

**SOCIETY PARTICIPATION IN EARLY CHILDHOOD
PROGRAMMES AND CHILDCARE IN LANGOBAYA DIVISION
MALINDI DISTRICT.**

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BY

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**A RESEARCH REPORT SUBMITTED TO INSTITUTE OF OPEN AND
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DECLARATION

I, **Mwangada Alice**, do hereby declare that this is entirely my own original work, except where acknowledged, and that it has not been submitted before to any University or institution of higher learning for the award of a degree.


Signature 

Mwangada Alice

Date 29-8-2012

APPROVAL

This research report has been submitted for examination with my approval as the candidate's main University supervisor.

Signed

Ssekajugo Derrick

Date29/08/2012.....

DEDICATION

This research study is dedicated to dear parents Raphael Mwangada and Phenny Manga Mwangada for having labored to lay a foundation which has enabled me reach this far in the field of academia.

ACKNOWLEDGEMENT

I am greatly indebted to my supervisor Mr. Ssekajugo Derrick for the great work done and support accorded to me. On the same note, I would like to extend my sincere appreciation to my family; my dear husband Jonathan Nzai Chogo, my daughter Phenny Kabibi Nzai, my son Lennox Ruwa Nzai and to my Head teacher Steven Charo Sirya.

Finally, special accolade goes to the colleagues; Josephine Bendera, Tewa Pendo, Martin Wandie Mbugua and Madam Fatma for all the support throughout my studies.

ACRONYMS

| | |
|-----------------|--|
| DICECE – | District Centre for Early Childhood Education |
| DQASO – | Divisional Quality Assurance Officer |
| ECD- | Early Childhood Education |
| EFA – | Education for All |
| FPE – | Free Primary Education |
| KIE – | Kenya Institute of Education |
| UNICEF – | United Nations International Children Education Fund |

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ABSTRACT

The research is aimed at establishing the factors affecting/ influencing community participation in ECD programmes in Langobaya division, Malindi district Kenya. Secondary sources were adequately used and these helped to give a clear picture of how the whole study was to be conducted. The study utilized a descriptive survey design to investigate community participation in ECD programme and childcare. Questionnaires and interview guides were employed and used as the instruments for data collection. The findings from the study revealed the following:

- Community involvement in ECD programmes is very low.
- Most of ECD pupils learn under trees and sit on ground..
- Community/parents need to be mobilized on the importance of ECD programme.
- ECD teachers have no policy guideline on the terms and conditions of services.
- Most of the ECD centres in the zone have less learning materials provided by the community.

Recommendations were made:

- Community/ parents should agree on uniform fees to be paid per child.
- Community/ parents/ committees to work on the average salary for the teachers in the division.
- Community should be encouraged to use their resources in the child education.
- Community should organize for fundraising for the construction of classrooms, making desks and buying materials for the ECD programmes.
- There should be a centrally feeding programme at the ECD centre in the zone

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Education is defined as a process of inculcating or imparting knowledge, skills, attitudes and values to an individual. Thus the development of continuous learning from conception to birth and to death. Learning as a process of acquiring knowledge hence a permanent change is experienced can be achieved in three ways, programmes are involved. It is the fullest responsibility of the parents or the family to ensure inculcation or importation of the education process effectively managed. It is indisputable fact that individuals make a family unit and families make up a community. Therefore it is the sole responsibility of every family of community to ensure that every child develops into a mature and responsible parent/ person. This process should start from conception to birth and adulthood. The process of transformation must be considered and taken care of always.

The process of education thus begins at a family/ home level to the community level hence the need for ECD programmes. For that matter, there is need for a better understanding of ECD programmes (education) in Kenya and its impact on the lives of children. To fulfill this, the Kenyan government has developed national goals of education to have a healthy society that can only be achieved through formation of national policy as her goal written in short. "Kenya has one fundamental goal for her education. That is to prepare and equip the youth to be happy; they must learn and accept the national values to be useful they must actively work towards the maintenance and development of this study." This calls for upbringing of children in a conducive

environment as our national goals of education states so that would become useful and productive members of our society. For a proper foundation to be laid, it is further enshrined in the general objectives that early childhood education becomes inheritable element thus referred as ECD centres- an institution that cares for 0-6 years human beings. (Source: KIE NACECE- 2005)

It is the above context that there is need for better understanding of ECD programmes in Kenya and its impact on these children. Whereby the study is to focus/ generate information and the relationships among the early childhood programmes and the context in which they operate and influence children's development. Then main focus of the study is to develop the child's potentialities but specifically on some various communities' participation in ECD centres activities. Hopefully, this information will be used in articulating development o services for children and the development of relevant and integrated early childhood intervention programmes within the FPE programmes.

Even though the Kenyan government has taken a strong measure since 1985 in inception of ECD curriculum that would meet the needs of Kenyan children, it has really sidelined the ECD programmes in the allocation of the resources of free primary education which most of the ECD centres are affiliated to, a case which has demotivated the community focus on the ECD programmes. Schools have become yardstick through which development of any country is measured and so the Kenyan community as a nation.

The ECD programmes then plays a crucial role in the development of young Kenyan children.

1.1 The purpose of the study

The research has investigated how much the community has participated in ECD programmes and childcare in Langobaya Division of Malindi District.

The research has addressed itself on the following issues:-

1. To what extent has the community in Langobaya Division been involved in ECD programmes?
2. What has this extent been attributed to?
3. In which ways has the community been involved?

1.2 Statement of the problem

According to Education report from Langobaya Division the situation on the ground of ECD education is that:-

1. Awareness and community mobilization to sensitize duty holders on ECD programmes had not been fully realized.
2. Most of ECD centres lacked essential learning/ playing materials.
3. Attrition i.e. most ECD trained teachers were leaving the job.

1.3 Objectives of the study

The research project is to find out community involvement in ECD programmes particularly Langobaya Division, Malindi District.

In order to achieve the research objectives the following issues are to be addressed:-

1. To what extent is the community in Langobaya Division getting involved in ECD programmes.

1.3.1 Broad objectives

The research is aimed at establishing the factors affecting/ influencing community participation in ECD programmes in the following specific objectives:-

1. To establish community sources of income.
2. To establish the school enrolment by sex and age
3. To determine community awareness towards ECD programmes
4. To determine the payments of ECD school fees.
5. To determine the provision of learning places
6. To establish the availability and adequacy of the teaching and learning materials.
7. To determine the provision of feeding programme
8. To establish the quality of ECD teachers and their remuneration

1.4 Study Justification

1. Provide information on the level of community participation towards ECD centres by all ECD actors for the purpose of Intervention.
2. Form basis of further research on community participation and involvement towards ideal ECD programmes.
3. It enhances investigator's skills in carrying out community surveys.

1.5 Scope of the study

The study has used community that surrounds Langobaya Division.

The population has included ECD centres, ECD teachers who represented the community since they are affiliate of the community, primary school head teachers and educational officers.

1.6 Significance of the study

There is need for better understanding of the ECD programme and its impact on the lives of children. This study will generate information on the relationship among early childhood programmes and the context in which they operate and influence children's development. Hopefully, this information will be used in articulating policy for the improvement of services for children in Langobaya Division and the development of the relevant and integrated early childhood intervention programmes by the community concerned, and other stakeholders so as to create an impact on the pre-school going child, and the entire Langobaya Division community to improve on their participation in the ECD programme for better performance in upbringing of children in a conducive learning environment so that they would benefit the society as a whole.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

There is no published material or literature on Langobaya Division, Malindi district as regards ECD factors contributing to poor community participation towards ECD programmes. Review of the relevant literature, for this study on an extensive literature review compiled within the following categories:-

1. Community involvement in socialization and child practice in Kenya.
2. Development studies relating to Kenyan child.
3. Intervention programmes and its impact.

2.1 Introduction

By and large, the ECD programmes in Kenya are mostly community-based with the community owning and managing 80% of the ECD centres. They participate in material development, management of income-generating projects, construction and maintenance of ECD centres, feeding programmes, community mobilization, growth monitoring and promotion, provide land and material for ECD centres and pay the ECD teachers' salary. On child survival, development in the provision of services, young children during the education for all (EFA) Conference 1990, the vision and goals UNICEF had this. This expanded vision called for the development of initiatives that emphasize the holistic approach for all issues related to the welfare of young child. The partnership between the government of Kenya and the UNICEF on ECD is at present committed to programmes that address the requirements of the whole child from birth to eight years.

In order to cater for the early years of the child, there is need for parents and caregivers in the community to improve their parenting skills:

- a) Promote child-focused community development
- b) Deliver services for children in centers or organized outside the home or in a home-based daycare situation.

The major themes extracted from this literature are now presented as:-

2.2 Community involvement in socialization and child practices in Kenya

The early literature pertaining to this focused on African cultures in general where cultures were seen as homogenous entities. Although differences among these societies were presented, they were not emphasized. The generation derived from ethnographies and research studies were based on themes relating to the value of the children, such as the close social interactions among mothers and children, the community responsibility in child rearing, beliefs and expectations concerning children and resources commitment to children.

Another theme related to cross-cultural comparisons and differences out sub cultural practices.

However, the literature records how traditions are changing in most communities, the central protective and stimulation concerns of the family and the community towards the infant and young children are evolving into newer patterns of values, practices and interactions which may not enhance children's development.

Due to changes that have occurred in contemporary African societies, the value of children has changed where infants and children are no longer cherished and accorded unconditional attention. These changes have fundamentally altered the traditional

perceptions of the child from that of immense value to potential victims of abuse and neglect (Kilbride 1973 *et al*)

A second theme in relation to socialization of children focuses on variations in child rearing as a result of sub-cultural differences mainly ethnics, class and religious. Ethnographies were written by Kenyatta (1965), Turnbull (1969) and other highlights interethnic variations in all areas of child regarding practices. Differences in the specific response at the birth of a child, naming procedures timing and methods of weaning, child spacing, permissiveness and disciplining, responses to illness, nurturing and showing of affection have clearly been documented.

In relation to class differences in Kenya, there is already evidence to suggest that the differentiation at the economical level is being produced at the level in child rearing and education (Sormerset, 1972, Kinyanjui, 1979, Gakuru, 1979, Nkinyangi, 1980.) the socio-economic divisions are as a result of establishment of the colonial society and the subsequent subjugation and integration of the indigenous communities into the larger social system, which is western and deeply divided on the basis of wealth, power and social status. On the other hand, there are the communities and families that may be seen to constitute the centre or the mainstream of the society while others are located outside of the mainstream of the society. The latter are also experiencing material and social deprivation (Mbithi 1977).

2.3 Development studies relating to Kenyan Children

Development of early precocity of motor skills of sitting, standing and walking described by Geber (1985) as being influenced strongly by the nature of encouraging and nurturing

socio-emotional relation which include lengthy breastfeeding and community context of the infant as highly valued (Duroiye, 1973).

Also, various researchers (Edwards and Whiting, 1976; Whiting and Whiting 1975, Whiting and Edward 1973) have concluded that specific development behavior such as dependency, altruism and most play behaviors are more impacted by contextual and environment factors than by biogenic sources. The notable exception that was discussed was aggression in play and in touching.

Cognitive abilities of Kenyan children, particularly the young children have to be positively impacted by the richness of multiple care givers (Leiderman, 1975), but negatively affected the abrupt traditional weaning practice and lack of intellectual stimulation condition prevalent in most socialization conditions. This situation which has been described as deprived environment has encourage if not necessitated formal intervention as some of these environmental conditions were seen to put the children at risk (Otaala and Mworio, 1979), UNICEF, (1964). The resultant health and pre-school initiatives were designed to ensure more positive physical and cognitive development outcomes among high risk groups.

Piagetian studies in Kenya also clearly suggest the relationship of various contextual factors contributing to differences in development rates and outcomes for example sub-cultural differences in conservation have been attributed to variation in school.

When a child fails in a task it is interpreted that he does not possess the concept, he does not have the competence. However, an alternative explanation is that the task itself

measured more than it is actually suppose to measure contributing to failure to perform the expected behavior relating to the concept. (Kiminyo, 1973 and Menda (in progress)) observed this in their interpretation of the relevance of the “why” questioning some cross cultural Piegetian research.

Relating to this methodological concern is the necessity of considering the impact of language demands of the tasks in relation to the performance outcome expected. Njubi (in progress) has found that performance in conservation task is most impacted by the language of presentation while the concept is being learned and less influenced when the concept has been learned or has not developed at all. Teachers in pre-school and lower primary frequently adjust their language usage to offset these linguistic problems affecting learning (Merril, 1990) and researchers must thus consider linguistic demands.

2.4 Intervention programmes and their impact

Generally, formal intervention were conceptualized as compensatory and envisioned as supplementary or enrichment initiative for children in deprived context. As a result, numerous programmes have been developed to address different needs of communities, families and children. The programmes and initiatives have focused on improving health and educational status of children. Notably, among these children are survival and development and formal early childhood education programmes.

The evaluate reports of these health programmes in Kenya shows that the programmes have resulted in decreases in child mortality as immunization schedules are followed and nutritional status and sanitation improvement. As the resource base of community and families decline.

Children are still among the groups most negatively affected (government of Kenya and UNICEF Kenya office, 1992). The report concerning early childhood education programmes in Kenya mainly describe the characteristics of the programmes, and here attempts have been made to assess the impact of these programmes on development, the findings indicate the development of a reasonable mastery of school-related skills (KIE, 1987, KIE, 1982). The few attempts to measure the direct impact of specific programmes in reference to cognitive and other changes in behavior have not been controlled or longitudinal studies comparing the differences among children with varying formal early children backgrounds and experiences. Consequently, the long-term impact of early childhood educational programmes on children's development is still unclear.

CHAPTER THREE

3.0 METHODOLOGY

This chapter represents various procedures and techniques that have been used in the study.

3.1 Research design

The study is descriptive survey design that has investigated community participation in ECD programme and childcare. According to Lokesh (1984), the descriptive research surveys information concerning phenomena and wherever possible to draw valid general conclusion from the facts discovered. The design has been applicable for instance, in collecting data on ways by which community has been involved in ECD programmes e.g. by provision of learning places and feeding programmes among others.

Mugenda (1999) noted that surveys can be exploring existing status of two or more variables. Orodho (2004) supports that descriptive survey design provides an investigator with both qualitative and quantitative data hence appropriate for collecting feelings, opinions, attitudes and views of respondents.

3.2 Population and sampling

The target population comprised of 25 ECD centres, 25 head teachers, 40 ECD teachers, 1000 ECD pupils drawn from 25 ECD centres and 230 parents from Langobaya Division in Malindi district.

The sample was selected through random sampling using lottery techniques where papers containing the names of the ECD centres were folded and selected randomly according to

the required numbers. The researcher selected 4 ECD centres out of the 25 ECD centres, 280 ECD children out of 1000 ECD children and 12 ECD teachers out of 40 ECD teachers using lottery random samplings. Further, the researcher has used lottery random sampling to select 25 ECD children from each of the sampled ECD centres, 4 ECD teachers from the 12 ECD teachers and 2 head teachers from the sampled centres and 25 sampled parents for the study.

According to Gay (1992), a researcher selects sample view to various limitations that will not allow researching the whole population to give accurate outcome. The sample to be selected for the study should fall above the minimum acceptable sample for the surveys of 10% for a large population. Rosco and Gay (1992) one centre among the centres to be sampled for the study will be selected for piloting.

3.3 Research instruments

According to Borg and Gall (1983), research instruments are tools used for collecting data. The study has used the following instruments: questionnaire schedules, observation schedule and interview schedule to establish the community participation in ECD programmes and childcare.

3.4 Validity and Reliability

Validity is the degree to which a test measures what it is supposed to measure. In this study, the validity was concerned with establishing whether the questionnaire contents were measuring what they were supposed to measure. In order to establish validity and reliability of the study, develop research instrument were piloted using pure sample in the specified data. This enables content validity and reliability of instruments to be

established (Bless and Achola, 1987: 103-117). The research instruments were pre-tested in one of the ECD centres purposively selected in Langobaya division.

3.5 Data Collection Procedure

The researcher, before conducting the study, sought permission from the head teachers of the centres (schools). The research administered questionnaire to ECD teachers and head teachers. The questionnaires were sent to where they were expected to be responded to the questions by writing the appropriate answers..

3.6 Data Analysis *Langobaya division*

The study has generated both qualitative and quantitative data. The researcher used descriptive statistical methods such as frequencies, percentage and ratio to analyze the data. The open ended questionnaire was analyzed thematically. The analyzed data has been presented in table and graphical forms

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

The responses from the ECD teachers and children, parents, school head teachers/mangers and education officer has been realized. This chapter represents the data collected in the field and further discusses findings.

4.1 Analysis of Data

After collecting the data from the four sampled ECD centres the same data was verified with that from the Quality Assurance Office then recorded accordingly. The records used are in the form of tables, graph, pie chart and some instance percentages are also used to describe a given statistical data.

Table 1:Community Sources of Income

| source | Response | Percentage |
|----------------------|----------|------------|
| Farming | 15 | 75% |
| Permanently employed | 2 | 10% |
| Casual laborers | 2 | 10% |
| Others | 1 | 5% |

Source:Primary data

The data above revealed that 75% of the population in Langobaya division are engaged in farming, it also shows that few people are permanently employed and casual laborers.

Table 2: Enrolment by Age and Sex

| School | Sex | Age | | 0-3 yrs | | 3-4 yrs | | 4-5 yrs | | 5-6 yrs | | 6 & Above | | Sub-Total | | Grand total |
|-----------|-----|-----|---|---------|---|---------|----|---------|----|---------|----|-----------|-----|-----------|---|-------------|
| | | B | G | B | G | B | G | B | G | B | G | B | G | B | G | |
| W | | 5 | 4 | 7 | 3 | 15 | 10 | 8 | 18 | 20 | 18 | 55 | 53 | 108 | | |
| X | | 1 | 2 | 4 | 1 | 6 | 4 | 20 | 20 | 2 | - | 33 | 27 | 60 | | |
| Y | | 1 | 1 | 2 | 1 | 4 | 5 | 11 | 8 | 7 | 2 | 25 | 17 | 42 | | |
| Z | | 2 | - | 4 | 4 | 5 | 7 | 15 | 7 | 19 | 7 | 45 | 25 | 70 | | |
| Sum Total | | 9 | 7 | 17 | 9 | 30 | 26 | 44 | 53 | 47 | 27 | 158 | 122 | 280 | | |

Source: Primary data

The table above shows that average child population per school is 70 boys being the majority with a percentage of 56.43% while girls are 43.57%. Children take longer period at home before joining pre-school this is shown by more children from age 5 years and above and less children from age 0-4 years.

Table 3: Ratio of Teacher to Pupil

| School | No. of teachers | No. of pupils |
|--------|-----------------|---------------|
| W | 4 | 108 |
| X | 3 | 60 |
| Y | 2 | 42 |
| Z | 3 | 70 |

The table shows that the ratio of teacher to pupils is 1:23. In the enrolment, a school like W is the most populated in terms of pupil enrolment and teacher population while Y has the least population.

Table 4: ECD School Fees

| School | Amount paid per month | Amount paid per term |
|--------|-----------------------|----------------------|
| W | 20/= | 60/= |
| X | 50/= | 150/= |
| Y | 100/= | 300/= |
| Z | 30/= | 90/= |

Source: Primary data**Table 5: Where Learning Takes Place**

| Condition | No. of Centres | Percentage |
|----------------|----------------|------------|
| Permanent | 1 | 25% |
| Semi-permanent | 1 | 25% |
| Church | - | - |
| Under tree | 2 | 50% |
| Total | 4 | 100% |

Source: Primary data

The table above shows that half of the ECD centres in Langobaya division learning takes place under trees. Few schools have either permanent or semi-permanent classrooms.

Table 6: Teaching/Learning Materials in the ECD Centres

| Teaching/Learning Materials | No. of schools | Percentage |
|--------------------------------|----------------|------------|
| Text books, charts, guidelines | 1 | 25% |
| Text books and charts | 2 | 50% |
| Text books and guidelines | 1 | 25% |
| Charts and guidelines | - | - |

Source: Primary data

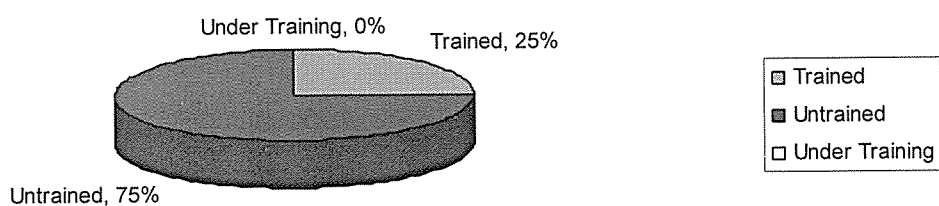
From the table above it is realized that most schools in Langobaya division do not use guidelines in their teaching. They mainly use text books and charts.

Table 7: How Feeding Programmes are Carried out in the ECD Centres

| Mode of feeding | No. of centres | Percentage |
|-----------------|----------------|------------|
| Regular | - | - |
| Irregular | 1 | 25% |
| No feeding | 3 | 75% |

Source: Primary data

The Table 4.1.7 above shows that 75% of the ECD centres do not provide feeding programmes at all, 25% practice irregular feeding programme while no centre practices regular feeding programme.



one are
going

Table 8: ECD Teachers' Years of Experience

| Years | No. of teachers | Percentage |
|-------------|-----------------|------------|
| 1-3 years | 7 | 60% |
| 3-6 years | 2 | 16.67% |
| 6-9 years | 1 | 8.33% |
| 9-12 years | 1 | 8.33% |
| 12 and over | 1 | 8.33% |

Source: Primary data

Table 4.1.10 above shows that 60% of ECD teachers in the Zone have few years of teaching experience of 1-3 years. 8.33% of the teachers have a vast teaching experience of 6-12 years.

Table 9: How Teachers are employed

| Employer | No. of Teachers | Percentage |
|-------------------------|-----------------|------------|
| Community | 7 | 60% |
| Private | 5 | 40% |
| Religious organizations | - | - |
| NGOs | - | - |
| Government | - | - |

Source: Primary data

From the Table 4.1.11 above, the researcher realizes that 60% of the teachers are employed by the community, 40% are employed in the private sectors, the religious organizations, NGOs and the Government has not employed any teacher in the ECD centres in Langobaya division.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The study is a research based on determinant of community participation in early childhood programmes and care in Langobaya division, Malindi District. The study is also an action oriented research arrived at investigating a number of issues pertaining early childhood programmes and care.

5.1 Discussion and Findings

The research found out that the majority of the Langobaya division community practice mixed farming; they grow crops such as maize, beans, potatoes, sugarcane, groundnuts, cassava and millet, they also keep indigenous cattle. The farming activities has discouraged the community from taking their children to schools, they have the notion that, there are many rich people who did not go to school and also so many unemployed but educated youths

Even though some parents have negative attitude toward taking their children to school at an early age there is a large enrolment in the ECD centres especially children who are 5 and above years. This has made the ratio of teacher to pupils to be proportional.

Learning areas in the ECD centres is pathetic. This shows that the community has inadequate knowledge on the provision of permanent or semi-permanent classrooms for the ECD pupils. Even the few with the permanent or semi-permanent classrooms, the

classrooms were poorly maintained; they are dusty with no or very few desks, very little space and no storage facilities.

Although the centres have varied teaching and learning materials they are inadequate. Research reveals that, the text books used are only one copy per activity area, that is to say only the teacher has the access to the book. Some of the text books are irrelevant since they are bought by the unqualified teachers with less know how on the ECD Syllabus/ guidelines. The few schools with the charts have charts which are not attractive; they are poorly drawn and arranged on the walls. Most schools have no where to hang the charts since there are no classrooms.

Most of the ECD teachers are untrained majority being KCPE certificate holders though some are O level certificate holders; reasons being lack of good remuneration. Most of the trained teachers move to other ECD centres where they are well paid especially privately owned and those that are in urban centres. This has left the ECD centres in Langobaya division with teachers with less experience. The few with vast experience have turned to be inactive due to lack of motivation.

5.2 Major Findings of the Study

- Community involvement in ECD programmes is very low.
- Most of ECD pupils learn under trees and sit on ground..
- Community/parents need to be mobilized on the importance of ECD programme.
- ECD teachers have no policy guideline on the terms and conditions of services.

- Most of the ECD centres in the zone have less learning materials provided by the community.
- ECD teachers in the zone are generally paid low salary hence not motivated.
- There is inadequate collection of ECD pupils' fees.
- Most ECD teachers are not trained and are inexperienced.
- Most of the ECD centres do not provide feeding programmes.

5.3 Conclusion

The community in Langobaya division have played very low role in promoting ECD programmes. Most of the ECD centers pupils lack feeding programmes, physical facilities teaching and learning materials and qualified teachers, therefore the community needs to be mobilized and sensitized to participate actively in the ECD programmes to promote quality education and child care.

5.4 Recommendations

- Community/ parents should agree on uniform fees to be paid per child.
- Community/ parents/ committees to work on the average salary for the teachers in the zone.
- Community should be encouraged to use their resources in the child education.
- Community should organize for fundraising for the construction of classrooms, making desks and buying materials for the ECD programmes.
- There should be a centrally feeding programme at the ECD centre in the zone.
- ECD teachers should have proper guideline on the terms and conditions of the service.

- Ministry of education should include ECD activities in the centre to the FPE initiative.

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APPENDIX A

APPENDIX B

QUESTIONNAIRE FOR THE EDUCATION OFFICER

Personal information:

Designation

Zone

Division

District

Answer the following questions according to your experience. Put a tick

(✓) appropriately in the boxes provided.

1. How many ECE centres are you incharge of?

.....

2. How many of these ECE centres practice feeding programme, and what are the reasons behind the feeding programme?

.....

.....

.....

3. Who are the sponsors of the feeding programme in the centres?

.....

.....

.....

4. In what ways is the government involved directly in the ECD programmes in your zone?

.....

.....

.....

5. a). Do you involve ECD section in your inspection routine?

Yes ☐ No ☐

i). If yes, what are the common problems the centres experience as far as community participation is concerned?

.....

.....

.....

ii). In your own opinion, in which ways can we involve the community to minimize the problems?

.....

.....

.....

b). How frequent do you carry out inspection in the ECE centres?

Twice a month ☐ Once a month ☐ Quarterly ☐ Annually ☐

6. Does your office organize for community awareness meetings on ECD programmes

☐ No ☐

If yes have they been attending?

.....

APPENDIX C

QUESTIONNAIRE FOR THE HEAD TEACHER

Personal identification:

School.....

Zone.....

Division.....

District.....

Answer the following questions according to your experience. Put a tick

(✓) appropriately in the boxes provided.

1. (i). What is the enrolment in the ECE centre?

.....

ii). Is the enrolment low or high?

Low ☐

High ☐

iii). Give reasons for the answer in (ii) above/

.....

.....

.....

2. What are the contributions of parents/community to the ECE centre?

.....

.....

.....

3. (i). Is there feeding programme in your school for the pre-primary school Pupils?

Yes ☐

No ☐

(ii). If yes, who is sponsoring the programme?

☐

☐

☐

Government NGO Parents/Community

(iii). What problems is your school facing as far as community participation is concerned?

.....

iv). What is your recommendation on the community participation?

.....

APPENDIX D

INTERVIEW GUIDE FOR ECD CHILDREN

1. Do you like playing?
2. What play things do you normally have at school/ home?
3. Do you take something as a drink in the morning before you go to school and when at school?
4. How often do you have a drink at school?
5. What do you drink at school?

APPENDIX E

QUESTIONNAIRE FOR ECD TEACHERS

Questionnaire: Circle/ fill in the spaces provided accordingly.

1. a). Teacher's Background:

.....
Academic Qualification.....
Professional qualification and teaching Experience.....
School/ ECD centre.....
Zone, Division:
Sponsor/manager:

b). ECD children Enrolment:

Ages of children

0-3 _____

3-4 _____

4-5 _____

5-6 _____

6 and above _____

2. Employment

- I. When were you employed to teach in this centre?
- II. Who is your employer?
- III. What is your average salary per month? 200, 500, 1000, 2000, none.
- IV. How regular are you paid? Monthly, after two months, Unpredictable,
Payments done in bits?
- V. What are the reasons for the irregular or delay in payments?

- a) Poor collection of fees
- b) Delay by Head teacher
- c) Mismanagement of funds by head teacher or Community
- d) It is your own fault.

3. Place of learning/ teaching material

I. Where is learning taking place?

- a) Under a tree
- b) In a permanent building
- c) Semi permanent building
- d) In a church hall

II. Who contracted the building?

- a) Community
- b) Churches
- c) Government (CDF)
- d) Others? (Please specify)

III. Are they adequate? Yes ☐ No ☐

IV. What are these materials?

- a) Outdoor
- b) Indoor
- c) Chart and Books
- d) Guidelines

V. Where are the materials stored?

- a) School store
- b) ECD classroom
- c) Others

VI. Has the school ever organized for Material development? Yes ☐ No ☐

4. Income

I. What are sources of income for the community around your school?

- a) Farming
- b) Permanent employment
- c) Casual labour
- d) Others

II. Do parents pay any money to the school? If yes, how much?

- a) Between 20- 50 per month
- b) 50-100
- c) 100-150
- d) 150-200

III. How many parents pay fees for their children regularly?

5. Ways Involving The Community In ECD Act

I. Do you invite Parents or community to your ECD centre functions?

- a) Closing days
- b) Prize-giving days
- c) Parents days
- d) Fundraising days
- e) Material development days

College and university ()

7. Do you have a pre-school in your area? Yes ☐ No ☐

8. a). Do you have a child in pre-school? Yes ☐ No ☐

b). If not, Why? _____

c). Is it important to take your child to pre-school? (Yes/ No)

d). Have you contributed any thing towards a construction of a pre school? (Yes/
No)

If not, Why? _____

9. What do you contribute for the feeding for your child while at the ECD centre?

Part C: LEADERSHIP ROLES

10. Who are your leaders?

- I. Chief/ district officer ()
- II. Politicians ()
- III. Religious leaders ()
- IV. Education officials ()
- V. Village Elders/ Village Committees ()
- VI. School committees ()
- VII. NGOs/ CBOs head ()