of the ECDCs. Seven (18.4%) of the respondents said the ECDE was funded by the management either from the donors, harambees, well-wishers or committees. Five (13.2%) of the respondents stated that funding was done by directors of respective schools besides levies and fees charged. The quality of ECDCs depends very much on the level of attitude of the society and government towards Early Childhood Development. On the other hand, quality and distributions are determined by the level of development in society, attitude of society and government support towards the ECDE. This, therefore, leads to the likelihood of having shoddy work being done in ECDCs due to poor funding since the District is underdeveloped.

Reliability of the Funds in ECDCs

The item sought to find out the reliability of funds required to support ECDCs in Bungoma South District. The results showed that 31(81.6%) of the respondents said that the funds were reliable while 7(14.4%) indicated that the sources were not reliable. From this analysis, majority of the respondents approved that funds were reliable. This is an indication that the schools were well-managed by efficient and competent managers. Parents, on the other hand, try and pay fees required

in most of these schools and cater for any levies required in the most of these schools and cater for any levies required. They have positive attitude and have interest for their children to go to ECDE. In addition, the directors are aggressive to source for money. ECDEs are the source of the livelihood. They see ECDE as commercial enterprises and thus pump in money in order to maintain learners who are their major clients.

Accounting for ECDE Funds

On management of funds in ECDCs, an item was designed and administered to the respondents to seek information on who were the accounting officers of the school funds. Results indicated 17(44.7%) each of the respondents mentioned the head teachers and directors, while 2(5.3%) of the respondents said ECDE teachers and committee chairman respectively. The clear implication here was that directors and head teachers were responsible for collecting, dispensing and accounting for funds. It would appear that the head teachers and directors did not have faith in teachers and chairpersons of ECDC to handle money. It could also be because of their selfish ambitions, where they would not want anybody else to benefit since most of the ECDCs were noted as private entities. Since the institutions are commercial, the managers want to fully benefit from management of funds. In theoretical framework, accounting for funds is part of proper management and one of the ways a policy implementation can be carried on.

Challenges Facing Accounting Officers

On the question of challenges facing accounting officers, 14(36.8%) teachers said that there was insufficient funding, 13(34.2%) indicated spoke of to poor fees payment, 6(15.8%) stated lost receipts and 5(13.2%) mentioned ignorance or balance miscalculation by parents. By this, the study associated the results to poor funding which could be the greatest challenge for ECDE in Bungoma South District. Miscalculation and lost receipts indicate the level of literacy since the literate managers are in a better position of being keen. This clearly shows that quite a good number 11(29.0%) of the teacher respondents had realized that people of Bungoma South District were not able to keep and account well for the receipts.

DISCUSSION

The study established that lack of Quality Assurance Officers was the main reason for not regularly monitoring the activities of ECDCs. The common areas inspected by QASOs included sanitary places, classroom facilities and playing grounds. On few occasions were professional records inspected by QASOs. The inspection was done to find out if the facilities were suitable for ECDE learners and also for hygiene purposes. Inspection of play grounds is also important since ECDE learners learn through play; so, the facilities should be provided to enable the learners learn more through play. The study therefore concludes that QASOs visited the ECD centres twice a year with some schools not being visited at all. There was adequate evidence to prove that there was inadequate monitoring of ECDE Programme in Bungoma South District, which involves checking sanitary, classroom facilities and to some extent teaching records. Thus the study recommends that

supervision should be done at least three times a year, i.e. once every term. In addition, it emerged from the study that there were four sources of funding, i.e. parents, committee, management and directors. On management of funds in Early Childhood Development Centres, the directors and head teachers were responsible for collecting, dispensing and accounting for funds. It appears that the head teachers and directors have no faith in teachers and chairpersons of ECDE to handle money. This could be because of their selfish ambitions where they would not want anybody else to benefit since most of the ECDCs are private businesses. Theoretically, accounting for funds is part of proper management and one of the ways a policy implementation can be carried out. Miscalculation and loss of receipts indicate the level of literacy in Bungoma South District. It was established that funding was not adequate for efficient development of ECDE.

CONCLUSION

Following the findings and discussion above, the following conclusions were drawn with respect to quality assurance and funding of ECDEs in Bungoma South District:

- a) There is enough evidence to show that there is adequate monitoring of ECDE Programme in the District with respect to checking sanitary, classroom facilities and to some extent teaching records.
- b) There are four sources of funding for ECDE programme, namely parents, committee, management and directors who are the owners of ECDCs. However, funding was not adequate for efficient development of ECDC. In addition, funds are managed by head teachers in public ECDCs and directors in case of private sectors. Both of these types of managers seem not to have faith in the use of management committees.

RECOMMENDATIONS

The following recommendations were made to aid in ensuring appropriate implementation of ECDE policy regarding quality assurance, monitoring, funding and management of allocated funds:

- a) QASOs should increase the number of visits they make to the Early Childhood Development centres in order to assist teachers, directors and the managers of ECDE centres to implement the ECDE policy framework as required.
- b) During the visits, the QASOs should inspect all the areas, including academic areas or the implementation of the ECDE curriculum.
- c) Similarly, head teachers should regularly inspect teaching documents and other tools of work. Therefore, internal supervision of the curriculum should be strengthened by checking schemes of work, lesson plans, records of work covered and lesson notes.
- d) The Government should extend the Free Primary Education (FPE) programme to ECDE in order to reduce the financial challenges the ECDCs face.
- e) The management of the ECDCs should be trained on financial management so that they can put into

proper use the little funds contributed by parents in funding ECDE programmes.

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