

**IMPACT OF COMMUNITY SUPPORT GRANT ON ACCESS TO EARLY
CHILDHOOD DEVELOPMENT EDUCATION IN
NAIVASHA SUB-COUNTY**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
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ABSTRACT

Pursuant to the Government of Kenya's Sessional paper No. 1 of 2005 on a Policy Framework on Education, Training and Research, comprehensive Early Childhood Development (ECD) Policy Framework and Service Standard Guidelines were developed. The Service Standard Guidelines were developed to ensure that quality services were delivered efficiently and effectively at all times in ECD centres/ institutions in Kenya. Early childhood Development Education (ECDE) globally and Kenya in particular has been recognized as a crucial programme that lays a foundation for a child's holistic development. A key objective of Sessional Paper No. 1 of 2005 was to enhance access, equity and quality of education at all levels by 2010. The Sessional Paper No 10 of 2012 on Vision 2030 observed low enrolment in schools as a third challenge among the five challenges in transforming education. The Government was committed to enhancing this through different strategies one of them being the provision of Community Support Grant to Early childhood Development Education (ECDE) centres across the country. Community Support Grant (CSG) which was a Kenya Education Sector Support Programme (KESSP) initiative was scheduled to run from 2005 - 2010. This study was conducted in Naivasha sub-county and its purpose was to determine the impact of the Community Support Grants on Access to Early Childhood Development Education (ECDE). The target population of the study was comprised of 42 public ECDE centres, 16 ECD Headteachers, 16 ECD teachers and DICECE Programme Officer. The public ECDE centres were divided into two categories; Those that benefited from CSG and those that did not. The sampling technique used was Stratified Random Sampling. Questionnaires were used for Headteachers and ECDE Teachers. The data was analyzed and presented in form of tables, graphs and percentages. The study found out that there was some impact of the CSG in the promotion of Access to ECDE centres in the sub county. The enrolment of the children had increased and the retention of the children had become consistent over the years. The quality of services had improved since materials had been bought by use of CSG. The study also found out the enrolment of boys and girls had stabilized. The study recommended that the county government should provide funds to all public ECD centres to enable long lasting projects to be initiated and sustained. The study was guided by the Administrative Management Theory advanced by Henry Fayol (1811-1845). The theory stated that good school Managers deal with tasks that entail financial, human, curriculum, physical and community management. This study will be useful to ECDE parents, community members, County Government and Development partners who funded the programme.