

**INTRODUCTION OF FREE PRIMARY EDUCATION AND ITS IMPACT ON THE  
ENROLMENT IN EARLY CHILDHOOD DEVELOPMENT EDUCATION AWENDO  
DIVISION IN AWENDO DISTRICT OF MIGORI COUNTY**

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## **DECLARATION**

**OLENYO JUDTH ANYANGO**, declare that the information contained in this report is my own, language and composition and have not been obtained from any one else .It is through my own findings and knowledge of the same my supervisor. It is the original and has not been published and / or submitted for any diploma or degree in any university before.

SIGNITURE..... DATE.....

**OLENYO JUDTH ANYANGO**

## APPROVAL

This research report is submitted for examination with my approval as a University supervisor

SIGNATURE..... DATE.....

MS. AHEBWA SANURA

## **DEDICATION**

I dedicate this research report to my beloved husband Philip O. Ayombe, my children, Sharon Akoth and Ronald Otieno, for their support and care I had from them due to my course.

I also dedicate to my supervisor Ms. Ahebwa Sanura who guided me to understand and interpret the research report format.

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## ACRONYMS

ECD – Early Childhood Development

ECDE – Early Childhood Development Education

FPE – Free Primary Education

MOE – Ministry of Education

MOEST – Ministry of Education Science and Technology.

STD – Standard (Used In Levels of Primary School)

GER-Standard enrolment ratio



## **ABSTRACT**

Early childhood development education is the basic foundation of the child. This is the introduction of the child to the reading and writing while building on the listening and speaking skills introduced to the child at home. Therefore it is important to look for ways and means to improve it.

The researcher on this note has realized the importance of comparing and contrasting the introduction of free primary education (FPE) in all the public primary schools in Kenya with the enrolment of the children in Early childhood Development centre. The research was carried out in Awendo district in Nyanza province, a Municipality with five zones. The researcher was interested with the effects of FPE in the enrolment of children in ECDE centers in the Municipality. After the findings the researcher was able to come up with the possible solutions to those effects. The education stake holders may use to improve the education of the child in the Municipality, and the government also may adopt it.

Regardless of the limitation of the funds, time and weather condition, the researcher successfully produced a report with real facts. The delimitation was added advantages that ease the road to success.

The researcher adopted the quantitative and survey method to collect the information. The targeted population was five zones with over two hundred pre-schools. The researcher due to numerous limitations was able to cut down the number of zones to two, which is 40% of the total population. The sampling procedure was random sampling to enable each zone equal chances of being selected. In this research the researcher used interviews to collect the data.

These businesses are done by family members including their children, children sometimes miss to go to school so as to assist at home in the business activities such<sup>as</sup> selling vegetables, fetching water or taking care of their younger siblings. Pre-school going children are the most affected children.

Due to these numerous problems pre-school education is the least considered as education. Most parents find pre-school fees a heavy burden that cannot be met by the majority. Hence many of them take their children to primary school because of FPE without considering the negative effect.

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

Effects of free primary education in the enrolment of early childhood development Centers in Awendo district. The research is concerned with difference seen in the enrolment of the ECDE centers in relation to the introduction of FPE.

The Government of Kenya in the year 2003 was able to make primary education free for all the children in the public primary schools. In this, the government deserves credit but this education of the child lacks foundation. The ladder is climbed from the lowest up the stairs so in the education. The child should be given education with programmed activities down from pre-school up to the university or any other institution of higher learning.

The Government lifting the hurdle in primary school leaving a block at the pre-schools made a difference in the enrolment of ECD centers. Hence leaving the pre-school education to the parents to shoulder meant direct paralysis to ECD Education.

### **1.3 Purpose of the Study**

For every experiment to be set up there must be a purpose, this could be, that findings will be used as an answer to a question or a solution to a problem. Hence a research is an experiment that provides answers to the related problems. Therefore, the researcher had the following reasons for his study in this research.

After finding out the effect in ECD centers in Awendo district, the researcher was able to come up with possible solutions to those weaknesses. The researcher was able to advise the government on the need to make pre-school education free so as to allow for equal

opportunities for all Kenyan children. Parents also should be sensitized on the need of pre-school education as to enable them support their children. Ignorance is a disease that can not be cured and result in great damage.

#### **1.4 Objectives of the Study**

Every activity done must have an objective that should be evaluated at the end to see if achieved. In this research there is no exception but had the following objectives.

##### **1.4.1 General Objectives**

To evaluate the impact of the introduction of free primary education on the enrolment in early childhood development education centers.

##### **1.4.2 Specific objectives**

1. To find possible solution to the challenged encountered in ECDE centers in relation to the introduction of FPE.
2. To examine the relationship between the enrolment of ECD centers and FPE
3. To analyze parents attitudes towards free primary education in ECDE centers.

#### **1.5 Research Questions**

For one to carry out a research there should be a question in mind bending for a solution. This always pushes the mined to start working for an experiment which provide for a reply to the 'what' and 'how 'question in mind .For this reason, the researcher had the following questions which the researcher had to provide solution.

1. What were the possible solutions for these challenges encountered in ECDE Centers in relation to the enrolment and introduction of FPE?
2. What is the relationship between the enrolment of ECDE centers and FPE?
3. What is the parent's attitude towards FPE in ECDE Centers?

#### **1.6 Significance of the Study**

In any system of a policy there are strengths and weaknesses. Strengths are an added advantage that boost the Morale of finding solutions to the weaknesses of the policy. Therefore in this study, the findings are paramount important as it provide some solutions which are useful in that it: Foster the management of the ECD education as it identifies challenges and provide possible solutions. Cater for ECDE teachers as some of the solutions

given guide them manage their ECDE Centre better. Create awareness of ECDE education related problems to the government and other stakeholders for example NGO's and parents. Sensitizes school administrations on the need to assist organize with the parents to strengthen ECDE centers' enrolment and provision of materials for teaching / learning.

### **1.7 Basic Assumptions**

In the Municipality there are many schools that fall in different areas called the zones. In every zone there are several pre-schools with different set ups. The researcher was not able to visit every pre-school in the zone sampled for the study or research. This led the researcher to assume some of the difference taking that all had the same information. The researcher also assumed that the years covered in the research gave evidence that can be generalized as the answer to the problem of the research.

The researcher also assumed that the difference in the enrolment of ECDE centers was as a result of FPE even if other factors may have contributed. There may be such factors as ethnic clashes, diseases and ignorance which may reduce the attendance of the children in a particular year. Therefore, keeping all other things Constant, the researcher took the records of information obtained to be as a result of FPE.

### **1.8 Definition Terms**

Block – an expression used by the researcher to refer to a more complex task than then a hurdle

Enrolment – the registered number of children in an ECDE centre.

Foundation – used by the researcher to mean the beginning of formal learning of the child.

Hurdle – an expression used by the researcher to show a difficult in doing something.

Pre- school –ECDE centre for learning by young children before going to primary school.

Self-employed – people who work to earn a living from what they produce from their work.

Semi-illiterate – used by the researcher to mean those have little knowledge on how to read and write.

Stakeholders – a term used to refer to those who voluntarily give support to the project.

### **1.9 Limitations and Delimitations**

In any given experience in life there are hardships which resist the smooth running of an activity and supportive agents which assist in making the ends meet. Therefore this research was not an exceptional. During the research, the following experiences were observed.

Limited time due to congested school program There was the preparation of school records e.g. schemes of work, lesson plans and lesson notes, progress records and etcetera. There was also shortage of funds for transport and purchase of materials. This was due to other financial commitment, such as college fees and paying children's school fees. Weather conditions and poor roads made any movement or traveling hard. These and others limited the researcher to carry out the research in sampled division but not the total population.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher compares and contrasts his views with those of others. Hence in some views the researcher concurs with others and in the other hand disagrees with them. The reason behind this may be the difference in the areas the research was carried out.

Though FPE was recently introduced, many researches up to date have been carried out to prove whether it helped foster education or disapprove. These researches were carried out on different topics related to the introduction of FPE such that others acted as control experiment while others as the experiment. After getting the effects, the researcher had helped to suggest for solutions to the challenges. Therefore the government is enabled to check on the weaknesses to improve and maintained on the strengths of FPE. Therefore this research literature review exposes the researchers to the weaknesses of the first literature so that correction can be made and build on the strengths of the same. This shows that literature review is important as it benefits whoever uses the research that had been carried out.

#### **2.2 Effects of the FPE on the enrolment of ECDE Centers and possible solutions**

The introduction of the FPE resulted in the high enrolment of ECDE centre leading to eruption of many related problems. There were such problems as:

##### **Shortage of trained teachers**

Due to high enrolment of children in the ECDE Centers, the number of the trained teachers available couldn't be enough to man the Centers. A few teachers have been willing to train as ECDE teachers since there was no employment from the government. These acute shortage showed that there was need to train more personnel on ECDE Education. According to MOE strategic plan, 2006, a strategic plan to objective to sub-sector relative to primary education to train all the ECDE the teacher has been made.

Also in the newsletter, MOE, 2007, the ministry felt that untrained teachers will only work as assistant teachers after undergoing a short course.

Following these plans by the ministry of education, the experienced problem in the ECDE Centers may be solved. The researcher had a feeling that the government should be advised to act immediately that the children may be given a good foundation and the FPE may have a meaning and serve the purpose.

### **Shortage of physical facilities.**

Shortage of physical facilities such as classrooms and toilets is another acute problem which needs to be solved immediately with the government coming in to assist the parents. ECDE teachers have tried to solve this problem by putting children of different ages and abilities under one classroom or a tree. Children over sixty are taught in one classroom or under a tree by one teacher. Sometimes teachers are forced to teach in shifts, whereby children come at different times of the day to school to be taught by the same teacher. MOEST Core module for KRTs (2001) encourages teachers to be more creative and innovative to improvise. MOE sessional paper No.1 (2005), the government wishes to mainstream ECDE as part of primary education by 2010

These young children in the ECD Centers are children of the same government with those in primary schools and they also need to be considered when sharing any government resources. They are young and are more vulnerable to getting diseases such as Pneumonia while learning under a tree during cold seasons. Therefore the government should direct more attentions to support the construction of classrooms and toilets to save these young ones from being infected.

### **Trained teachers ditched ECDE teaching for greener pastures**

Many trained ECDE teachers ditch teaching because the parents are not able to provide for their salaries. These teachers have resorted to do other business for self employment rather than teaching. Others have been employed in private primary schools to teach lower classes such as Std 1, 2 and 3.

If the government is able to include the ECDE in making education free, it will help to stop this migration of ECDE teachers as they will settle and work as permanent employees as other teachers in the primary sector. The strategic plan objective for the sub-sector relative to primary education is to reduce the burden of direct cost of ECDE schooling on parents, MOE strategic plan, 2006. Also the guidelines commit the government to paying salaries for at least

two ECDE teachers in every public school and putting them on a better scheme of service, newsletter of MOE, 2007.

If this strategic plan objective is met the ECDE will have a meaningful foundation of the child rather than the Centers being a baby care Centers where mothers have made ECDE teachers more of maids than teachers. This is so because a big number of children left with one teacher can not be taught but kept them from fighting.

### **Children with SEN are neglected**

Teacher's should have different skills of handling children with special needs ,but ECDE classes are handled by standard eight drop-outs or form four leavers who have no knowledge on how to handle even a normal young child. To add salt to the injury, high class enrolment dribble the disability completely leaving the classroom a scene of harrows .So as to save this situation, teachers are supposed to be trained or In-serviced on how to handle SEN children.

According to MOE strategic plan, 2006, the strategic plan objective for the sub-sector related to primary education is to offer in-service training to ECDE teachers in SEN .Also the ministry is working with partners to pursue policies to increase access for all children and improve the quality of education, by making the ECDE part of primary education, MOE Gender policy in education, 2007.

All the above mentioned problems are related to FPE program in the sub-sector of primary education since in the ECDE Centers as a result of FPE. The reached concurs with the strategic plan of the MOE, but disagrees with targeted time of 2010 .This is because if there was fund for FPE and FSE, why not the sub-sector of primary education which is ECDE.

There is an over sight in this level of education from the education planners not realizing the big damage they are doing to the education .A child with strong educational foundation has a developed mind that can make fast changes in this computer era and global industrialization, therefore a government which is slow in making changes in education system ends up becoming the last to harvest the fruits of its citizens.



### **2.3 To examine the relationship between FPE and the enrolment of ECDE centers**

Prior to the introduction of FPE, the enrolment of ECDE centers was low and pupils were only found in the public ECD centers attached to the public schools.

The centers were supposedly run by the county, municipal or city council of every district or municipal or city, but due to the shortage of funds in those body councils the centers were left to the mercy of poor parents. Due to this menace, ECDE centers were not active and some schools even enroll their pupils direct from home and some made an effort to employ their own teachers to teach their ECDE classes. A few urban ECDE centers provide the necessary ECD education which rate from baby class through introductory class before joining pre- unit class which promotes children to standard one which is primary school.

When the FPE was introduced in public schools, many parents opted to take their children to ECDE centers as an introduction to learning so as to cope with the rest as they have been relieved from payments of activity funds which was quite expensive to many parents. Evidence to these is the establishment of ECDE centers in every village under the church, old shops or under the trees. This was also as a result of young children who could not be able to travel long distance through muddy roads and across the streams during rainy seasons.

According to MOE, gender policy in education (2007), enrolment in ECDE institutions remained below 50 percent in the 1990's but Gross Enrolment ratio (GER) increased from 44.8 percent in 2002 to 57.6 percent in 2006. The number of ECD centers increased from 27, 535 in 2002 to 31, 879 in 2005 (both public and private).

### **2.4 To analyze parents attitudes towards free primary education in ECDE centers**

Many parents in our country Kenya are living from hand to mouth way of life. Kenyans especially those living in the drier areas and slums in the towns and cities lead such a life. In the Municipality the research was carried out, a few individuals are above mentioned life and own property that enable them to save for the next day.

Considering now the expensive education in Kenya and the above situation, it is evident that beyond doubt parents were heart lifted when FPE was introduced in Kenya. This was shown by the increase in enrolment in schools (both private and public).

According to MOE, gender policy in education (2007:11), the implementation of FPE initiative increased the number of pupils in public primary schools from 5.9 million in December 2002 to 6.9 million in January 2003 and 7.2 million in 2004. Currently, there are 7.7 million children in primary schools.

This increase in the enrolment of children in primary schools is an indication of positive response of parents to the FPE. Many parents appreciated the introduction of FPE, hence allowing their children to benefit from it.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explains how the study was carried out in step-by –step, logically and more so why particular methods and techniques was employed. Accounts of procedures, population size of the sample and methods of selection (sampling procedures) are included .it also shows the tools the researcher used during the research.

This is the research report, which enabled the researcher to explore the traits and situations from which numerical data was obtained in the next chapter, by the use of sampling ,the researcher was able to complete the research in time and obtained the solutions .

The researcher had to employ sampling because the area to be covered was wide, the roads were poor and the time available was limited .The few sampled zones were enough to give evidence on how the Municipality was affected by the introduction of FPE.

#### **3.1 Research Design /Strategy**

The researcher used the sample survey method to collect the information .In this strategy the researcher collected the information in a standardized form from groups of people .This was mainly done by selection of samples of individuals from known population and employed interview method to collect the data from zonal Quality Assurance and standards officers (ZQASO). The ZQASO s were able to give all the information necessary as they had all the statistics for all levels of primary schools and the sub-sector i.e. ECDE.

This was the data the researcher used to analyses the impact of FPE in the enrolment of ECDE centers and drew conclusions. The researcher also made comments in relation to the topic of research and suggested possible solutions to the challenges encountered in the introduction of FPE leaving behind the ECDE.

#### **3.2 Population**

The research covers five zones of our d Municipality .These are areas each covered by one ZQASO zone consist of not less than fifty ECDE Centers which are either under public

management or private. The total numbers of learners are over two thousand in every division.

Population refers to the total number of divisions targeted by the researcher, hence all the zones were not visited but represented by a sample. In this regards the researcher in the next page explained how he cut down the population to a representation.

Though the sample was used, the information got was generalized to all the targeted population. This was because it was assumed that even if the population targeted was interviewed could have also given the same information. This method was only employed because of limitation the researcher had encountered for example, limited time and funds that could not allow to visits all the zones.

### **3.3 Sample**

To be able to overcome the limitations and carry out the research, the researcher had cut down the number of zones from five to two which is 40% of the total population. This made it possible to get the required information in good time. The information got from this sample was given an assumption that even if all other zones were visited could have had the same information or disparity in enrollment as evidence in these divisions.

#### **3.3.1 Sampling Procedure**

To get this number of representation from the larger number of five, the researcher employed random sampling. This enabled the researcher to get areas of research without biasness. In this procedure, every member of the group had an equal chance of being selected as a member of the sample.

The names of the zones were numbered, and on a different sheet of paper only numbers were written, cut and folded. Then it was thrown on the table and two were picked, opened and read the numbers. The zones which were represented by the numbers picked were visited, interviewed and data was collected.

### **3.4 Research Instrument and Data Collection Techniques**

During the data collection, the tools used by the researcher were interview. This tool was possible to use as the researcher had to have face- to -face to necessitate more clarification for more meaningful analysis.

To ensure nothing was left behind during the interview, the researcher had prepared a questionnaire .The questionnaire used had two parts, part A which was closed-ended and part B which was open-ended. And another questionnaire was an open-ended, which was used to collect information from parents.

These two tools were employed to ensure smooth flow of the answer which would answer the research questions

### **3.5 Research Procedure**

The researcher visited the Municipality education officer (MEO) to seek permission to carry out the research in the Municipality. Thereafter; the researcher visited the Divisional Quality Assurance and Standards Officers for two zones to inform on the research and planned dates for the next visits.

After informing the officers involved, the researcher went back on the planned dates to collect the data. There were positive response in all the zones on the scheduled dates and the data was available in the files.

The researcher was able to put together the required information which enabled him to present analyses and discussed as on the next chapter.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

As indicated on the previous chapter, the sampled zones were visited and the data was collected. This data collected was for four consecutive year's i.e. 2001, 2002, 2003 and 2004, presented in three categories, namely; Girls, Boys and Total. Each category was put on a bar graph showing the enrolment disparity for all the years shown above. After the bar graphs, the researcher analyzed and interprets the information contained on the graphs. These enable the researcher to comment whether there was any effect of FPE on the enrolment of ECDE.

#### **4.2 Effect of FPE in the Enrolment of ECDE Centers**

In the graphs, all the tables shows that there was high enrolment in the year 2003. The difference indicated in the first two years was not high compared to the drop in the last year i.e.2004. This implies that, the introduction of FPE had an impact on enrolment. Though ECDE was not free, many parents may have had a feeling to take their children to benefit in the programm When parents were relieved from payments of the activity funds in public primary schools, they were able to send their children who have been at home due to lack of fees.

Take the history of the Municipality before FPE; many children could grow to adulthood without going to school. The existing problems indicated in chapter one have contributed a lot though others were because of ignorance and illegal small scale businesses. Some parents belief that education is a waste of time , as they belief that even children can be used to bring food to the table.

After the introduction of FPE, education was made compulsory for every child and any parent found denying the child the right to education could be sentenced to several month's imprisonment. This law forced many parents to allow their children join ECDE Centers though a few took their over age children to start from primary school.

##### **4.2.1 Effect of high enrolment**

Because of the effectiveness of the law accompanying the introduction of FPE, there was high enrolment in the ECDE centers leading to high demand for manpower to teach. To

increase the manpower was not possible as some families were sending in two or more children and were unable to make payment .So the classes were overcrowded, hence leading to lack of facilities such as tables, benches or chairs.

In some pre-schools which were not able to put up more classes and employ more teachers, there children stood in class obstructing others from seeing what the teacher was doing in front. Children with bully behavior disrupted the attention of others.

Due to this over crowding, some parents opted to turn some building in the same estates into pre-school and employ their teachers. Building such as churches and Mosques were used as classes. These building are away from primary school, through the administration of the nearby schools have to man them. This administration at a distance could not tell whether the classes were attended by their teacher or not. Some teachers attended the classes while drunk because they were rarely visited by the administrators.

Another problem of high enrolment was lack of trained ECDE teachers. Because of these mushroomed pre-schools the few trained teachers could not be enough to teach leading to employment of standard eight drop-out and form four school leavers, Because of little or no payment of salaries, these teachers' desert duties to go out for other business in order to earn a living. Some of these teachers once they get married run away to go and manage their families.

#### **4.3 Possible solutions to the challenges encountered in the ECDE in relation to the introduction of FPE**

To solve the problem of scarcity of teachers, the government should assist reduce the college fees and open up more DICECE colleges.

The ministry of education should include the construction of ECDE centers in the allocation of funds. ECDE should be moved from ministry of culture and social services to the ministry of Education and included in the free education for both public primary and secondary schools. This will solve the problem of shortage of ECDE centers

ECDE teachers are doing a recommendable job but poor payment makes them ditch their jobs once they are married. If employed by the government they will be satisfied like other teachers or civil servant.

Lack of proper management of ECDE centers also contributed to poor performance. Qualified ECDE personnel should be deployed to supervise ECDE programmes. Like other levels of education, ECDE should have qualified field officers from the zone to the national levels. Roles of ECDE stakeholders such as parents, committee, government etc should be well spelt to assist strengthen the existing management. There should be a team of school management committee (SMC) to plan for ECDE centers and should be given induction courses

**Figure 4.1 Graph Showing Girls enrolment.**

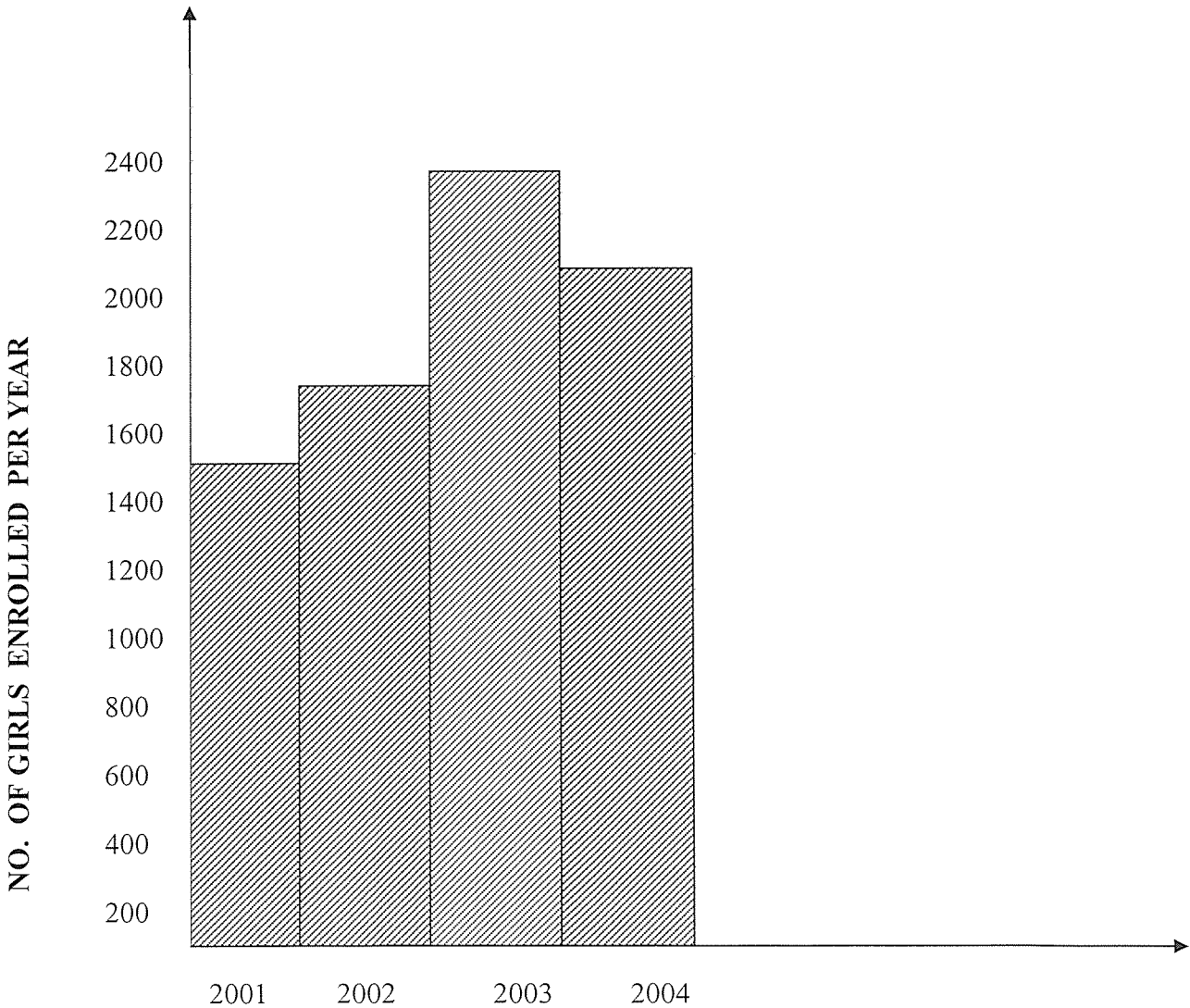




Figure 4.2 Graph Showing Boys enrolment

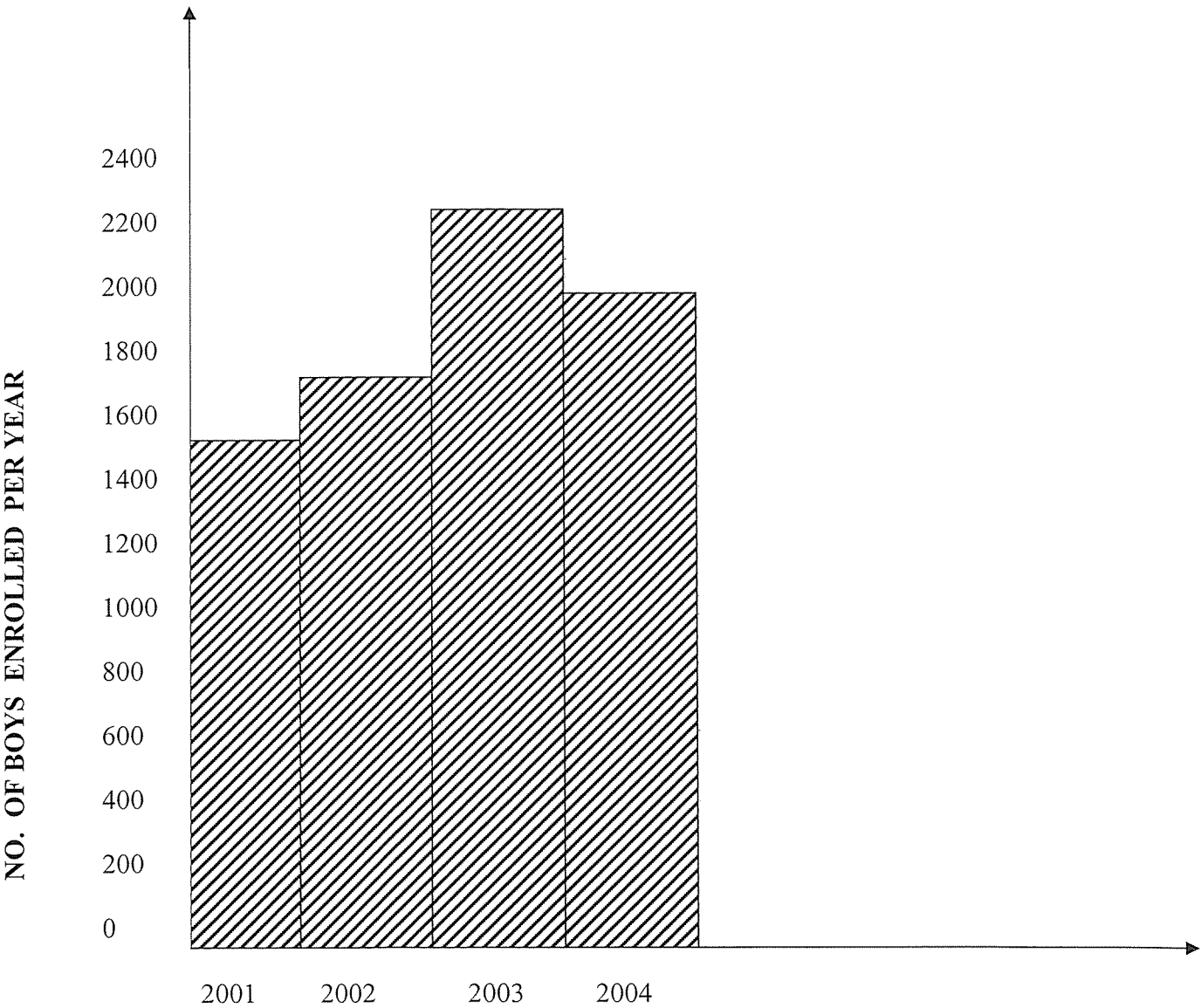
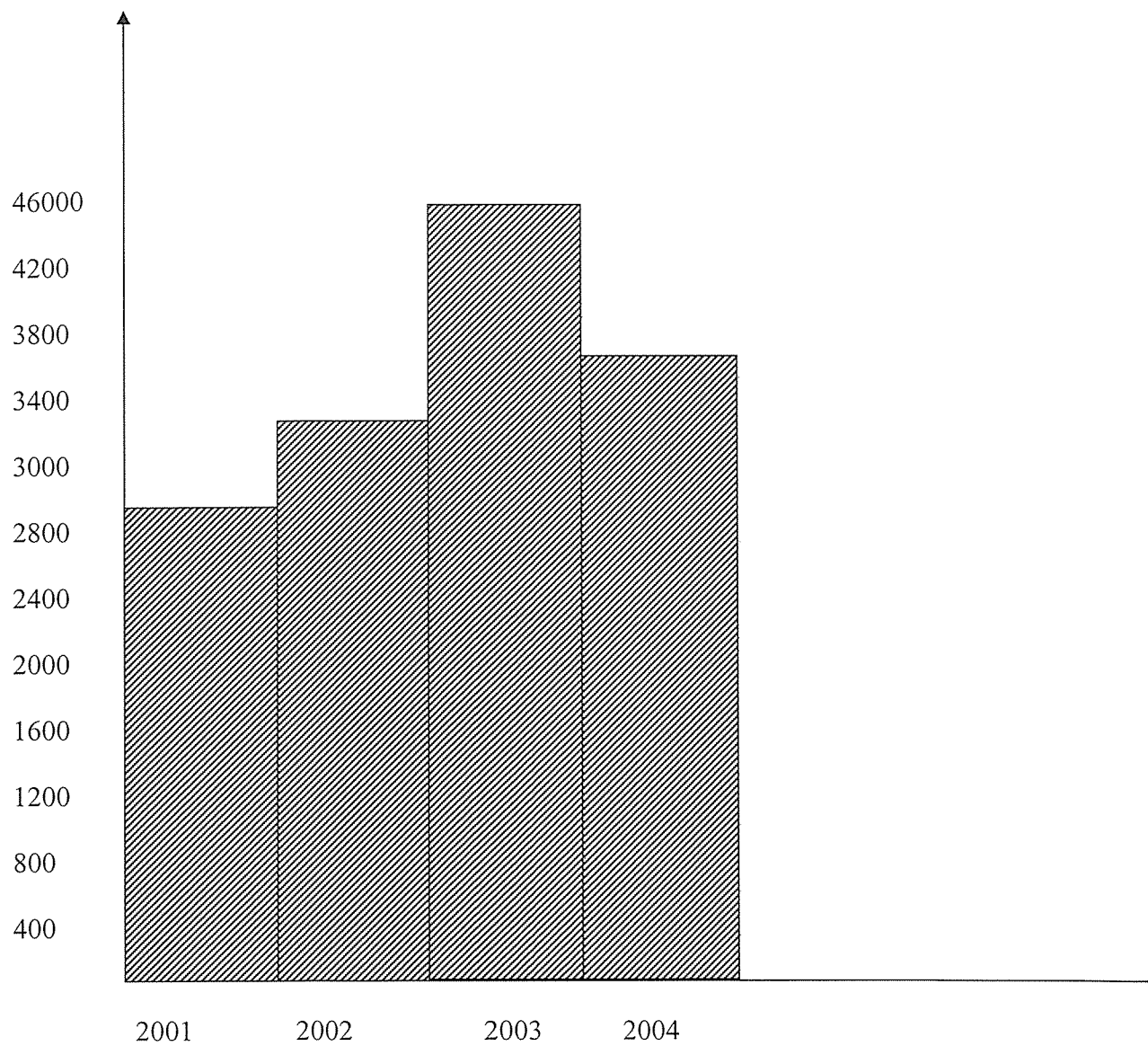


Figure 4.3 Graph Showing Total Enrollment



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter, the researcher had given out the summary in his finding i.e. write short notes giving the overview of the research drew the conclusion and give what he believed was to be the solutions of the problem s he identified (recommendation) .This part of the research had catered for the readers or who ever wishing to use this research on the important task of the researcher. The researcher .discussed reasons why the results occurred, made judgment and produced possible solution to the research questions.

During the research, the researcher found out that as a result of FPE many children were able to join ECDE Centers .As compared to the other years, the year 2003 in which FPE was introduced recorded the highest enrolment. Looking at the enrolment of boys and girls, of girls exceeded that of the previous years where boys enrolment was higher.

The introduction of FPE was accompanied by the rule of gender balance, whereby the girl child was to be given equal chances of education to boys. Many girls were seen as a sign of wealth, due to dowry they bring to the family and boys was a sign of strength in the family and the community.

#### **5.2 Conclusion**

The research was about the effect of FPE in the enrolment of ECDE centers in Awendo district This statement of the problem was broad and wide but the researcher has summarized his findings by looking at the problems related to the introduction of FPE. These are: Over enrolment which leads to over crowded classrooms which were few and had been designed to accommodate a few numbers of children, hence when the number increased all of a sudden they were congested. Some children were forced to stand against the wall when writing as there was no more space to put the desks. Furthermore the desks were not adequate

Mushrooming of ECDE centers in the estates which were away from primary school. Due to overcrowded classroom, some parents decided to group themselves and get a teacher to teach their children under a tree, church or old kiosk (shop). These clusters came up in every small

estate to secure a chance for their children to learn and get a chance of joining primary school.

Employment of untrained teachers. Due to the high demand for teachers, the few trained teachers could not be enough to all the estate schools. This led to employment of standard eight drop-out or form four leavers to teach the children.

Poor performance in ECDE centers. Due to overstretching of the available facilities, teachers and resources, there was poor learning. Teachers had little or no knowledge on how to handle young children, and overcrowded classes led to poor class control. Standing children will also not be able to learn how to write, while the seated children were not able to see the black board well.

Shortages of teaching/learning resources. Many of the so called schools have no reference materials as the textbooks for ECDE have not been produced. Untrained teachers also lack knowledge of improvisation of the teaching learning materials.

Children with special needs were not catered for. Teachers had a lot of work that could not allow for individuals attention. Also untrained personnel in the ECDE centers had no knowledge on how to attend to children with special needs.

### **5.3 Recommendations**

Due to the above mentioned problems, the researcher has the following suggestions to the government in order to save the situations. Provide funds to put up enough classrooms to avoid overcrowding. Looking at the Municipality and even outside the Municipality parents are not able to put up enough classrooms and provide desks. Many of them find it hard to provide for the basic necessities at home. Train the ECDE teachers, practicing teachers can be taken for in-service, while others can join ECDE colleges with a supplemented college fees from the government.

Employment of ECDE teachers. If these teachers are employed by the government they will not ditch the ECDE teaching to go for other business. Train and employ qualified personnel for ECDE management. Primary and secondary school quality assurance officers have been trained on the field and the same should be directed to ECDE. Have well spelt out roles of the

ECDE stake holders such as parents committee and government to strengthen the management.

Governments have very little support on the ECDE while they spend a lot in primary and secondary education. Parents and school committees put emphasis on the same, forgetting that it is not only the walls and the roof that make the house but also the floor. Workshops and seminars should be organized to educate the parents see the need to support ECDE the same way as others. These and other solutions that the researcher might have left out will help strengthen ECDE. If the government is able to support other levels of education and other government sectors, how expensive is the ECDE? Large sums of money is used on prisoners to correct their deviant behaviors where as ECDE could lay a good foundation for individuals to build their education anxiety. Good education of the child strengthens. The economic growth of the country realizing from the education of the developed countries. The development of the brain of the child is nurtured through early activities that activate the thinking and reasoning of the child. Abandoning ECDE is encouraging slow industrialization. Manipulating, blocks, clay and plastic stimulates the sense, hence awake the curiosity to learn and discover new ideas. This is seen in those countries where ECDE is developed, there is rapid industrialization. Even the Bible in the book of proverbs 22:6 it says, train the child in the way you want and he will never forget even when he is old. Taking from the history of a plant, if you leave a young plant to have a bend it will not be easy to make it straight at a later stage. Therefore this young child should be given the right direction at an early age to grow up liking it ECDE is the answer or solution to early preparation of the child to the later task of industrialization.

According to Freda Rebelsky and Lynn Dorman (1974), it is apparent that many considerations based on our knowledge of the learning and forgetting process would lend support to the psychoanalytic position that early childhood is of very great importance in determining "basic personality structure". Quoted in the same book from Sheriff and Cantril (1947), said that their lack of training in formal learning psychology has not enabled them to give satisfactory explanation as to why unconscious early learning should be important and the explanation they resorted have seemed so anthropomorphic and strange to other psychologists that many psychoanalytic formulations have been dismissed without the serious consideration they deserve.

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## APPENDICES

### APPENDIX 1: RESEARCHER TIME FRAME

The researcher took one year to carry out the research. The first half of the time was used to write the research proposal. After the proposal approval by the supervisor. The researcher proceeded to write the report after collecting the data.

After the research report approval on August, the researcher made correction where it was necessary and forwarded the completed document on April, 2010

Time	Activity
July 2012	Writing of the research proposal.
August 2012	Approval of the research proposal.
September 2012	Organization and correction of the research report.
November 2012	Approval and submission of the research report.

## APPENDIX II: A RESEARCH BUDGET

PARTICULARS	AMOUNT KSH.
Traveling- Lunch and fare	5,000
Writing materials- papers, pens, flash Disk and others	1,840
Typing and photocopying -proposal -Report	800 3,200
Miscellaneous expenses	1,500
<b>TOTAL</b>	<b>12,340</b>



### APPENDIX III: QASO'S QUESTIONNAIRE

Dear respondent,

This questionnaire is meant to collect data for the ECDE enrolment in the zone the years indicated below. Please kindly, provide the necessary information with sincerity.

#### PART A:

Name of the officer in charge of the office .....

Designation of the officer.....

Name of the zone .....

Year	NO. of girls	NO. of boys	Total
2001			
2002			
2003			
2004			
<b>TOTAL</b>			

#### Part B

(i) What were the challenges the zone had the years indicated in the table above?

(a)

(b)

(c)

(d)

(e)

(f)

(g)

(h)

(ii) How have you managed (solved) them?

.....

## APPENDIX IV: PARENTS QUESTIONNAIRE

Dear respondent,

I am a student at the Kampala International University carrying out research on the effects of the Free Primary Education on the enrolment of early childhood development education centers. I would be most grateful if you assist me know your feelings in the introduction of FPE in our public primary schools.

Please be sincere in your answers to these questions.

(i) Name of the respondent.....

(ii) Occupation .....

(iii) What were the merits of FPE in you home school?.

.....  
.....  
.....

(iv) What were the demerits of FPE in your home school?.....

.....  
.....

What are your feelings on FPE?

.....  
.....  
.....