COMMUNITY FUNDS OF KNOWLEDGE IN ENHANCING CURRICULUM INSTRUCTION IN EARLY CHILDHOOD DEVELOPMENT CENTRES IN CENTRAL DIVISION, TURKANA COUNTY KENYA

DAVID KAMPALA OMAKADA
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NOVEMBER, 2015
DECLARATION

I declare that this research report is my original work and has not been presented in any other university/institution for consideration of any certification. This report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature: \[Signature\] Date: 20/11/2015

DAVID KAMPALA OMAKADA
E55/CE/22911/2011

We confirm that the work reported in this project was carried out by the candidate under our supervision as university supervisors.

Signature: \[Signature\] Date: 28/11/2015

DR. JOHN TERIA NGASIKE,
Lecturer,
Department of Early Childhood Education,
Kenyatta University

Signature: \[Signature\] Date: 23/11/2015

DR. GLADWEL WAMBIRI,
Lecturer,
Department of Early Childhood Education,
Kenyatta University
DEDICATION

This project is dedicated to my mother Jane and my wife Noeline Emoru, my children Amusugut, Dan, Atyang’a and Omude, whose constant encouragement inculcated in me the confidence and the motivation to complete the project. I highly appreciate their support.
ACKNOWLEDGEMENT

The completion of this project would not have been possible without the assistance and cooperation of many people to whom I am indebted.

I am particularly grateful to my supervisors, Dr. John Ng’asike and Dr. Gladwell Wambiri to whom I am greatly indebted. They were extremely resourceful and patient, each with a particular strength that made my study a great success.

My gratitude also goes to the Head teachers of the pre-schools who allowed me to interact and observe the teachers in their classrooms environment, and linking me up with the parents of the pre-school children and other stakeholders.

I wish to extend my sincere appreciation and gratitude to all education officials who particularly made contributions towards the study.

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Above all I thank my Almighty father who has seen me through my studies and without whom all my work would amount to nothing. All Glory be to God.
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### ABBREVIATION AND ACRONYMS

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<th>Description</th>
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<tr>
<td>ADB</td>
<td>-</td>
<td>African Development Bank</td>
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<td>ADEA</td>
<td>-</td>
<td>Association for Development of Education in Africa.</td>
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<td>ASAL</td>
<td>-</td>
<td>Arid and Semi Arid Land.</td>
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<td>CEO</td>
<td>-</td>
<td>County Education Officials</td>
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<td>DICECE</td>
<td>-</td>
<td>District Centre for Early Childhood Education</td>
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<td>ECE</td>
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<td>Early Childhood Education</td>
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<td>ECD</td>
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<td>ECDE</td>
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<td>EFA</td>
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<td>Education for All</td>
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<td>FGDS</td>
<td>-</td>
<td>Focus Group Discussions</td>
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<td>KICD</td>
<td>-</td>
<td>Kenya institute of Curriculum Development</td>
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<tr>
<td>MDGs</td>
<td>-</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>-</td>
<td>Ministry of Education</td>
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<tr>
<td>NAEYC</td>
<td>-</td>
<td>National Association for the Education of Young Children</td>
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<td>NGOs</td>
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<td>Non-Governmental Organization</td>
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<tr>
<td>NCST</td>
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<td>National Council of Science and Technology</td>
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<td>PTA</td>
<td>-</td>
<td>Parents Teachers Association</td>
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<tr>
<td>UNESCO</td>
<td>-</td>
<td>United Nation Education Scientific and Cultural Organization</td>
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<td>UNICEF</td>
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<td>United Nation International Children Education Fund</td>
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ABSTRACT

The provision of Early Childhood Development and Education (ECDE) is growing rapidly and has received increased policy attention worldwide. For instance, equitable access to quality ECDE is increasingly viewed by policy makers as a way of strengthening the foundations of lifelong learning for all children and is anchored on the use of community local resources, yet there is no clear research that has harnessed the knowledge on the use of funds of knowledge for learning. The research in this area would help teachers' to interpret or use concrete materials from households for learning. This study was meant to fill in knowledge regarding the use of funds of knowledge in Kenya' ECDE centres. The aim of this study was to find out the extent of use of community funds of knowledge in enhancing curriculum instruction in Turkana central Division in Turkana County. The objectives of the study were as follows: to determine the extent of use of funds of knowledge that include local language, games and plays, songs and stories, resource persons and learning materials from the local community, to establish the teachers' and education officials awareness and knowledge on the use of community local language, plays and games, songs and stories, teaching and learning materials from the local community in enhancing curriculum instruction in ECDE in Turkana central Division in Turkana county and to establish the level of support provided by parents in the use of community funds of knowledge in ECDE in Turkana central Division Turkana county. To achieve this, the study used descriptive research design using the survey method to obtain qualitative data and basic statistical data quantitatively. The target population was 70 ECDE teachers and 30 Head teachers from all 30 ECDE centres, 20 County Education officers and 150 parents (PTA members) from all 30 ECDE centres in the division. The researcher used stratified random sampling to obtain the samples. The samples consisted of 25 ECDE teachers, 10 Head teachers in charge of all ECDE in the division, 6 county Education officers and 24 parents and community members. Questionnaire, interview schedules, observation checklist and focus group discussion (FGDs) was used to collect data from the respondents. Data was analyzed by objectives using deep narratives of themes generated from the data. Descriptive statistics was used to present data that was numerical. The findings from the study indicate that teachers had inadequate information and understanding on what community funds of knowledge that can be used in curriculum instruction is all about. This was evident when their source of instructional materials was mostly (100%) based on sticks, wooden blocks and bottle-tops. It also found that there little support from the parents due to lack of knowledge and awareness on their roles, functions and responsibilities in ECDE centres. The researcher however recommends that through sensitization and awareness creation, the community and the teachers should be educated on the sources and importance of community funds of knowledge that could be used to enhance instruction in ECDE centre and more so in Turkana county, and also the government to strengthen policies that promote an integrated and local adaption of ECDE programmes with descriptions of the benefit of ECDE centres programmes and idea of indigenous knowledge.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

This Chapter presents the background argument of the study to frame the problem statement. It also presents the purpose, objectives and research questions. The scope and the significance of the study are as well discussed, in addition the chapter concludes with the conception framework and the definition of operational terms.

1.1 Background of the Study

The provision of Early Childhood Development and Education (ECDE) is growing rapidly and has received increased policy attention worldwide. For instance, equitable access to quality ECDE is increasingly viewed by policy makers as a way of strengthening the foundations of lifelong learning for all children (UNESCO, 2012). Exposure to ECDE services enhances primary children school performance, better school attendance, and lower rates of class repetition, low drop outs and stronger literacy and numeracy skills, ECDE programme are, identified as the best investment for economic growth with the highest rate of return as cost effective route to poverty reduction (UNESCO, 2005). In the studies conducted and released by Global Monitoring Report, children who had one year in ECE, with better materials, had higher performance in test performance score, improved attention, higher school readiness, performed better in speaking, reading, writing and mathematics than those who did not attend ECDE (UNESCO, 2012).
Enhancing performance in ECDE does not have to be an expensive use of instructional materials. The success in ECDE requires use of local support with innovative approaches that focus on local and cultural relevant resources available in the households and family levels, such resources are referred to as community funds of knowledge that include; those historical accumulated and culturally developed bodies of knowledge and skills essential for households and individual function and well being. They also include; cultural traits or elements such as artifacts, tools, local language, traditions/customs, values and beliefs, games and plays, songs, natural, sites, man-waste materials, grandparents/parents a among others. These funds of knowledge are used as a resource to perform different tasks in the society as well as in the classroom.

This suggests to teachers to use socio-dramatic play as a tool to observe children and learn about their funds of knowledge in order to implement a cultural reflective curriculum (Moll, 1992) A study in United States of America (USA) and in Mexico among the Mexican parents and children, found that in the society, funds of knowledge are used by people as they perform their daily chores including going to work. In the classroom children use funds of knowledge as a resource for concept and skill development. This is through the use of socio-dramatic play as a medium tool for learning and also as a vehicle that can assist teachers to learn about their students. It also found that during socio-dramatic play, children like playing with what is within their reach in the environment. As they play children manipulate and practice cultural behaviors transmitted by their families and use them to enhance play, creating opportunity for creativity and problem solving (Liu, 2011; Tapia, 1991; Velez, 1998; and Moll, 1992).
In Kenya ECDE is recognized as one of the levers for accelerating attainment of Education for All (EFA) and the Millennium Development Goals (MDGs) because effective ECDE programme enhances country’s economic growth and political stability (RoK, 2006). The focus on ECDE constitutes household, community and government in providing integrated development of children from birth to the age of entry to primary school (RoK, 2006; 1999). Despite parents, siblings, peers, teachers and County Education Officers (CEO) involved in ECDE development, their role in enhancing use of community funds of knowledge has not been established.

Africa is described as having the youngest population in the world with varying enrolment rates in ECE (ADEA, 2002). In Kenya enrollment of ECDE children has been increasing (RoK, 2004). There appears to be minimal information or almost none on how community funds of knowledge are used to enhance curriculum implementation and instruction at ECDE. The policy places emphasis on use of local resources for being the cornerstone in ECDE (RoK, 2006), and a provision of support materials for curriculum implementation and instruction was undertaken to enhance quality care and holistic development of children in ECDE through improved teaching. The extent in which community funds of knowledge are also utilized has not been established.

Recent research shows that, teachers in ECDE are blackboard oriented and depend on materials purchased, which are mostly based on foreign culture (Nga’sike, 2013, 2011). Dependence on materials bought and manufactured in foreign cultures reduce teachers’ creativity and innovativeness in the use of community funds of knowledge, and has the potential to limit curriculum instruction in ECDE in ASAL areas that live in abject
poverty. There is need, therefore to investigate how teachers make use of community funds of knowledge in ECDE to implement curriculum and instruction in areas with low socio-economic state but are capable of bringing up their children using resources available locally. According to Ng’asike (2011), the best approach for teaching young children, involves hands on teaching strategies that use locally and culturally relevant available materials from the childrens’ environment. Use of such resources makes learning accessible, meaningful, affordable and sustainable and allows teachers and children opportunities to interact in the most natural and culturally relevant ways in the classroom. This is not the case however in many ECDE Centres where pressure is on the children to pass interviews to join primary classes, contributing to rote memorization of the content mastery in ECDE learning environment. This is one of the contributing factor to low completion rates, lack of proper smooth transition to primary, poor academic performance, low cognitive abilities and high drop-outs especially in areas of low socio-economic status for instance Turkana County which fall in the arid areas has one of the lowest retention in the country (an average of 36.5%) (RoK, 2010).

This implies that even out of the few pupils that enrolled in school, majority dropout before completion. In 2003 and 2007, Turkana County was among the top ten counties county wide with the highest dropout rates Turkana (18.2 %) and Tana River (15.1%). In Turkana 19.9% girls dropped out in 2007 and with low completion rates of (43.9 %) as compared to other arid districts at (69.7 %). Turkana and Ijara were identified to have the lowest ratios of trained, ECD teachers and teachers to pupils ratio is 1:123 as compared to national ratio of 1:54 (UNESCO, 2010).
1.2 Statement of the Problem

Turkana County is ranked among the poorest counties in Kenya; this makes it difficult to get support from the parents in terms of resource materials. This makes it necessary to utilize low cost locally available resources such as community funds of knowledge in enhancing curriculum instruction in ECDE centres. Teachers at the same time depend heavily on purchased materials that contain a lot foreign materials which are not culturally relevant.

The educational implications are that the skills and knowledge attained may be out of touch with the culture and societal requirements. As a result it may not be practical and the community may fail to embrace education. Given that Early childhood education has been recognized as critical in laying a firm foundation for lifelong learning in children. The use of community funds of Knowledge is likely to enhance smooth transition to primary school at six years, reduction of drop outs and repetition rates. The use of community funds knowledge also likely to enhance high probability of improved school performances and cognitive abilities, which is noticed in Turkana county. Despite that there is no clear research that has harnessed knowledge on the use of funds of knowledge for learning. Research in this area would help teachers to interpret and use concrete materials from households for learning.

Early childhood education and development is rapidly gaining recognition worldwide. Kenya has developed strong ECDE teacher training policies and as a result, DICECEs' have been established across the country. Emphasis in ECDE teacher training is in the use of community resources as key in the curriculum instruction, which is not practical
across the ECDE training institution. More emphasis is on passing the examination and more theoretical than practical resource development and utilization of resources from the local community. Education that is culturally relevant embraces community resources and knowledge, making it practical, meaningful and quality. Despite improved quality of ECDE teacher education in Kenya, the use of community funds of knowledge to enhance curriculum instruction in ECDE is still a challenge. It has not been utilized due to lack of research in early childhood focusing on the local knowledge and resources for teaching. Education policy describes the curriculum in ECDE as anchored in experimental learning methods which emphasizes everyday life experiences of the children.

Based on the above, ECDE Centres should embrace learning that capitalizes on local resources that are inexpensive for teachers, parents and children. In addition, teacher training, should focus on hands on learning experience through playful exploration of concrete objects and other local resources available in the school environment. The knowledge gap created is wide due to lack of research in this area to inform the curriculum. Consequently this study was meant to fill this gap in knowledge regarding the use of funds of knowledge in parts of Kenya by investigating the extent to which ECDE teachers use of local resources referred to as community funds of knowledge in enhancing curriculum instruction in Central Division, Turkana County.

1.2.1 Purpose of the Study

The purpose of this study was to find out the extent of use of community funds of knowledge in enhancing curriculum instruction in ECDE centres in Turkana central division, Turkana County.
1.2.2 Objectives of the Study

The main objectives of this study were:

1. To establish the sources of learning materials used in curriculum instruction in ECDE in rural areas of Turkana County.
2. To establish teachers' knowledge on the use of community funds of knowledge in curriculum instruction in ECDE in Turkana central division, Turkana County.
3. To establish education officials' knowledge on the use of community funds of knowledge in curriculum instruction in ECDE in Turkana central division, Turkana County.
4. To establish the type of support provided by parents in the use of community funds of knowledge in teaching/learning in ECDE in Turkana central division, Turkana County.

1.2.3 Research Questions

The research sought to answer the following questions:

1. What are the sources of instructional materials used in curriculum implementation in ECDE in Turkana central division, Turkana County?
2. What is the level of teachers' knowledge towards the use of funds of knowledge in curriculum instruction in ECDE in Turkana central division, Turkana County?
3. What is the level of education officials' knowledge towards the use of funds of knowledge in curriculum instruction in ECDE in Turkana central division, Turkana County?
4. What is the type of support parents provide to teachers in the use of funds if knowledge in teaching in ECDE in Turkana central division Turkana County?
1.3 Significance of the Study

The study would be significant to the education planners in that it would inform them on the appropriateness of the funds of knowledge in enhancing curriculum instruction in ECDE Centers in Turkana County and other areas. It might also inform, non-governmental organization, teachers and policy makers in order to harness use of community local resources in organizing classroom instruction that far exceeds in quality the rote-like instruction that children commonly encounter in schools. Use of community funds of knowledge is very important in dealing with children whose families are usually viewed as being poor not only economically but in terms of the quality of experiences for the child.

The study would also be expected to increase awareness to teachers, teachers' training institutions, parents and government on the importance of community funds of knowledge in enhancing curriculum instruction in ECDE programmes. It was also lay emphasis on the training of teachers on the utilization of community funds of knowledge which includes use of information about their livelihoods, cultural artifacts/tools, knowledge on construction and building. It also provided knowledge and skills essential for Family/ household, school and individual. At the sometime it putted more emphasis on the use of traditional songs, stories and plays. DICECE lecturers may find the study useful since it touches on the strategies and approaches for teaching and learning for young children. They may be motivated to stress more on the use of community funds of knowledge. KICD could also use the study findings to improve their training programmes and specifically on the use of community funds of knowledge. Use of community funds of knowledge in curriculum instruction enhances holistic development in children (social
emotional development) co-ordination of muscles to move heavy materials (physical development), using of vocabulary to describe action (language, literacy and communication). This would address the needs of all children in terms of inadequacy of instructional materials, including those in low income and disadvantaged children in ECDE. Once curriculum instruction in ECDE is enhanced, children’s’ dropout rates, repetition and attendance would be curbed and there would be smooth transition to primary and beyond.

1.4 Delimitation of the Study
The study focused in Turkana central Division and the information would be relevant to this area. It was among the ECDE teachers, parents of the children in ECDE centers, County education officials and DICECE training institution. The researcher was confined to establish use of community funds of knowledge in enhancing curriculum instruction in ECDE in central division Turkana County.

1.4.1 Study Limitations
The study was limited by a number of factors such as: distance between schools, most schools were far apart. Insecurity due to cattle rustlers and raids which displaces schools, some schools did not have teachers due to hard conditions and low pay. Due to nomadic nature of life, parents were not easy to get. Education officials were too busy to get for responses. The researcher however sought the use of motorcycle as a means for transport.

1.5 Study Assumptions
In the study, the following assumptions were made:

• All the respondents would be cooperative and provide reliable responses.
- ECDE curriculum was understood and implemented across the Centres.
- Community funds of knowledge were key in the implementation of ECDE curriculum in rural areas.
- All the ECDE Centers had the syllabus and followed formal education curriculum.

1.6 Theoretical Framework

The study was guided by socio-cultural theory of human learning by Vygotsky. The theory explains that children’s development and learning occur within their social and cultural contexts. These constitute family/household social issues and use of local language. The use of local language was identified as the strongest social resources that increase inclusion and overall learning productivity, apart from being more accommodating of the community knowledge and facilitating local content (Vygotsky, 1978). The socio-cultural perspective, materials are cultural objects within the social context and their use and functions are adaptive, depending on the activities that are social. They are essential cultural practices and body of knowledge and information that houses the use to survive, to get ahead, or to thrive. By engaging in these habitual activities and interactions children become part of their cultural world for example, cultural elements in socio-dramatic plays may include: family, food, holidays, music, values, beliefs, gender roles and language. (Eastone, 2004; Moll. & Amanti, 1992). During such plays children practice the cultural behaviors transmitted by their families and use them as a resource to enhance their plays, songs while doing household or school work and use of cultural objects as tools to mediate learning and helps inform the teacher in making the curriculum relevant and help the children with their social and emotional
development. Also use of family and community members as aids and volunteers supports language and literacy development at schools and at home. (Vygostsky, 1978).

The theory emphasizes on the importance of designing, development and acquiring supplies and materials that are local, integrates local resources and involves the community as the stakeholders in the education of young children. Use of local resources within the environment enhances acquisition of skills and knowledge through socio-dramatic play. Community funds of knowledge which constitutes the cultural tools and local language used and found within the family and school environment such as desks, chairs, flowers, stone. They also include soil, mud, roots, seeds, cooking utensils, traditional games, songs, plays and artifacts. They are all cultural and bridge the learning and enhances smooth transition from home to school. They at the same time promotes easy acquisition of concepts. The research focused on teachers' knowledge and awareness on the use of community funds of knowledge and how often community and county education officials are involved in supporting teaching and learning in ECDE.

If they have knowledge and perceive it positively then they will use it to enhance curriculum instruction in ECDE and make transition to primary easier, learning culturally relevant and will be from known to unknown and acquisition of concepts would be easy to children. Learning will be meaningful, encouraging creativity, independence, innovativeness and autonomy (Nga’ sike, 2012).
1.6.1 Conceptual Framework

The study was as a result of realization that the way curriculum instruction was being conducted in ECD centers for example the approaches, methods, tactics and strategies was deteriorating. Since community funds of knowledge makes a major contribution to curriculum instruction in ECDE and ultimate development of skills and concepts for effective living, the study sought to establish the community funds of knowledge that can enhance curriculum instruction in ECDE centres. The situations that can involve use of community funds of knowledge include the use of the child's everyday experiences and use of locally available resources. In the study curriculum instruction was dependent variable. While use of community funds of knowledge like, use of local resources, local language, local resource persons to teach local games and plays, songs and stories, rhymes and use of cultural artifacts and other teaching and learning materials from the local environment that makes the curriculum relevant in the context of the child, was independent variable.

Figure 1.1 shows the interrelationship of factors of the conceptual framework as indicated by the various arrows for example, it has been conceptualized in this study that, the possible causes of poor academic achievement, high drop-outs, high repetition, poor acquisition of numeracy and literacy skills and poor transition can be addressed through some possible interventions which include use of community funds of knowledge. From the conceptual framework, when community funds of knowledge such use of local language, tradition, values and beliefs and culture are embraced in the curriculum instruction, there will be low dropouts, low repetition rate, improved academic
performance and the results will be, enhanced independence, autonomy and development of skills and concepts.

Community funds of knowledge

- Local language.
- Values and Beliefs
- Emotions, behaviors, thoughts and feelings
- Ways of discipline
- Cultural tools
- Traditional and customs (Games, plays, songs)
- Local resources persons
- Local available resources
- Social cultural activities cultural appropriate

Intervening variables

- Effectiveness of the teachers in the use of community fund of knowledge.
- Involvement of parents in supporting and development of local resources.
- Good support from head teachers and CEO’s in the use of local resources
- Identification of children’s’ funds of knowledge (customs, Language, emotions behaviors’)

Independence interveners

- Use of cultural relevant material.
- Teachers knowledge and awareness on local resources
- Parents/community involvement in supporting use of local resources
- County education support pupils displays
- Learning and teaching culturally relevant

Out come

Enhanced curriculum instruction, improved performance low dropout, low repetition rate, smooth transition.

Results

Creativity, independence, autonomy, development of skills/concepts and potential of the child development

Fig 1.1 Influence of Community funds of knowledge on curriculum instructions
1.7 Operational Definition of Central terms

(a) Early Childhood Development and Education - Is a Kenyan early childhood programme for children aged (0-8 years)

(b) Community funds of knowledge- Refers to local and Cultural relevant resources available in the household and family levels

(c) Curricular – Refers to activity areas taught in ECDE for examples, science, mathematics, social studies, and music and movement language activities.

(d) Teachers' awareness – Teachers’ knowledge and perception on the use of community funds of knowledge.

(e) Community resource persons-are people from the community that teachers call regularly and in occasions as resource persons to tell stories, teach songs, games and plays to children.

(f) Curriculum instruction-This are methods, strategies and approaches used in teaching/learning skills. Knowledge and changing attitude in ECDE centres.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a reviewed of related literature with regard to the sources of community funds of knowledge, use of community funds of knowledge for curriculum instruction, impact of community funds of knowledge on curriculum and community involvement in supporting curriculum instruction in ECDE.

2.1 General Perspective of Sources of Community Funds of Knowledge

Community funds of knowledge can be defined as a particular groups' understanding of the surrounding world, ways of sharing information or teaching, and ways of speaking and thinking that are passed down through generations. Fund of knowledge also refer to those historical accumulated and culturally developed bodies of knowledge and skills essential for households and individual functioning and well-being. They include cultural traits and elements such as artifacts, tools, local language, traditions, customs, values and beliefs, ways of discipline, games, value of education, songs, plays, natural sites, and man-wasted materials (Eastone, 2004; Moll. & Amanti, 1992). Within both formal and non-formal education, traditional knowledge and practices can be woven together with pedagogical practices. More often, the non-formal and informal domains see the use of indigenous practices while the formal does not (Easton, 2004). Improvement of the quality of education need to focus on improved teaching and learning. This may involve paying attention to all factors such as local resources and material inputs that are culturally relevant, teacher competencies, education management, and school relations, that enable and support changes to teaching and learning (UNESCO, 2005).
The purpose of community funds of knowledge is to develop innovations in teaching that draw up to the knowledge and skills found in local community or family. This helps to provide high quality educational programmes for young children especially children from disadvantaged areas.

ECDE centers need to acknowledge and support use of community low cost learning materials to enable children learn best through enjoyable, meaningful and stimulating experience where they can use their senses, the mind and body to learn by building conceptual understanding through first hand experiences not just by memorizing facts (Liu, 2011). When teachers shed their role of teacher and expert and instead take a new role as learner, they come to know their students in new and distinct ways. With this new knowledge, they begin to see that the households of their students contain rich cultural and cognitive resources, and these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that taps students prior knowledge. The information that teachers learn about their students in this process is considered as students funds of knowledge. Riojas (1998), described funds of knowledge as cultured elements that are observed in children’s dramatic play which include family, food, holiday, music, values, beliefs, gender roles and language.

According to Breadekamp and Copple, (1997) and, Vygostsky, 1978) children development and learning occur within their social and cultural contexts. The problem that teachers have when trying to implement a culturally relevant and reflective curriculum is that they often focus in the folkloric elements of a culture such as artifacts,
food, and holiday, yet other cultural elements such as values, beliefs and language that can help define culture holistically are ignored.

According to Moll (1992), Children learn best through play. Play is a cultural activity where children portray their funds of knowledge through social dramatic play such as emotions, behavior, beliefs, thoughts, feelings, customs as traditions and language. Despite, varied sources of funds of knowledge known, their availability and usage to enhance curriculum implementation need to be established. In order to meet the needs of young children from diverse backgrounds and experiences, it is critical to improve the quality of education at all levels (UNESCO, 2006).

In developing countries, quality education depends upon relevance; family participation, programme ownership and guidance, and the use of the local resources (human, natural and cultural) relevant within the context of a given community (Peraita, 2008). Using imported and foreign education practices and programmes may undermine the culture and alienate children by threatening their sense of belonging, for example some early childhood programmes in some African communities, ignore traditional value and norms of shared childcare and participatory education opting instead to implement imported models of childcare and education (Nsamenang, 2008). Funds of knowledge are one-way to help teachers connect children with their families. It is the responsibility of each teacher to attempt to learn something special about each child they teach. In order for teachers to gain this kind of knowledge about the household and social networks of their students, Teachers must be willing to go into the homes and communities of their
students to observe and learn not simply about their students but also from the families of their student (Moll., 1992, Gonzalez, 1993).

The attempt of teachers to come to know their students and better understanding that the households of their students contain rich cultural and cognitive resources is a critical step, hence there is need to establish teachers use of rich and varied community funds of knowledge in Turkana in enhancing curriculum instruction in ECDE centres in the study focus area of the county. Peeters (2005), states that use of materials that show what children already know from their daily life and local culture such as toys and local materials will make early childhood programmes effective, inclusive and culturally relevant, especially when programmes are conducted in local style buildings, makes children feel safe and comfortable in the learning environment. He emphasized that blending traditional practical knowledge with elements of modern practice encourages family and community members to trust and support the programme, especially early childhood development and education programmes designed and developed to use materials locally or integrates local resources and involves the community as stakeholder in the education of young children. However, the extent in which use of community funds of knowledge is used in enhancing curriculum implementation and instruction in ECDE centres in Turkana central division in Turkana County need to be established.

According to the theory of loose parts, children like materials that they recall, seeing on their environment, they prefer play spaces that allow them to be creative rather than those that where all the play opportunities have been designed by adults, Children require play space rich in materials that they can move around and allow them manipulate their
environment (Nicholson, 1972). The theory further, describes loose parts as materials with no special set of directions, that can be used alone or together with other materials, can be moved, carried, combined, redesigned, lined up and put back together in multiple ways. The child determines how the materials are used. Loose parts allows for children’s creativity and imagination to change the world around them in infinite ways. This therefore calls for the need to determine the teachers’ knowledge and awareness on the use of community funds of knowledge to enhance curriculum instruction in ECDE centres in Turkana central division Turkana County. Children like playing with objects or materials in their environment but the experience for the kids is invaluable and it will keep them occupied for hours. These materials are less expensive and available at no cost. A good example of the loose pads, are the “5 best toys of all time” at Geek Dad which included a lot of products such as stick, box, string, cardboard tube and dirt, they are versatile toys that can be used in a variety of ways and come in an almost bewildering variety of sizes, and shapes and they can be a masse a whole collection without too much of an investment (Liu, 2011).

As children learn through play and there is a link between play and foundational capacities such as memory, self-regulations and oral language abilities, social skills and success in school. Social dramatic play has benefits in different areas of development for example -intellectual, cognitive, physical, social, emotional and academic skills, consequently it should be part of the early childhood curriculum and plays a major role in both theory and practice of early childhood education. The freedom created by the imaginary situation in play therefore allows children not only to play with objects within their environment e.g. toys but, more important, to play with meaning they assign to these
objects, and thus, use higher order mental processes based on sign and language as mental tools. Children play their culture with tools within their environment (Vygotsky, 1978, NAEYC, 2009).

The information however on teachers’ use of community funds of knowledge to enhance curriculum implementation and instruction in ECDE centres in Turkana central division Turkana County is not well seen and established. Education for young African children was transmitted through the African culture and values and encompasses skills such as sharing social responsibility, belonging, mutual dependence, mutual respect, continuity, obedience, respect for elders, cooperation, fear of God and social responsibility. At the same time, children in Africa teach each other by playing games, running and hiding, using word games, singing and dancing, wrestling and gymnastics (Prochner and Kabiru, 2008; Tedla, 1995). Children at the age of six, in traditional pastoralist community for example join their brothers and sisters to herd the family sheep, goats and cattle. They also follow the mother or father to the farm and learn by observing and helping the parents perform family tasks in accordance to his/her ability.

This is a cultural element not well reflected in children’s classrooms (Ng’asike, 2013). This made formal education not to appeal to the majority of the nomadic Turkana pastoralists due to lack of relevance, purpose and outcomes. Curriculum was also incompatible with the nomadic economy and life style (African Development Bank, 2005; Ngasike, 2011). Where Turkana pastoralists can be brought in formal education, they are usually, from the point of view of service providers, unsatisfactory clients, in terms of enrolment, classroom performance, achievement, transition to higher levels of
education and gender balance, their record is constantly disappointing. (Tahir, 2005). Tahir (2005), notes that if increased access to quality education is to be achieved with nomadic pastoralists, policies for pastoralists' communities had to first take cognizance of their way of life and respect their culture and traditional system. The study has shown that African pre-schools especially in Kenya have continued to operate largely with a curriculum and practices that follow western models of early childhood education.

Early childhood curriculum has not only denied Kenyan children African spirituality, it has totally ignored African indigenous knowledge practices which are essential in the sustenance and preservation of African culture and knowledge. The Turkana people for example have a wide range of cultural knowledge ranging from the use of intestines of livestock for predicting nature, knowledge of universe, environment plants, livestock, hydrology (Ng'asike, 2010; 2011). Observation in pre-schools shows children receive direct instruction through rote memorization of discountextualized concepts presented in English. Consequently children who join ECD centres are most likely to lose their cultural knowledge including their language and knowledge of the environment required for survival in the community. The most critical lose is felt when children drop out of school and cannot fit in the community or in the modern life.

Since school knowledge cannot connect with the values and skills used in the community and thus cause alienation of children from the traditional society, (Swadener, 2008). Children come from varied and rich cultural practices and beliefs which they are likely to bring to school through music, dance and drama, enabling them to practice the skills, beliefs and values of their indigenous and funds of knowledge while they continue to
engage in modern education (Ng’asike, 2010; Vygotsky, 1978). Information on how use of community funds of knowledge are used to enhance curriculum implementation and instruction in ECDE centers in Turkana central division Turkana County therefore need to be investigated. In Kenya, education curriculum recognizes the role of mother tongue in children cultural heritage and maintenance of cultural values of families (MoE, 2004). Given however the diversity of our Kenyan population, the power of our roles, and the complexity of learning, there is need to analyze our instructional strategies as programmes of education become increasingly diverse. This could be done through investigating use of community funds of knowledge to enhance curriculum implementation and instruction in ECDE centres in Turkana central division Turkana County.

2.1.1 The Families, Communities and Children as Source of Community Funds of Knowledge

Children’s interests in learning are stimulated by experiences engaged with their families, communities and cultures. Recent studies also demonstrate the role of every day experiences in families and communities as authentic learning opportunities that children eagerly engage Commín (2003). Also noted children experiences and understandings about food. Whereby the most common context for conversations about food was meal times, during food preparation and cooking. (Duns, 2000) focused on the learning experiences and opportunities in family and community life of children participating in early-intervention programmes such as playing games, and socializing experiences such as picnics and visits. In addition, Cremin and Slatter (2004) and Johnson et al (2004) point out those children’s interests as activities and objects in the play environment are
important particularly in relation to children's spontaneous interests that arise during their play.

Despite, the varied sources of funds of knowledge that may be available, such as local toys, grandmothers and older children as story tellers and singers to young children, there is need to establish teachers attitude in making use of these funds of knowledge and support from CEOs and parents in implementing curriculum. In contrast, Brooker's (2002) pointed out that rich social and cultural capital of Bangladesh children's family and community environment had little transfer value to the educational setting. Teachers were ignorant of the children's backgrounds. Teachers failed to capitalize on children's learning gained in informal settings, ignoring a rich source of children's prior knowledge of the diverse experiences children gain in their homes, families, communities and culture.

**Funds of knowledge for teaching**

The table shows funds of knowledge that are within the households and communities that could be used to form themes using thematic teaching.
### Table 2.1: A Sample of Household Funds of Knowledge

<table>
<thead>
<tr>
<th>Agriculture and mining</th>
<th>Material and scientific knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranching and farming</td>
<td>Construction</td>
</tr>
<tr>
<td>Horse riding skills</td>
<td>Carpentry</td>
</tr>
<tr>
<td>Animal management</td>
<td>Soil and irrigation systems</td>
</tr>
<tr>
<td>Roofing</td>
<td>Masonry</td>
</tr>
<tr>
<td>Crop planting</td>
<td>Painting</td>
</tr>
<tr>
<td>Hunting, tracking, dressing</td>
<td>Design and architecture</td>
</tr>
<tr>
<td>Mining</td>
<td>Repair</td>
</tr>
<tr>
<td>Timbering</td>
<td>Airplane</td>
</tr>
<tr>
<td>Minerals</td>
<td>Automobile</td>
</tr>
<tr>
<td>Blasting</td>
<td>Tractor</td>
</tr>
<tr>
<td>Equipment operation and maintenance</td>
<td>House maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td><strong>Medicine</strong></td>
</tr>
<tr>
<td>Business</td>
<td>Contemporary medicine</td>
</tr>
<tr>
<td>Market value</td>
<td>Drugs</td>
</tr>
<tr>
<td>Appraising</td>
<td>First aid procedure</td>
</tr>
<tr>
<td>Renting and selling</td>
<td>Anatomy</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Household management</strong></td>
<td><strong>Religion</strong></td>
</tr>
<tr>
<td>Budgets</td>
<td>Catechism</td>
</tr>
<tr>
<td>Childcare</td>
<td>Baptisms</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: Moll and Amanti, (1992)</td>
<td></td>
</tr>
</tbody>
</table>

#### 2.2 Use of Community Funds of Knowledge in Classroom Instruction

Over many years, development theory has emphasized the importance of allowing young children to manipulate their environment and use loose parts to encourage and create opportunities for creativity and problem solving. Loose parts materials are developmentally appropriate because children will play with them the way that suit their development level and promotes exploratory, constructive and dramatic play (Lui, 2011). Children’s interests are frequently cited as source of early-years curricula. Evidence suggests that children’s intent participation in family and community experiences and encapsulated in the notion of funds of knowledge. Further, it is widely accepted that
children learn from a range of experiences they are exposed to in various settings, particularly in the family and community contexts, (Hellenl, 2011). Use of community funds of knowledge makes significant contribution to children’s physical, social and intellectual development. They also offer opportunities for parents and community involvement in varied extents. Families and local business community can contribute safe materials that are no longer used and can be recycled for children’s play (NAEYC, 2009). They also learn best when teachers value their homes and cultural background, so that each child feels equally valued and spend time engaging in conversations and getting to know each individual child so new learning is planned appropriately to meet the curriculum goals (NAEYC, 2009).

Understanding communities funds of knowledge help teachers with tools necessary to better understanding and build upon the strengths of their students and make their classrooms more inclusive (Vygotsky, 1978). Drawing from Vygotskian socio cultural perspectives which views that the everyday practices of language and action as constructing knowledge approach facilitate a systematic and powerful way to represent communities in terms of the resources they possess, and how to harness them for classroom teaching. Local materials are cultural objects within the social context and their use and function are adaptive depending on the activities that are also social. By engaging children in these habitual activities and interactions, they become part of their cultural world (Stelsnko, 2005). However, little is known about the teachers’ awareness and knowledge concerning the use of community funds of knowledge to enhance curriculum instruction in ECDE in Turkana central district, Turkana County.
Use of family and community members as aids and volunteers supports language and literacy development at school and in the home, meets staffing needs being experienced by poor regions in curriculum implementation, yet the CEOs and parents support in use of funds of knowledge particularly at ECDE in Turkana central district, Turkana County has not been established (UNESCO, 2006). Use of local resources such as sand, stones family artifacts, seeds, leaves flowers, roots hides and skins horns, clay and water helps to subsidize the cost of purchasing teaching/learning materials for curriculum implementation. In the society, funds of knowledge are used as they perform duty chores including going to work, hardening and farming. Children use funds of knowledge as resources for concepts and skill development as well as cultural elements. Therefore, there is need to investigate the availability and use of community funds of knowledge, teachers attitude in regard to using funds of knowledge and the support they get from county education officials (CEOs) and parent to enhance curriculum instruction in ECDE in Turkana central division, Turkana County.

2.2.1 Impact of Funds of Knowledge in United States of America (USA)

In developed countries, community funds of knowledge are used to enhance the quality of education hence making curriculum to become meaningful and functional. Learners whose curriculum emphasized use of community funds of knowledge find relevance in education and acquire skills and knowledge applicable in their society, in terms of creativity and innovativeness. In USA use of local resources make significant contribution to children’s physical, social and intellectual development and encourages interaction and decision making and problem solving skill (Liu, 2011; Moll, 1972). Liu & Moll also found loose parts materials are developmentally appropriate because
children will play with them in the way that suit their development level as they occur in a wide variety, locally collected from parents, family, friends, and local business. Liu (2011) and Moll (1972), also found that loose parts promote child-driven plays. According to them it also encourages children to solve problems and encourage collaborate and problem solving together with the teachers who scaffolds their learning.

In addition, children were found cooperating and communicating with each other, creating and modifying plans, making decision and working together to carry plans (Bohling, Saarela and Miller, 2010). Despite the benefit of community funds of knowledge to enhance curriculum implementation in the developed country, no information on the availability and use of variety of community funds of knowledge to enhance curriculum instruction exist in Kenya, particularly in Turkana central district, Turkana County. The teachers’ knowledge and awareness to the use of community funds of knowledge to enhance curriculum instruction in ECDE in Turkana central district, Turkana County need to be established in the different context.

2.2.2 Impact of Funds of Knowledge in Mexico and Latin America

In Mexico teachers had visited the home of one of their students and had seen the child exchanging Mexican candy with his neighbor and this led the teacher to came up with a creative lesson plan to incorporate the child’s background in Mexico to learn all about different kinds of “candy” that were made in Mexico. Candy are types of snacks in Mexico, students were asked to hypothesize about the ingredients in each candy. A Mexican mother was invited to school to explain how to make different “candy treat”. The students utilized the skill when measuring out recipe and were able to note the
differences in food habits between Mexicans and Americans (Gonzalez, N, Mol, 2005). (Moll et al. 2001).

In the developed countries, the funds of knowledge are availed where necessary, with the adequate support of Education officials and parents, hence can enhance curriculum instruction. (Gonzalez, N, Mol, 2005) There is need therefore to establish availability, teachers' attitude, CEOs and parents' support of community funds of knowledge to enhance curriculum implementation and instruction in ECDE centres in Turkana central district, Turkana County.

2.2.3 Funds of Knowledge in West African Countries

In Mali, Senegal and Gambia ECCE programmes combine local traditions and European pedagogical philosophies. They have policies that promote an integrated and local adaption of ECCE programmes with descriptions of the benefit of pre-school education programmes and idea of indigenous or local knowledge and how they can be included in early childhood programmes in terms of use of local dances, songs, stories, local toys, mother tongue and local ideas of parenting roles etc.

2.2.4 Impact of Funds of Knowledge in Kenya

The historical development of formal education in Kenya reveals that, Kenyan society had their own system of education before the coming of Europeans. There were no classrooms, and no special teachers. All the members of the community were involved in the education of children. Children learnt cultural traditions and customs of their ancestors from the community as well as specific skills from their families and other specialized individuals through apprenticeship programmes, localized, relevant
indigenous knowledge was therefore, very important in the organization and transmission of knowledge. (RoK, 1976) in Kenya though, not popularly known as community funds of knowledge, the focus in ECDE has been health, nutrition, care and basic education and programmes are run through partnership with the government and it constitutes households/families, community and local agencies in providing integrated development of children from birth to the age of entry to primary. The Kenya institute of Education emphasizes on the use of locally available materials in teaching and learning in ECDE centres. (Rok, 2006). Teachers training institutes are also encouraged to enhance creativity and innovativeness through training on local resource and material development (MoE, 2006).

The extent however in which teachers make use of available community funds of knowledge to enhance curriculum instruction in ECDE centres in Turkana central division Turkana County has not been established. In addition, teachers' awareness and knowledge concerning the use of community funds of knowledge to enhance curriculum instruction in ECDE in Turkana central district, Turkana County is not yet known. Also the support teachers get from the CEOs, parents and the community to make use of community funds of knowledge to enhance curriculum implementation and instruction in ECDE in Turkana central district, Turkana County need to be investigated.

2.3. Community Involvement and Support

On the African continent, where former colonial systems of education are predominant, the desire to include indigenous knowledge and practices has continued to gain momentum since independence. The African Regional Framework of Action from Dakar
calls for community involvement in school decision making and administration, employment of teachers in their own communities of origin, curriculum reforms towards locally relevant subjects, use of mother tongue as the language of instruction, the use of school community learning centres (UNESCO, 2000). The local knowledge that should be included in the early childhood level begins with use of mother tongue and traditional stories are also very important tools (Leautier, 2004), Schafer et al, 2004). Sagnia (2004) also promotes use of songs, dances and locally produced toys in ECDE programmes. Local ideas of parenting and children's roles can and should influence early childhood education practices (Pence, 2004). Often, grandmothers and older children watched young children, they were story tellers and singers, or filled in the comfort role of the absent mothers (Sagnia, 2004).

2.3.1 Summary of Literature Review

From the literature review, funds of knowledge has been defined as a particular groups understanding of the surrounding world, ways of sharing information or teaching and ways of speaking and thinking. It is also evident that, there are varied varieties of community funds of knowledge used in curriculum instruction especially from households and communities where children come from to enhance curriculum by making it culturally relevant. This has been shown by studies from other countries in Africa, America and Mexico. Culturally relevant curriculum promotes the holistic notion of life. It nurtures the body, mind and the spirit (Delpit, 2003). It offers people a chance to reclaim the power of defining and naming themselves. Community funds of knowledge emphasize personal relationships, family and community. It also emphasizes on respect, honesty, self-determination, sharing, generosity, character formation, and
moral values such as trust, sharing, collectivity, reciprocity interdependence and spirituality. How this community funds of knowledge is used by teachers and the support they get from parents and Education officials in Turkana county need to be established by this study.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter covers the elaborative description of the research design, and explains the fundamentals aspects associated with research variables, justification of the location, sample and sampling procedures and in addition describes data collection techniques with explanation of the research instruments and how they were constructed and administered. The chapter concludes with data collection and data analysis. The methodology which was involved in this section was mostly qualitative.

3.1 Research Design

This study used a descriptive research design using the survey method. Descriptive survey is a method of collecting information by interviewing, or administering questionnaires to a sample of individuals or groups and therefore suitable for extensive research (Mugenda and Mugenda, 2003). The design is convenient and enables data to be collected faster and involves the use of interviews and questionnaires. It gives the study an opportunity to get accurate views from the participants as well as to test the theories on social relationship at both individual and group level (Kathori, 2003). Kombo (2006) argues that before much development is made in solving educational problem, a description of a phenomenon must be obtained by means of an in depth qualitative research design. This approach was appropriate to the study because it involved obtaining information and facts on the availability and use of community funds of knowledge and it enabled the collection and analysis of both quantitative and qualitative data. Orodho (2003) observed that descriptive is designed to obtain information concerning current
phenomenon (use of community local resources and where possible to draw valid general conclusions from the discussion.

3.1.1 Study Variables

In the study the elements of community funds of knowledge such as; local language, games and plays, stories, artifacts, and other teaching and learning materials from the local environment or use of community based resources persons such as elders, family members, peers local authority and local resources found within the school environment independent variable. They are factors that determines the quality of curriculum instruction. The enhanced curriculum instruction ultimately leads to creativity, independence, autonomy and development of the child's potential. Curriculum instruction which entails methods, strategies and approaches used in teaching/learning skills, knowledge and changing attitude in ECDE centres is the dependent variable.

3.2 Location

The research was conducted in Turkana central division in Turkana central sub-county. Turkana County is among the poorest regions in Kenya, 94% of the people live in poverty (Oxfam, 2008; Kenya Integrated Household survey; 2006). Poverty is one of the leading challenges facing the curriculum instruction as a result of weak support to education from parents. The district was purposively selected due to children's low academic achievement and low retention rate (an average of 36.5%) witnessed over the years (RoK, 2012). This implies that even out of the few pupils that enrolled in school, majority dropped out before completion. According to available statistics in Turkana county development plan (2002-2008) out of a population of 497,779, only 115,989
(23%) were primary school going age and only 35,060 (30%) were attending school in the County indicating that a significant large number of children were not going to school. This depicts a situation of low enrolment levels. The location also has poor school infrastructure and most schools are poorly equipped and staffed, semi-permanent or operate under the trees. The distance apart forcing children to walk long distances to school through a harsh environment. This disturbing socioeconomic weakness and low enrolment requires research to unearth the conditions of education in the area.

3.3 Target Population
The target population in this research consisted of ECDE teachers, from 30 ECDE Centres both private and public, parents and county education officers in Turkana central Division. The researcher targeted 70 ECDE classroom teachers 20 county education officers and parents comprised of community resource persons with knowledge of cultural resources such, local language, stories and songs games and plays from the local community for children from, which the researcher intended to generalized his/her findings. The Division is divided into two Zones namely Kanamkemer and Lodwar Township Zones

3.4 Sampling Techniques
Turkana county was purposely selected because of being arid and semi-arid land and due scarcity of resources, persistent drought and high poverty levels among the local community making it to purchase teaching /learning resources. This criteria was used to select Turkana central district and Turkana Division. Stratified sample was used in selecting the ECDE Centres according to the location (rural, far-rural and urban) and
convenient sampling (ease of access) was used to select 7 public and 3 private ECDE Centres on the basis that 70% of ECDE are public and 30% are private (7:3). Purposive sampling was used in selecting 30 ECDE teachers, 10 County education officials, 40 parents of ECDE children and 2 FGD comprising of (6-8) respondents from the ECDE centres, PTA chairpersons, Family members, community resource persons, school management committees and Parents teachers association. Sampling technique refers to the design that the researcher used to select the representative sample. Researchers such as Mugenda & Mugenda (1999) suggests that one may use a sample size of at least 10 percent, but for better more representative results, higher proportion is better.

3.4.1 Sample Size

Respondents in the study were a sample of 106 respondents from 350 was used. This comprised of 30 ECD teachers 9 from private and 21 from public ECDE centres, 10 Head teachers, 40 Parents of ECDE children and sponsors, 2 FGDs a composition withdrawn, from one private and one from public ECDE between (6-8) respondents drawn from community resource persons, school management committees and 10 County education officials. The sample size the exact number of elements that was used in the study. The sample size was drawn from the target population. The researcher selected a sample that was enough to improve the likelihood of obtaining that similar result to what was to be obtained using the entire population.
Table 3.1: Target Population and Sample Size

<table>
<thead>
<tr>
<th>Sample group</th>
<th>No. in central division</th>
<th>No. of proportion of the sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECD teachers</td>
<td>70</td>
<td>30 (43%)</td>
</tr>
<tr>
<td>Head teachers in-charge of ECDE Centres attached</td>
<td>30</td>
<td>10 (33%)</td>
</tr>
<tr>
<td>County Education officials</td>
<td>20</td>
<td>10 (50%)</td>
</tr>
<tr>
<td>Parents of the ECD children/sponsors</td>
<td>150</td>
<td>40 (27%)</td>
</tr>
<tr>
<td>Focus Group Discussion</td>
<td>80</td>
<td>16 (20%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
<td><strong>106 (30%)</strong></td>
</tr>
</tbody>
</table>

3.5. Research Instruments

In the study, the researcher used a number of instruments to gather data which included: questionnaires, interview schedules, Focus Group interview schedules and observation checklist. Field notes books were in hand to ensure field reports are recorded and any unique observation captured. An observation checklist was used to record first-hand information related to learning activities, curriculum materials, classroom infrastructures and sanitation facilities.

3.5.1 Interview Schedules for Head teachers and County Education Officers (CEO)

Interview schedules were used for Head teachers and county education officials in determining the extent to which they provided support to teachers in the use of local resources such as: training, awareness, supervision, county meetings, workshops and advocacy. The interaction with the head teachers and county education officials helped in eliciting complete, complex and deep information that would have been missed out in the situation of other methods. The instrument was addressing the objective on the support given by respondents.
3.5.2 Questionnaires for Teachers

Data from teachers was collected using questionnaire; this is because as Gay (1992) points that they give respondents freedom to express their views or opinion and also to make suggestions. According to Mugenda and Mugenda (2003) questionnaire are commonly used to obtain important information from large sample within a short time and observed that questionnaires enable the person administering them to explain the purpose of the study and give meaning of the items that may not be clear. The instrument was given to teachers by the researcher in the centres and sought to address the objectives of the study such as; to establish the teachers' knowledge and attitude regarding the use of community funds of knowledge in curriculum instruction. The questionnaires had both open ended and closed questions. This was based on the fact that teachers are able to complete them without help, anonymously and was cheaper and quicker than other methods while reaching out the larger sample.

3.5.3 Field Notebooks and Observation Checklist

Field notes books were in hand to ensure field reports are recorded and any unique observation captured. An observation checklist was used to record first-hand information related to learning activities, kind of curriculum resources/ materials, classroom infrastructure, appropriateness, safety and cultural relevance of the materials and learning facilities. The classroom observation involved displays of children’s work, availability and use of local materials from the local community, sources of learning materials and improvisation of local materials.
3.5.4 Focus Group Interview Schedule

FGDs was used to collect data about community members' utilization of community funds of knowledge in ECDE centres. Participants in FGDs included; parents, teachers, NGOs, sponsors and community resource persons, teachers for triangulation purposes with the information collected through questionnaires. This are based on the fact that a group of (6-8) people with common interest were involved in the discussion. This was conducted in the ECDE centres and organized by the local authority and school head of the selected ECDE centre using open-ended discussion to generate information needed and recorded by the researcher using the tape-recorder and notebook. The instrument looked at the availability, understanding, and use of community funds of knowledge, involvement of the community and cultural relevance.

3.6 Pilot Study

A pilot study was conducted in four ECDE Centres within the Turkana central division and the four ECDE centres were not part of the study sample, to check on the accuracy of all the instruments to be used in the study; for example; the questionnaires, interview schedules, focus group discussions. To pretest the instruments on accuracy and language level. The items in the instruments were modified to remove ambiguity and capture any relevant data that may be inadequately captured by proposed instruments. This also involved correcting and refining to ensure they are able to get credible data. The tools were only used if they were capturing what was required.
3.6.1 Validity

Content validity was established by conducting item analysis with the help of experts in the area. To ensure integrity of the obtained conclusion from the data and the researcher ensured the instruments are refined and adjusted to rectify the anomalies in good time. The researcher also checked the instrument by continuous reviewing the instrument while in the field, organizing, refining, readjusting and reframing of the questions to get what was right. To ensure validity, a pilot study was conducted and in addition to methodological triangulation in which all the instruments were administered by the researcher in order to ensure that the interpretation of the responses is not influenced by different investigators. Other measures included having a reasonable sample, conducting workshops with participants, taking time to ensure more data is collected by revisiting the site, checking with experts and having peer reviews and finally ensuring what was written is concurrent with many participants interviewed during the study.

3.6.2 Reliability

The researcher used piloting as one way of refining the instruments to ensure reliability of the study. The researcher also used test-retest method of the instruments and compared the two tests if there was consistence in the results. Other ways of ensuring reliability was by the researcher administering all the instruments in order to ensure that interpretation of the responses is not influenced by different investigators.

3.7 Data Collection Procedures

The study involved visiting all the pre-primary schools sampled to participate in the study to arrange with the head teachers and the teachers on the appropriate time to
administer the instruments to avoid inconvenience and to notify them on the purpose and mission of the study. This was only done after informing the local authorities of the area of the study. Lastly it involved administration of all the research instruments developed for a period of two months, the duration that data collection is expected to take. The study was carried out during school official working days in the following order; observations of what happens in the centres in terms of curriculum instruction (the teaching and learning materials, teaching methods, strategies and approaches) Mugenda and Mugenda (2003). This was to help get the ECDE centres daily activities in the natural way. This was followed by questionnaires to teachers and interviews with head teachers and county education officers to avoid influence or interference from one group of respondents and lastly the FGDS, involved chairpersons of the committees, elders, parents, sponsors, NGOs, community members and local authority. This was to help get accurate and adequate information from different groups.

3.8 Data Analysis

The researcher examined all the instruments for completeness and consistency by editing the questionnaires, coding and transcribing the recoded information, monitoring the elements on the emerging issues, documenting things as they emerge and group as per objects, categories, filling and recording all the items according to sample before coding. The thematic analysis was used to analyze the data and it was also analyzed by objectives Kothari, (2004).

The analyzed data was presented in pie charts, bar charts and graphs using simple descriptive statistics such as frequencies, tabulation and tabulation was used to present
the characteristics of data which was grouped into thematic areas of the objectives of the study and conclusions drawn from the themes by the respondents.

3.9 Logistical Considerations

During this phase, upon receiving approval from the graduate school to proceed to the field to collect data, the researcher applied a research permit to conduct the research in the study area from the National council of science and Technology (NCST). A copy of the permit was given to the District Education officer Turkana central district thereafter; the researcher visited the District Education Office of the study location to seek permission to visit the sampled ECDE schools to administer the research instruments.

3.10 Ethical Consideration

The researcher explained the purpose of the study and how the respondents were involved. The researcher also assured the respondents that the information were kept confidential and used only for the purpose of the research. Informed consent was requested from the head teachers, teachers and parents before observing and interacting with children.
CHAPTER FOUR
DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.0 Introduction

The purpose of the study was to find out the extent of use of community funds of knowledge in enhancing curriculum instruction in ECDE centres in central division Turkana County. This chapter presents detailed analysis and interpretation of the results of the study based on the study objectives as follows:

1. To establish the sources of learning materials used in curriculum instruction in ECDE in rural areas of Turkana County

2. To establish teachers knowledge on the use of community funds of knowledge in curriculum instruction in ECDE in central division, Turkana County.

3. To establish education officials knowledge on the use of community funds of knowledge in curriculum instruction in ECDE in central division, Turkana County.

4. To establish the type of support provided by parents in the use of community funds of knowledge in teaching/learning in ECDE in central division, Turkana County.

The researcher first discussed the respondents demographic information collected during the study.

4.1 Respondents Demographic Information

The study involved 65 respondents of whom six were county education officials ten head teachers with ECDE centres are shown by gender in Table 4.1
Table 4.1: Respondents' Gender

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>9</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Head teachers</td>
<td>6</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Educational</td>
<td>5</td>
<td>1</td>
<td>83.3</td>
</tr>
<tr>
<td>officials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>9</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>36</strong></td>
<td><strong>44.62</strong></td>
</tr>
</tbody>
</table>

From the respondents' gender results in Table 4.1, it was evident that high percentage (64%) of respondents involved in the study were female ECD teachers, while male were (36%). This implies that most of ECD teachers in Turkana Central division were women. This was attributed to many variables for example the motherly and caring nature, of women and their closeness to young children, the community perception that ECDE is a women profession and low status ECD is placed in the community.

It can also be depicted that most of the primary head teachers in charge of ECDE centres were male, implying that even though female teachers were more than, the male, the management of the ECDE centers is vested on the male gender. Similarly, most educational officials (83.3%) were male while female were only (25 %.). Most of the parents however, who participated in the study (62.5%) were female with (37.5%) being of male gender. The conclusion from the gender result Table 4.1 indicates that women are predominantly involved in ECDE activities.

The teacher respondents were further investigated on their level of education and qualification. Their responses were captured in the Table 4.2 below.
Table 4.2: Distribution of Teachers by Level of Education and Qualification

<table>
<thead>
<tr>
<th>Academic level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate ECDE</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>KCSE</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Diploma ECDE</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results of the study in Table 4.2 indicated that (48%) of the teachers respondent had ECDE certificates while (40%) had form four certificates and (12%) had Diploma in ECDE. This enables them to provide credible data on the objectives of the study. This implied that most teachers in ECDE centers in Turkana Central division are qualified in ECDE education and can provide reliable and informed information on the items raised in the research instruments. This goes with UNESCO (2005) which states that factors such as teacher competencies, use of culturally relevant materials and education management that supports changes to teaching and learning improves the quality of learning and teaching.

The study went further to find out whether teachers had undergone through any induction course or any form of training during the period of elapsed one year on curriculum instruction in ECDE, and most of the teachers reported that they had not as shown in Table 4.3.

Table 4.3 Teachers’ Response on Short Training and Induction Course on Curriculum Instruction

<table>
<thead>
<tr>
<th>Induction course</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The results from Table 4.3 showed that (84%) of the respondents admitted that they had not undergone through any form of induction course or training on curriculum instruction for the period of one year by the time the data was collected. This had effects of their quality of curriculum instruction in ECDE centres: short trainings and induction courses could enhance the use of locally and culturally available resources. On capacity building it was established that within the last year only (16%) of the teachers had gone through an induction course. This implied that ECD teachers in central division rarely receive the induction courses on pedagogic and instructional materials development skills which might be the contributing factor to limited use of community funds of knowledge in curriculum instruction in ECDE centres.

On the evaluation of children it was established that there was no formal assessment done. The evaluation of children is at the discretion of the teachers’ either through observation, written exercise or an activity. Teachers were also asked to state the ways in which they evaluate their learners. The responses are displayed in Table 4.4.

Table 4.4: Evaluation Methods Adopted by Teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>N (maximum N= 25)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving tasks to perform and homework assignments</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>Giving examinations</td>
<td>24</td>
<td>96</td>
</tr>
<tr>
<td>Observation</td>
<td>8</td>
<td>32</td>
</tr>
</tbody>
</table>

From the study findings, on Table 4.4, 76% of the teachers were giving tasks and homework assignments, 96% were using examinations to evaluate learners while 32% were using direct observations. This implies that teachers prefer memory recall tests in evaluating learners. They were in disagreement according to Ng’asike (2011), who sees the best approach for teaching young children involves hands on teaching strategies that
use locally and culturally relevant available materials from the children's' environment. Use of such resources makes learning accessible, meaningful, affordable and sustainable and allows teachers and children opportunities to interact in the most natural and culturally relevant ways in the classroom.

The results were also reiterated by the head teachers who gave the same kind of response. The question on promotion of ECD children to the next level 90% of the teachers subject children to written and oral examination without looking at other aspects of growth and holistic development on school readiness.

Head teachers were asked to state whether their ECDE centres were public or private. Figure 4.1 Shows the Results

Figure 4.1 Type and Trend of enrolment per ECD center

From the ten ECDE centers that participated in the study, (70%) were public schools while only 30% were privately owned. Meaning that (70%) of the ECDE centres were under the county government of Turkana. The enrollment in the ECDE centers was found to have been increasing in almost all the schools between year 2011 and 2013.
4.2 Sources and Availability of Instructional Materials used in Curriculum

Instruction

The first objective of this study was on the sources of learning materials/resources used in enhancing curriculum instructional in ECDE centres in central division, Turkana County. Teachers reported their sources and availability of instructional materials used in teaching and learning in ECDE centres as shown in Table 4.5

Table 4.5: Local Curriculum Instruction Materials Available, Known and Used by Teacher Respondents

<table>
<thead>
<tr>
<th>Materials</th>
<th>N (maximum N= 25)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sticks / wooden blocks</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Bottle tops</td>
<td>23</td>
<td>92</td>
</tr>
<tr>
<td>Cups</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Clay /soil</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Stones</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>Plastic bottles</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Toys</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Ropes</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Seeds and fruits</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Tyres</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>charts/pictures/crayons/</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>purchased materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacks</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Results shown in Table 4.5 indicated that sticks and wooden blocks were the most popular source of curriculum instructional materials identified by teachers. All the sampled teachers (100%) indicated sticks/wooden blocks as an important source of instructional material. Bottle tops were also popular instructional materials among the teachers (92%) with stones being identified by 76% of the teacher respondents. The third popularly mentioned by teachers as their source were 53% Toys and other purchased materials like charts, pictures, plasticine, Clay/soil and plastic bottles were rare materials mentioned by few teachers; 16% and 28% respectively.
UNESCO, (2006) supports teachers’ responses on the use of local resources such as sand, stones, family artifacts, seeds, leaves, flowers, roots, hides, and skins, horns, clay, and water which helps to subsidize the cost of purchasing teaching/learning materials for curriculum instruction. According to Liu (2011) use of toys was found common because they can be used in a variety of ways and come in an almost bewildering variety of sizes which agrees with the response from the teachers. Peaters (2005) supports use of materials that children already know from their daily life and local culture such as toys and local materials will make the ECDE programme effective, inclusive, and culturally relevant which also agrees with the teachers’ responses.

4.3 Teachers knowledge and Awareness on the Use of Community Funds of Knowledge

The second objective sought to establish teachers’ knowledge on the use of community funds of knowledge in curriculum instruction in ECDE centres in central division, Turkana County. Teachers were asked to state the extent of their awareness on the use of cultural resources in teaching, transition, and retention of children in primary schools.
According to the results of the study in Figure 4.2, 43% of the teachers acknowledged awareness in use of cultural resources for curriculum instructional purposes to a large extent, 28.57% knowledge in them to a very large extent and 21.43% use them to a moderate extent. There was no respondent who had knowledge in the subject to a small extent. However, 7.14% of the teacher respondents did not believe in cultural resources as sources of instructional materials at all.

Those who were opposed to the importance of cultural resources in ECDE learning were asked to give reason to support their position. The reasons cited includes: cultural resources have no impact in both transition and retention of children in schools, while others argued that cultural resources are not applicable in urban setting.
Those who reported have awareness and knowledge to believe in community funds of knowledge as the sources of curriculum instructional resource materials were asked to give reason for their choice. Among the answers given were: use of cultural resources draws the concepts nearer to the children and enables them to understand what they are taught, it enables the learners to maintain their cultural believes, it makes learning relevant and encouraging, it motivates learners to see what is done and also makes children remember what has been taught.

Observed uses of community funds of knowledge in a classroom environment and teaching learning strategies. The observed results indicated that most ECD teachers use the chalkboard, exercise books and bottle-tops. The observation revealed teaching in ECD centres was highly academic with a lot of emphasis on written arithmetic and language exercises and marking. This kind of approach kills the teachers’ creativity and innovativeness in the use of locally and culturally available resources even if they found within the school environment. This responses and observation were in disagreement according to NAEYC,( 2009). Which states that, children are resources and learn best when teachers value their homes and cultural background, so that each child feels equally valued and spend time engaging in conversations and getting to know each individual child so that new learning is planned appropriately to meet the curriculum goals.

As a result of these findings, the respondents were asked on how often they invite community resource persons to teach children’s songs and stories, the teachers gave responses as displayed in Fig 4.3: Teacher’s invitation of Community Resource Persons
Figure 4.3: Teacher’s Invitation of Community Resource Persons

The study established that most of the teachers (80%) had never invited community resource persons in the course of their teaching career. Only 17% and 3% had invited community resource persons every month and once in a week respectively. This implies that community resource persons are rare source of curriculum instructional resource used by teachers in Turkana Central division. This is in disagreement with Peraita, (2008) who states that quality education depends upon the relevance of family participation, guidance and use of local resources. Head teachers were asked to mention the challenges they were facing in running ECDE centers. Table 4.6
Table 4.6: Challenges Faced by ECDE Centers in Relation to Use of Community Funds of Knowledge

<table>
<thead>
<tr>
<th>Challenge</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of teachers</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Inadequate materials</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>High enrolment</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Inadequate support</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Financial challenges</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Low salaries</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Poor infrastructure</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Poor language communication</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Poor feeding programme</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

The study established ECDE centers have been facing serious challenges especially those related to inadequate materials, financial challenges and low salaries. According to the results in Table 4.6, all the head teachers (100%) cited inadequate materials as the major challenges. This is also become evident when the researcher visited the schools. In fact, the researcher rarely came across a community local resource such as cultural materials.

The researcher did not find any school with a community resource person or any programme indicating that such programme takes place. When asked to state their major language of instruction in class, teachers gave the responses as displayed in Table 4.7.

Table 4.7: Languages Used for Instruction

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili only</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Kiswahili and Turkana</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>English and Turkana</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kiswahili and English</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Turkana only</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kiswahili, English and Turkana</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
As displayed in Table 4.7, all the teachers participating in the study were using Kiswahili for instruction; for instance, 36% of the teachers were using Kiswahili only, 32% were combining Kiswahili with the local language, 24% were using the three languages. No teacher admitted to have used the local language in singular or in combination with English. It therefore emerged that teachers used mixed languages for instruction with Kiswahili being the dominant language. Use of local language was rarely employed for instructional purposes.

When asked the reason why they preferred not to use local languages frequently during instruction, most of the teachers cited several reasons among them: Central division is less urban with Turkana community predominantly occupying the area. There are other people however from other ethnics and linguistic background who have migrated to this Area in such of jobs, business or are employed. Meaning that learners from central division came from diverse communities, at the sometime not all teachers are from natives of the Turkana community while others argued that use of local languages makes it difficult for learners to understand English and Kiswahili.

The study further asked teachers to comment on whether they preferred using local resources such as songs, stories, plays & games and local language positively or negatively. All the teachers admitted that they have positive perception on use of local resources. The explanations given included: it touches the lives of the children in the community, children become livelier and it facilitates and enhances efficient learning in the classrooms. This was in agreement with (Leautier,2004),Schafer et al,2004) and Sagnia (2004 who support the use of community local knowledge and its inclusion in
the early childhood level which begins with use of mother tongue and traditional stories to promotes use of songs, dances and locally produced toys in ECDE programmes. To confirm whether the teachers’ perceptions on the use of community funds of knowledge, a classroom environment and teaching strategies was observed. The conclusion made was from the observation as follows:-

**Classroom environment and teaching /learning strategies observation**

- Classrooms physical and learning environment differed across the ECDE centres visited. This suggests that the classroom physical and learning environment differed across the division.
- There was very little understood by the teachers on community funds of knowledge that can be used to enhance curriculum instruction in ECDE centres as observed in the classroom environment across the division.
- Teachers were blackboard oriented across all the ECDE centres visited in their teaching and learning strategies.
- Teachers used few and common material/ resources from the environment (bottle-tops, sticks and blocks) across the ECDE centres.
- There was limited use of community funds of knowledge across the ECDE centres.

4.4 Educational Officials’ Knowledge on the Use of Funds of Knowledge in Curriculum Instruction

The third objective sought to establish education officials’ knowledge on the use of community funds of knowledge in curriculum instruction in ECDE in Turkana central division, Turkana County. Teachers and education officials were asked to state the extent
to which they agreed with the study believes displayed in Table 4.8. The choices were placed on a scale of 1 to 5 where 1 was strongly agree and 5 was strongly disagree.

Table 4.8: Education Officials’ Knowledge and Awareness on Community Funds of Knowledge for Curriculum Instruction

<table>
<thead>
<tr>
<th>Responses</th>
<th>Mean</th>
<th>S.dev</th>
<th>Frequency (%) N= 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even without using teaching/leaning materials can still teach well</td>
<td>3.40</td>
<td>1.323</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>Preparation and use of locally available resources consume a lot of time</td>
<td>3.28</td>
<td>1.275</td>
<td>28 - 44</td>
</tr>
<tr>
<td>Use of mother tongue in school lowers the children’s performance</td>
<td>2.88</td>
<td>1.810</td>
<td>8 16 20 24 32</td>
</tr>
<tr>
<td>Use of locally available resources for teaching makes parents think that we are of low standards</td>
<td>2.96</td>
<td>1.338</td>
<td>56 4 - 24 28</td>
</tr>
<tr>
<td>Using locally available resources such as language and resource parents makes us look primitive and outdated.</td>
<td>3.12</td>
<td>1.394</td>
<td>16 36 8 24 16</td>
</tr>
<tr>
<td>We don’t believe in use of locally available resources</td>
<td>4.40</td>
<td>1.323</td>
<td>12 - - 12 76</td>
</tr>
<tr>
<td>Use of resource persons from local community to teach songs, games and plays connects the school and the community and makes learning relevant</td>
<td>1.00</td>
<td>.000</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Average</td>
<td>3.00</td>
<td>1.21</td>
<td>38.4 22.2 14.0 18.2 31.8</td>
</tr>
</tbody>
</table>

The findings of the study in Table 4.8 established an average mean of 3.00, which implies a neutral choice. However, a standard deviation of 1.21 implies that the responses were varying at a big extent with respondents choosing no specific extreme. These descriptive can also be supported by the frequency analysis, when the respondents were asked to give opinion on use of mother tongue in schools, 32% of officials strongly disagreed that it lowers children’ achievement. It was noted that 56% strongly agreed that use of locally available materials makes parents think that their school is of lower standards. On
average, 38.4% of officials strongly agreed with the study beliefs, 31.8% strongly disagreed, 22.2 agreed, 18.2% disagreed while 14.0% were neutral on the responses of study beliefs displayed in Table 4.7. This implies that most the teachers are not aware and do not recognize the importance of community funds of knowledge in enhancing curriculum instruction in ECDE centres as can be depicted from the large percentage of those who either strongly agreed or disagreed. Eastone (2004) is in agreement with teachers' respondents in the sense that traditional knowledge and practice can be woven together with pedagogical practices and more often seen in non-formal and informal domain but not practiced in formal domain by teachers.

4.5 Support Provided By Educational Officials and Parents in Use of Community Funds of Knowledge

The fourth objective sought to establish the type of support provided by parents in the use of community funds of knowledge in teaching/learning in ECDE in Turkana central division, Turkana County. Head teachers were asked to state the type of support they provided the teachers in order to facilitate use of community funds of knowledge.

Table 4. 9: Type of Support Provided to Teachers by the Head Teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing local materials like bottle tops and old tyres</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Giving sisal and garn bags for making teachers aids</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Collection of cartons and seeds (maize, beans, pulses)</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Storage facilities</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

As shown on Table 4.9, at least (90%) head teachers admitted to have provided teachers with the local materials needed. However, the materials did not include use of resource
persons from the community like village elders and other resource members who could teach songs, poems, rhymes, plays and games from the local community.

County educational officers were asked to state the kind of support they provide in use of local resources for teaching/learning in ECDE. Table 4.10 displays some of the responses cited by the respondents.

Table 4.10: Type of Support Provided by County Educational Officials

<table>
<thead>
<tr>
<th>Support</th>
<th>N (maximum N=6)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involving them in material production</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td>Training through local donors e.g. save the children.</td>
<td>2</td>
<td>33.33</td>
</tr>
<tr>
<td>Empowering communities through meetings to support the ECDE teachers in use and production of locally available materials.</td>
<td>4</td>
<td>66.67</td>
</tr>
<tr>
<td>Through UNICEF and Save the Children, they provide manila papers, pieces of cloth and gam bags for production of teaching/learning materials.</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td>Encouraging teachers to involve parents in their children's affairs especially material production.</td>
<td>3</td>
<td>50.00</td>
</tr>
<tr>
<td>Mentorship in preparation and use of professional documents and lesson delivery.</td>
<td>2</td>
<td>33.33</td>
</tr>
<tr>
<td>Arranging training for teachers on teaching strategies.</td>
<td>3</td>
<td>50.00</td>
</tr>
<tr>
<td>Teaching material development to teachers</td>
<td>4</td>
<td>66.67</td>
</tr>
</tbody>
</table>

As shown on Table 4.10, at least 83.33% of the educational officers gave support to teachers through assisting them in material production. The same percentage reported to have been getting support from NGOs such as UNICEF and Save the Child. Fifty percent of the county officials said they were encouraging teachers to involve parents in their children's affair especially in material production. Only 33.33% gave teachers mentorship on use of various methods of teaching. Merely most of the support stated by the county educational officials had nothing to do with community funds of knowledge. Considering the importance of community funds of knowledge in all aspects child's life, there was no respondent who mentioned crucial funds of knowledge like community
resource persons, traditional songs and stories, traditional modeling, cooking, sewing, clothing, use of mother tongue and other important aspects of community upbringing of children and which forms some of the themes used in teaching and learning. In fact, in most cases the officials did not encourage the use of mother language and involvement of parents in children’s’ learning in ECDE centres.

Parents through the focus group discussion reported that their contribution and support to ECDE centres was very limited to payment of school fees, preparing and sending children to ECDE centres, construction of ECDE classes, buying uniform, providing firewood and bringing brooms, due to lack of knowledge and awareness on roles, functions and responsibilities in relation teaching and learning of their children. Nobody has ever invited them to talk to their own children on any activity including material development in the school. The non involvement of parents contradict with NAEYC (2009) that supports use of community funds of knowledge as it makes significant contribution to children’s physical, social and intellectual development. They also offer opportunities for parents and community involvement in varied extents. Families and local business community can contribute safe materials that are no longer used and can be recycled for children’s play.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary, conclusion and recommendations on the use of community funds of knowledge in enhancing curriculum instruction in ECDE centers in central division Turkana County.

5.2 Summary of the Study Findings
Despite the Kenya’s’ education policy placing a lot of emphasis on the use of local resource as the cornerstone for ECDE curriculum instruction, many ECD teachers in central division Turkana county are not aware and do not have adequate knowledge on the importance of community funds of knowledge in enhancing curriculum instructing in ECDE centres.

The study shows, teachers lack knowledge and awareness of the existing community funds of knowledge that could be used in enhancing curriculum instruction in poor Turkana ECDE centres. The major findings of the study are presented below:-

5.2.1 Sources and Availability of Instructional Resources Used in Curriculum Instruction in ECDE Centres
The study established that all (100%) of the respondent involved in the study described their source of instructional resources as sticks and wooden blocks, Bottle tops was described by 92% while stones and toys were mentioned by 76% and 53% respectively. This implied that the ECDE teachers involved in the study had inadequate information and understanding on what community funds of knowledge that can be used in
curriculum instruction is all about. Meaning that they had ideas on community funds of knowledge but not in substance. This made it difficult for them to explore more on what community funds of knowledge consist of. They were confined to the bottle-tops, sticks, clay soil, with no references to resources persons from the community and households items, food, clothing economic activities, among other community funds of knowledge.

5.2.2 Teachers Knowledge and Awareness on the Use of the Community Funds of Knowledge

The perception and the believe of teachers on the use of community funds of knowledge is encouraging, according to the study 73% believed in the use of local and culturally relevant resources, for curriculum instruction on a large extent, and only 7.14% did not believe in the use of cultural resources as instructional resource for curriculum instruction.

They admitted that community funds of knowledge makes learning meaningful and relevant by drawing concepts nearer to the children; it enables children appreciate and maintain their culture, it is encouraging and motivating as they see things they learn related to their own experiences.

The study however, revealed that having knowledge and awareness is one thing and practice or implementation is another. The image and reality was contradicting, the majority of the teachers observed in the classroom enrolment were found using chalk boards, exercise books, few bottle-tops and sticks and the teaching was highly academic with a lot of emphasis on written arithmetic and language exercises on the black board. It also established that 80% of the teachers never either invite resource person from the
community or use resources from the community’s household as a resource for curriculum instruction, yet one of the challenges established by the study was 100% was inadequate maternal resources for teaching/learning due to lack of finance revealed by 90% of the respondents. Use of community funds of knowledge could help reduce the cost of purchasing instructional material resources.

The study also revealed that 64% of the respondents involved in study were female ECD teachers who are believed to have a closer attention and attachment to young children than male.

The study also showed that 60% of the teachers were trained in ECDE with either certificate or Diploma. This implies that they have enough information and knowledge on ECDE curriculum instructional strategies; but preferred to teach their own way- that could suit and please the parents. There was very little evidence on the use of community funds of knowledge across the ECDE centres in central division Turkana County.

5.2.3 Teachers and Education Official Knowledge on the Use of Community Funds of Knowledge in Curriculum Instruction

From the study it is clear the education officials and Teachers have not understood the scope and the extent of community funds of knowledge and its importance in curriculum instruction. Community funds of knowledge such as use of local language, artifacts games and plays from the community are not well embraced. The understanding and practice still contradict. This could be attributed to attitude teachers place on community funds of knowledge as out dated, old fashion methods, and lacked place in the digital world.
5.2.4 Support Provided by Education Officials and Parents in the use of Community Funds of Knowledge

The Head teachers in charge of the ECDE centres attached to them, admitted to provide support to ECDE centres in form of chalks, used boxes, sacks, food, mobilization of parents in payment of fees/salary for teachers employed by the PTA, supervision of ECDE centres attached to them and advice teachers on how to handle children.

At least 83.3% of the education official also admitted to give support to ECDE teachers through assisting them in material development, through local NGOs, and agencies such as UNICEF and save the children they provide materials and resources for production of teaching/learning resources. Through their training and assessment they advice them on the use of local materials, they provide mentorship and coaching on the use of locality available resource.

The study also revealed that no education official had mentioned community funds of knowledge, such as traditional songs, and stories, games and plays, rhymes and riddles from the local community. This implied that even the county education official had limited information and paid very little attention when it comes to the really use of community funds of knowledge.

Parents on the other hand reported to provide very little support in terms of payment of fees, preparing and sending of children to ECDE centres, construction of ECDE classes but agreed that their limited support was due to lack of knowledge and awareness on what community funds of knowledge entails and teachers are not involving them much in their children learning and teaching such as cooking, storytelling, playing with children.
which they admitted not to have done. This showed that parents lacked awareness on their roles, functions and responsibilities in ECDE centres. Parents play a crucial role in the provision of community funds of knowledge as a source in curriculum instruction especially in the home and school environment.

The results generally show that teachers and some education officials have negative attitude towards use of community funds of knowledge by not being committed, supportive and exhaustive in the use of community funds of knowledge in curriculum instruction and preferred blackboard and purchased foreign materials which were displayed in classrooms.

5.3 Conclusion

The purpose of the study was to find out the extent of use of community funds of knowledge in enhancing curriculum instruction in central division Turkana county, based on the first objective of the study which was to establish the sources and availability of learning materials used in curriculum instruction. This was not fully met as the study showed that majority of ECDE teachers central division had inadequate knowledge on local resources and were limited to few local materials in their identified sources and availability of local learning materials used in instruction.

The second objective was to establish the teacher’s level of knowledge and awareness on the use of community funds of knowledge in enhancing curriculum instruction in ECDE centres. The study showed conflicting results in teachers’ knowledge and awareness on the use of community funds of knowledge in instruction. Schools do not teach subjects relevant to pastoralism or everyday life activities of the children and portray a negative
image of the livelihood yet it is the economic mainstay in the county. It further revealed that most teachers were trained in ECDE and had knowledge and awareness on community funds of knowledge that could be used in enhancing curriculum instruction, but were not adequately using them. This had made teachers to be blackboard oriented in their teaching strategies and used few available resources in the environment. This could be attributed to teachers’ attitude and parents’ demand on teachers. The attitude among teachers on the use of community funds of knowledge and use of foreign materials has made teachers to be blackboard oriented into their teaching strategies and use of very few available resource in the environment also contributed to inadequate use of community funds of knowledge in curriculum instruction and reduced creativity and innovativeness despite the understanding use of community funds of knowledge in enhancing curriculum instruction in ECDE centres.

The third objective was to establish the level of education official’s knowledge and awareness. The study findings showed that education officials had inadequate knowledge and understanding of what community funds of knowledge is composed off and its importance in curriculum instruction in ECDE centres.

The fourth objective was on parents support in the use of community funds of knowledge. The study established that parents have a role to play and willingness in supporting learning in ECDE centres and but felt that they are not fully engaged in school activities and also needed awareness.
5.4 Recommendations

Based on the findings of the study and as per the objectives the study, the following recommendations are made:

1. The teachers' knowledge and awareness on the use of community funds of knowledge. The study established that majority of teachers lacked detailed knowledge and understanding of integrating local culture, livelihood and way of life in the curriculum instruction and used the black board for curriculum instruction. The study therefore recommends that the Education planners and policy makers strengthen policy guideline and assist teachers to gain a strong understanding of the culture of areas they teach as part of the training. This is especially on the use of community funds of knowledge in curriculum instruction in ECDE centres. Teachers training institutions, including DICECE’s should emphasize and properly train teachers adequately on what community funds of knowledge are and its importance.

2. Teachers and education officials' knowledge on the use of community funds of knowledge. The study established that education officials and head teachers understood that education should promote not only language, literacy, oral expression, numeracy, science, arts and problem solving, but also cultural, linguistic, and spiritual heritages, environmental protection, social justice and common value, but the study found that lack of knowledge and awareness on how to validate and make formal links between use of community funds of knowledge and different forms of education, hindered its use in curriculum instruction. The study recommends that through sensitization and awareness creation, the community and the teachers should be educated on the sources and importance of community funds of knowledge.
that could be used to enhance curriculum instruction in ECDE centre. It further recommended that education officials consider validation/legitimatization on positive alternative education approaches at ECDE and lower primary (notably use of community of community funds of knowledge.

3. On support provided by education officials and parents in the use of community of funds of knowledge. The findings of the study revealed that NGOs, education officials and parents have been providing support to ECDE centres such as provision of materials, food, and infrastructure water to ECDE centres in central division Turkana County. The study therefore recommends that they need to increase support to include material production and value addition on locally available resources and involvement of parents in material production and school curriculum activities, Strengthen the training by providing short courses and induction training on use of community funds of knowledge.

4. The government together with partners should strengthen policies that promote an integrated and local adaption of ECDE programmes with descriptions of the benefit of ECDE centres programmes and idea of indigenous or local knowledge and how they can be included in early childhood programmes in terms of use of local dances, songs, stories, local toys, mother tongue and local ideas of parenting roles.

5.4.1 Recommendation for Further Studies

The study recommends the following areas for further research:

1. This study was done on ECDE centre in central division, Turkana County only. The study recommends that similar studies be replicated in other regions in Kenya especially
in the areas hit by poverty with aim of establishing use of community funds of knowledge in enhancing curriculum instruction in ECDE centres.

2. The study mainly focused on the use of community funds of knowledge in curriculum instruction in ECDE centers. However, the study recommends that other variables which hinder the use of community funds of knowledge in low economic areas should be investigated.
REFERENCES


APPENDICES

APPENDIX A: QUESTIONNAIRES FOR ECDE TEACHERS

BACKGROUND INFORMATION
1. Gender
   (a) Male [ ]
   (b) Female [ ]

2. Effectiveness of teachers.
   (a) Tick where appropriate.
       Certificate ECDE. [ ]
       Diploma ECDE. [ ]
       University [ ]
       Others specify-------------------------.

3. Have you undergone any induction course in the last one year.
   (a) Yes [ ]
   (b) No [ ]

4. Explain how you evaluate your ECDE children.-------------------------------------------

5. How often do you evaluate them?---------------------------------------------------------

6. How do you examine ECDE children to promote them to the next level?----------------------

7 How is monitoring and evaluation of learning.-----------------------------------------------
Use of community funds of knowledge

1. What are the sources of your teaching and learning resources?

2. What are available local resources and materials from the local community that you use in teaching and learning in your ECDE centre?

3. How often do you invite community resource persons to teach children’s songs and stories from the local community?
   (a) Once in a week.
   (b) Every month.
   (c) Not at all.

4. What is the main language of instruction in your ECD centre?

5. Do you use local language in teaching and learning process?
   (a) Yes
   (b) No

A TEACHERS’ KNOWLEDGE ON THE USE OF LOCAL LANGUAGE, GAMES AND PLAYS, RESOURCES PER PERSONS FROM THE LOCAL COMMUNITY

1. Have you ever had of community local resources that are used in teaching and learning in ECDE centers? If yes; Name them

2. Which local community resources have you ever used in your teaching/learning in ECDE centre? If yes, Name.....
3. Do teachers in ECDE centres prefer use of local resources such as songs and stories, plays and games, local language from the local community positively or negatively. Explain your answer.

4. What challenges are teachers facing in ECDE centers in relation to teaching and learning.

5. Is there any support you get from the country education officers in regard to use of local resources in teaching. If yes explain what kind of support.

6. In your opinion is this use of community local resources important in teaching/learning process in ECDE centres.

7. At your pre-school do you organize materials development days.
   If yes what materials do you produce and are parents involved?

B. KNOWLEDGE AND AWARENESS SCALE FOR ECDE TEACHERS AND EDUCATION OFFICIALS.

1. To what extend do you believe with the following statement with regard to use of community funds of knowledge in your ECD center.

This should be done on a five point scale where 1=strongly agree (SA), 2= Agree (A), 3=Neutral (N), 4=disagree (D) and 5=strongly disagree (SD)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even without using teaching/learning resources I can still teach well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation and use of locally available resources consume a lot of time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of mother tongue in school lowers the children’s performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of locally available resources for teaching makes parents think that we are of low standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using locally available resources such as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Language and resource parents makes look premature.

We don’t believe in use of locally available resources

Do you believe use of resource persons from the local community to teach songs, games & plays connects the school and the community and makes learning relevant

| C. To what extent do you believe use of cultural resources in teaching influences retention and transition of children in primary school |
| No extent ( ) small extent ( ) moderate extent ( ) large extent ( ) very large extent ( ) |

D. explain your answer

E. what has the government done to enhance use of locally available resources with regard to teaching/learning
APPENDIX B: INTERVIEW SCHEDULES FOR HEAD TEACHERS WITH ECDE CENTRES

1. Name of the school.

2. Type of the ECDE □
   (a) Private □
   (b) Public □

3. How many children have you ever enrolled in your ECDE centres attached to your schools.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What challenges do ECDE teachers face in teaching/learning process?

5. How can these challenges be addressed.

6. Do your ECDE teachers use local resources from the local community in their teaching? If yes. Which ones, name them.

7. Do you provide any support to teachers with regard to use of resource from the local community for teachers?

8. What kind of support to you provide to teachers in the use of local resources.
   Name them.

9. Do you believe use of local resource from the local community is important in teaching and learning of ECDE children? Yes or No.
   If yes explain why.
10. In your own opinion do you think use of local resources like local language, songs and stories from the local community contribute to increased enrolment and reduce drop out. Give your explanation for your answer.

11. What are some of the issues that stop children from the community to come to ECDE centres?

12. How can these issues be addressed?
APPENDIX C: INTERVIEW SCHEDULES FOR COUNTRY EDUCATION OFFICERS (CEOs)

USE AND SUPPORT OF LOCAL RESOURCES

1. Do you provide any support to teachers in the use of local resources for teaching/learning in ECDE. If yes

2. What kind of support do you provide in the use of local community resource in teaching and learning?

3. Are there any problem in the use of local community resource in teaching/learning?
   If yes, explain what problems
## APPENDIX D: OBSERVATION CHECKLIST DATA

<table>
<thead>
<tr>
<th>Observation Indicators</th>
<th>Observation Notes and records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical conditions of the classrooms</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Compounds and cleanliness of ECDE centre</td>
<td></td>
</tr>
<tr>
<td>Displays of children’s work and use of teaching and learning materials from local community</td>
<td></td>
</tr>
<tr>
<td>Availability of local resources from the local resources in the ECDE centre.(culturally relevant learning resources-textbooks, models, resource persons, charts, real objects)</td>
<td></td>
</tr>
<tr>
<td>Observe the community involvement in supporting teaching/learning process and family support</td>
<td></td>
</tr>
<tr>
<td>Teaching/learning that is within the context of culture of child e.g use of mother tongue</td>
<td></td>
</tr>
<tr>
<td>Culturally relevant teachers(connect community knowledge with classroom experience, close relationship with parents)</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: FOCUS GROUP DISCUSSION WITH COMMUNITY MEMBERS AND TEACHERS

County Education, officers, chairpersons of the schools, elders, chiefs, woman groups, members of NGOs, sponsors etc)

Group include men, women and youth)

1. What are the challenges facing ECDE centres and children in the community

2. In what way is the community involved in supporting ECDE centres in regard to use of community local resources?

3. What is the contribution of the community in children’s education or learning?

4. What is the community doing to address the problem of learning/teaching resources?

5. What is the community doing to strengthen use of community resources in ECDE centres?

6. What is the extent of community involvement in ECDE?

7. What can be done to increase use of community local resources in ECDE centres?

8. How does the community respond to use of local language songs and stored plays games from the local community
Our Ref: E55/CE/22911/2011

Dear Sir/Madam,


I write to introduce Mr. David Kampala Omakada who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department Early Childhood Studies.

Mr. Omakada intends to conduct research for a M.Ed. Proposal entitled, “Community Funds of Knowledge in Enhancing Curriculum Instruction in Early Childhood Development Centers in Central Division, Turkana County Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote Ref: No.

NACOSTI/P/15/2468/6340

David Kampala Omakada
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Community funds of knowledge in enhancing curriculum instruction in Early Childhood Development Centres in Central Division, Turkana County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Turkana County for a period ending 30th September, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Turkana County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, BSC.
DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Turkana County.

The County Director of Education
Turkana County.
THIS IS TO CERTIFY THAT:
MR. DAVID KAMPALA OMAKADA
of KENYATTA UNIVERSITY, 16-30500
lodwar, has been permitted to conduct
research in Turkana County

on the topic: COMMUNITY FUNDS OF
KNOWLEDGE IN ENHANCING
CURRICULUM INSTRUCTION IN EARLY
CHILDHOOD DEVELOPMENT CENTRES IN
CENTRAL DIVISION, TURKANA COUNTY
KENYA

for the period ending:
30th September, 2015

Applicant's Signature

Permit No: NACOSTI/P/15/2468/6340
Date Of Issue: 10th June, 2015
Fee Received: Ksh. 1000

Director General
National Commission for Science,
Technology & Innovation