

Resource Provision, Stakeholder Attitudes and Support for National Centre for Early Childhood Education (Nacece) Curriculum Implementation in Uasin Gishu County, Kenya

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Abstract

Early Childhood Development programmes promote the physiological and intellectual development of young children, preparing them for further schooling and productive roles in society. This paper discusses the parents' attitudes, availability of necessary facilities and materials and support given by education managers in the implementation of the NACECE curriculum. The study randomly sampled 32 out of 106 Early Childhood Development (ECD) centres. The participants included parents and head-teachers from the selected schools, District Centre for Early Childhood Education (DICECE) programme officer (1), Quality Assurance and Standards Officers (QASOs) (4), District Education Officers (DEOs) (1), TAC tutor (1), who were sampled purposively. Data was collected using questionnaires, observation schedules, interview schedules and document analysis. Descriptive statistics, percentages and frequencies were used to analyze data. It emerged that the ECD curriculum by NACECE was not adequately implemented as it was initially designed and conceptualized because of lack of and poor usage of necessary facilities and materials among other reasons. The author recommends that training be given to education managers to enable them provide the required support, and the need for government to look into the remuneration of teachers to ensure a motivated workforce. The findings of the study would be of great benefit to all Early Childhood Education stakeholders since it operates within a framework of partnership.

Key words: Resource Provision, Stakeholder Attitudes, Support, Implementation, NACECE Curriculum, Uasin Gishu County

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