

**County Government of Nyeri**



**DRAFT COUNTY POLICY**

**FOR**

**EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE)**

**2020**

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## **ACRONYMS**

**BQ**– Bill of Quantity

**CBC**– Competency Based Curriculum

**CIDP**– County Integrated Development Plan

**DICECE**- District Centre for Early Childhood Education

**ECDE** – Early Childhood Development Education

**EFA**– Education for All

**KICD** – Kenya Institute of Curriculum Development

**KNBS**– Kenya National Bureau of Statistics

**MCA** – Members of County Assembly

**MEAL**– Monitoring, Evaluation, Accountability and Learning

**NACECE**-National Centre for Early Childhood Education

**PP1** -- Pre-Primary 1

**PP2** -- Pre-Primary 2

**RTI**– Research Training Institute.

**SDG** --Sustainable Development Goal

## **ACKNOWLEDGEMENT**

The Department of Education and Sports wishes to acknowledge the support received from various partners in drafting this document who include the Departmental Technical Team led by the County Executive Member in charge of Education.

Special appreciation goes to the County Legal Advisors and all officers from the department who participated in the development of this policy.

## DEFINITION OF TERMS

The following terms are defined in the context of this policy.

**Basic Education:** The educational programmes offered and imparted to a person in an Institution of basic education such as Early Childhood Development Education Centres.

**Caregiver:** A person who provides direct care and educational support to young children in the ECDE Centres.

**Competency Based Curriculum:** These are planned programmes designed to emphasize developing of skills and knowledge and applying those competencies to real life situations.

**Early Childhood Development Education:** This is a type of educational programme that aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to enhance a strong foundation for lifelong learning and wellbeing.

**Holistic Development:** Development of a child in all aspects.

**Special Needs Education:** These are special educational programmes designed for children with various disabilities including gifted and talented.

**Stakeholder:** A person, group or organization with vested interest or concern in ECDE programmes.

## **EXECUTIVE SUMMARY**

The County Government of Nyeri in consultation with key stakeholders were involved in the development of the Nyeri County Early Childhood Development Education (ECDE) Policy 2020. The Policy seeks to provide an opportunity for improving the quality of early childhood education through providing services that enhance holistic development of children, thereby building a strong foundation for lifelong education attainment and wellbeing of a child during the early years before entry to grade one.

The development of this Policy was informed by the need to provide quality, equitable, inclusive and relevant Early Childhood Development Education services that are sensitive to both the national and local needs in the County to enable children attain the highest age appropriate competencies in their cognitive, affective, social-emotional and psychomotor domains. The Policy is divided into seven chapters.

Chapter one provides the background information that includes the importance of ECDE as a fundamental programme that develops foundational skills and competences required to prepare a child for formal learning. It further outlines the county's mandate in ensuring access to quality ECDE program. The chapter also outlines the Nyeri County's overview in terms of size, location, population, administrative details and climatic conditions. The chapter highlights the role played by the County Government of Nyeri in improving ECDE infrastructure and curriculum delivery. The policy shares the various challenges facing education for young children such as inadequate teaching and learning resources, financial constraints, high teacher-child ratio coupled with poor remuneration, negative attitude towards children with special needs, inadequate integration of health and nutrition services leading to poor health, governance and accountability, child abuse and neglect, insufficient social-economic support and lack of clear legal framework. The vision, mission, goal and guiding principles are also outlined in the chapter.

Chapter two gives a situational analysis of ECDE in Nyeri County highlighting an overview of the sector, status of the programme in the county in terms of administration, training, establishment, infrastructure and resources, funding, health and nutrition, childcare and protection services.

Chapter three delineates the legal and institutional frameworks for the implementation of early childhood education services at the county, sub-county, ward and school level.

Chapter four analysis the thematic areas that are addressed in the policy statements and strategic interventions. The thematic areas identified include; - to mobilize and utilize resources for quality early childhood education and its sustainability; to improve physical infrastructure facilities; to create systems and structures of management in ECDE and to strengthen stakeholders engagement through partnerships and collaboration.

Chapter six highlights issues of finance and resource mobilization. Lastly, chapter seven provides a statement on policy review, transition and implementation.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background Information

The Government of Kenya recognizes ECDE as an important programme that lays a solid and broad foundation for a child's future development, providing a strong base for character formation and lifelong learning and wellbeing. This is in line with the Sustainable Development Goal (SDG) Number 4 Target 2 which obligate States to ensure that all children have access to quality early childhood development, care and early childhood education so that they are prepared for schooling. ECDE provides children with opportunities which promote their holistic development. It takes place in Early Childhood Development Education (ECDE) centres.

ECDE Centres are institutions that offer children aged between four to six years an opportunity to participate in organized early years educational programs that assist in the development of their cognitive as well as physical abilities through various activities and also helps with enhancing social and emotional skills while interacting with their peers.

Through research, the early years of a child have consistently been proved to be the cornerstone phase of development for all human beings. The most critical time to nurture, shape and inspire a healthy, productive, successful future are the years between birth and age six. Investing in the early years of a child can yield to the biggest, most impactful returns. Children who participate in quality early childhood educational programs are better prepared for future learning. Moreover, taking a proactive approach to quality ECDE programmes not only enhances school readiness but it is more efficient and economically effective since it closes and prevents achievement gap. The early years' experiences can have a lasting impact on the cognitive, social and physical needs of a person later in life. On the other hand, children who have limited access to early years education or low quality ECDE services are significantly disadvantaged and their learning trajectory are diminished. Such children are likely to drop out of school and their performance is wanting.

Despite the critical importance of early years' education, investment in ECDE has been inadequate. This has affected access, quality and equity of services. Development of this

policy is therefore made necessary by the need to ensure provision of quality ECDE services in the dispensation of the devolved governments in Kenya especially Nyeri County. After the promulgation of the Constitution of Kenya (2010), the function of ECDE and childcare facilities was devolved to the Counties under Schedule 4 part 2 (9).

Effective management of ECDE centres require a clear policy to provide a regulatory framework and to articulate the roles of various stakeholders in these institutions. This Policy therefore addresses key aspects in ECDE centres and provides a standardized frame of reference for the County Government of Nyeri in dispensing its constitutional mandate of ensuring access to quality Early Childhood Development Education to all children in the County.

The Directorate of Education and Training is charged with among other mandates supervision of ECDE centres in the county. Through provision of quality early childhood education, it fulfils the following requirements:

- Meet constitutional rights. The constitution of Kenya envisages child access to free and compulsory basic education as a right, Article 53 of the Kenya constitution.
- Realize Kenya Vision 2030 objectives and other national development goals.
- Achieve the requirements outlined in the Basic Education Act 2013
- Attain goal number four, about the provision of quality education, of the Sustainable Development Goals.
- Realize the CIDP (2018-2022) priorities (Provision of quality early childhood education).
- Attainment of the BIG 4 Agenda

## **1.2 County Overview**

Nyeri County is located in the central region of Kenya. It covers an area of 3,337.2 Km<sup>2</sup> and is situated between longitudes 36°38' East and 37°20' East and between the Equator and latitude 0°38' South. It borders Laikipia County to the North, Kirinyaga County to the East, Murang'a County to the South, Nyandarua County to the West and Meru County to the North-East. It is divided into eight administrative sub counties namely; Kieni East, Kieni West, Mathira East, Mathira West, Nyeri Central, Mukurweini, Tetu and Othaya (Nyeri South).

Further, there are a total of 30 electoral wards spread across the six constituencies in the county.

Nyeri County has an estimated population of 845,863 comprising of 49% male and 51% female according to the projections based on the KNBS 2019 report. Out of this population, the youth and female reproductive comprises of 34% and 26% respectively. Further, the age below 5 years and those above 65 years comprises of 13% and 6.5% respectively.

The county experiences equatorial rainfall due to its location within the highland zone of Kenya. The long rains occur from March to May while the short rains are experienced in October to December, but occasionally this pattern is disrupted by abrupt and adverse changes in climatic conditions.

The annual rainfall ranges between 1,200mm-1,600mm during the long rains and 500mm-1,500mm during the short rains. In terms of altitude, the county lies between 3,076 meters and 5,199 meters above sea level and registers monthly mean temperature ranging from 12.8°C to 20.8°C.

The County lies between Mount Kenya and the Aberdare ranges with agriculture as the main economic activity. The County is also renowned for horticultural farming. Other agricultural activities which act as a source of income include dairy farming, poultry and fish keeping. There are also a number of light industries, quarry mining, tea and coffee factories providing a market and employment to the residents of Nyeri. There are various major urban centers but the major ones are Nyeri, Karatina, Mweiga, Endarasha, Othaya, Mukurweini, Chaka and Narumoro. The County headquarters is located in Nyeri Town which is easily accessible from all the eight sub counties and situated approximately 150Km from Nairobi City.

In order to ensure provision of quality early childhood education in a conducive learning environment, the County Government of Nyeri has employed 800 qualified caregivers to take care of the high enrollment of 18,939 pupils in the 435 public ECDE Centers. Almost every ECDE centre is assigned caregivers to handle each of the two levels i.e pre-primary one and pre-primary two. Pre-primary one level deals with children who are in their first year in organized learning while pre-primary two handles children who will transit to grade one after completing their second year.

In the financial year 2017/2018, the county government of Nyeri constructed 13 new classrooms, 14 new pit latrines and renovated 15 classrooms for the ECDE learners in 28 wards across the county. It also provided 11 O'clock porridge to three pilot ECDE centers. In the financial year 2019/2020, 7 more classrooms, 9 pit latrines were constructed while 11 classrooms were renovated. All the ECDE centres were supplied with teaching and learning materials as well as play items. However, more materials are required for adequacy.

The above background reflects a deficit of human resource as each ECDE center requires a minimum of 2 caregivers for PP1 and PP2, and enrolment is gradually increasing while the number of caregivers remain constant.

Most of the ECDE centers in the county have inadequate and dilapidated physical facilities, play/ learning materials, assistive devices for children with special needs and inadequate clean water and sanitation facilities.

### **1.3 Challenges Facing ECDE Provision in Nyeri County**

Despite the growing importance of early childhood education, there are a number of challenges that have continued to pull down its effective implementation. In order to provide quality education in the ECDE centres, the following major challenges need to be addressed;

#### **a) Inadequate Teaching and Learning Resources.**

Most of the ECDE centres lack adequate teaching and learning resources and facilities suitable for this level of education in their learning environment. This include lack of properly ventilated classrooms, furniture suitable for children, safe clean water, playgrounds, sanitation facilities, play materials, assistive devices for children with special needs and unfriendly learning environment.

#### **b) Financial Constraints**

Low budgetary allocation, lack of provision of capitation grants at the ECDE level and support grants for children with special needs as well as infrastructure support grants can lead to ineffective implementation of early childhood education. Though the national government devolved the function to the county government, no funds have ever been availed towards the programme.

#### **c) High Teacher-Child Ratio with poor remunerations**

Teacher-child ratio has continued to grow and on average, teacher child ratio for both PP1 and PP2 classes still remains critical. Even with the high ratios, ECDE caregivers are poorly remunerated.

#### **d) Attitude towards Children with Special Needs**

There are instances of discriminating children on the bases of special needs and those with early or delayed developmental challenges due to cultural practices and beliefs hence hindering their participation in early years' education.

#### **e) Access**

A significant number of children are not accessing early childhood education in spite of it being critical in laying a firm foundation for the subsequent levels of education. The situation can be attributed to low budgetary allocation, low parental and community awareness on the importance of ECDE, long distances covered to access the schools in some areas especially in the rural areas, inadequate and inappropriate infrastructure and sanitation facilities and lack of structured feeding program.

#### **f) Governance and Accountability**

The ECDE management structures lack a regulatory framework with unclear linkages between various institutions/organizations that provide and/or manage ECDE centres. Most of the communities are not aware of their roles in the provision of quality education in ECDE.

#### **g) Legal and Policy Framework**

ECDE has been defined and applied differently due to lack of a clear legal framework. Due to programmatic issues, policy framework or subsequent related legal documents are neither disseminated nor effectively implemented.

#### **h) Coordination, Linkages and Partnerships**

There are several players who provide ECDE services without clear multi-sectoral coordination structure. As a result, there has been duplication of efforts, lack of synergy and inefficient use of resources leading to low quality services.

### **1.4 Rationale for the Policy**

The ECDE Policy formulation is guided by the recognition that early years' education is a foundation for life of an individual. During the early years, fundamentals of children emotional, intellectual, social and physical development are well established through

provision of care, good health, nutrition and stimulation to all young children to realize their potential. It is during this period when the brain develops rapidly. Investing in the first six years of a child therefore, has far reaching benefits not only to the individual child but also to the society. These accrued benefits include increased enrolment, progress and performance in school, early identification and intervention for special needs children and cost saving for parents and the county. This is later linked to increased economic productivity. A child's early learning experiences provide a window of opportunity to improve the quality of life.

The Policy will provide guidelines for a coordinated approach emphasizing the importance of partnership in safeguarding the Rights and important services to meet the holistic needs of young children. This will be done in line with;

- The Constitution of Kenya (2010).
- The aspirations of Kenya Vision 2030.
- The provisions of the Basic Education Act, 2013
- Sessional Paper No. 14 of 2012 on Reforming Education.
- Training and Research Sector in Kenya and the requirements Sustainable Development Goal Number 4, Target 2.
- County Integrated Development Plan (CIDP), (2018-2022).

### **1.5 Vision**

To be a globally competitive sector in provision of quality education for sustainable development.

### **1.6 Mission**

To provide, promote and coordinate quality education for sustainable social economic development.

### **1.7 Goal**

To ensure every child has access to equitable, inclusive and quality ECDE services in Nyeri County.

### **1.8 Guiding Principles**

The Policy is anchored on the following guiding principles:

- Respect to the rights and welfare of the child.
- Quality and equitable ECDE services.
- Child friendliness.
- Integrity, transparency and accountability.
- Inclusiveness.
- Teamwork.
- Non-discrimination and protection
- Professional and ethical practice
- Creativity and innovation
- Patriotism

## **CHAPTER TWO**

### **SITUATIONAL ANALYSIS**

#### **2.1 Overview of the Early Childhood Development Education Sector**

Early childhood education in Kenya has undergone significant changes. In the 1940s, nursery schools were established to cater for the European and Asian children. In the late 1950s, organized nursery schools started emerging due various factors which included: establishment of concentration camps and plantation farms where African children did not receive formal education but custodial care; rural-urban migration; emergence of Mau-Mau movement; anti-child labor movement; championing by early educationists or philosophers and existence of missionaries.

Direct government involvement in ECDE started after independence in 1963. The first nursery school called Thomas Barnado House Nursery School was opened in 1964 by Mzee Jomo Kenyatta in Nairobi. Further expansion of ECDE programme was realized following the Presidential Circular No.1 of 1980 which mandated the Ministry of Education to coordinate all ECDE functions in the country. The Ministry established management and coordination structures in the Directorate of Basic Education and Quality Assurance for the provision of ECDE services as well as the National Centre for Early Childhood Education (NACECE) in 1984. The following year (1985), District Centres for Early Childhood Development Education (DICECE) were established in all districts. The purpose of the two structures was to develop and localize the ECDE curriculum, train teachers and mobilize local communities to support ECDE programs and also offer necessary supervision.

In 2006, the Ministry of Education in collaboration with other stakeholders developed the first National Early Childhood Development Education Policy Framework which aimed to provide a frame of reference and coordination mechanism that explained the roles of various stakeholders who included parents, communities, Government Ministries, Development partners and other stakeholders. Together with the policy, a Service Standard Guideline was

developed to operationalize it. However, implementation of the Policy Framework was rendered ineffective due to various challenges.

In 2018, the Ministry of Education in consultation with County Governments, development partners and key stakeholders developed the Pre-Primary Education Policy through a participatory process. The purpose of the Policy is to provide quality, equitable, inclusive and relevant pre-primary education services to enable children attain the highest requisite age appropriate competences in their cognitive, affective, social and psychomotor domains. Implementation of the pre-primary education policy is expected to create a social setting, provide an enabling environment for the emotional and physical development of the child, enhance the child's communication, creative and exploratory skills and stimulate its mental development.

## **2.2 Status of ECDE Programme in Nyeri County**

### **2.2.1 Administration**

Currently, there are Principal Education Officers, each per every sub-county who are charged with the responsibility of ensuring quality services are delivered in the ECDE centres at their respective areas of jurisdiction. However, to fit in the devolved government framework, the following officers will be required to be recruited;

- i. Assistant Director ECDE
- ii. Ward ECDE Officers.
- iii. ECDE lead Caregivers

### **2.2.2 Training Status**

Currently Nyeri County has about 2030 trained ECDE caregivers both at Certificate and Diploma levels and another 13 caregivers are Degree holders. The County Government of Nyeri has employed 800 caregivers to meet the current staffing needs in the public ECDE centres. This has enhanced teacher motivation. However this number is not adequate due to the increasing number of learners in the public ECDE centres. The caregivers are encouraged by the County to undertake training in the available ECDE training institutions thus improving their capacity and providing trained manpower in the ECDE centres. The County Government will in the near future put in place an enabling policy, administrative and legal mechanisms to

ensure the participation of development partners and the private sector in the provision of ECDE services.

### **2.2.3 Establishment of ECDE Centres**

In Nyeri County there are 432 public ECDE centres and 309 private ECDE centres. The County Government has taken appropriate measures to ensure these centres are manned by qualified ECDE caregivers through recruiting only those who are trained and registered by the Teachers Service Commission. In some areas, more ECDE centres require to be established to reduce the distance covered by the young children to access early childhood education especially in Kieni East and Kieni West.

### **2.2.4 Infrastructure and Resources**

Generally the existing infrastructure in most ECDE centres is inadequate and inappropriate. The County Government has been working with stakeholders to address the problem. The Department of Education and Sports will liaise with the appropriate Office to develop a framework for public private partnership in the provision of infrastructural development services for the sector.

### **2.2.5 Funding**

The County Government has been providing funds to the ECDE centres in form of caregivers' salary, infrastructural and instructional resources. Funds have not been sufficient to provide the required services for effectiveness of service delivery. Financial limitations can render expansion of infrastructure and other areas under-served which may lead to ineffective implementation of early childhood education. Due to financial constraints, some ECDE centres are still using unsuitable structures. Most of the institutions lack feeding programme despite its effectiveness in improving learning, enrolment and enhance attendance levels.

### **2.2.6 Health and Nutrition Context**

The health of a child in the early years is very critical in determining proper growth and development. Health and nutrition status determines the child's holistic development and learning ability. Appropriate health, nutrition and care must be provided to ensure a better and health care and early stimulation which constitute to the foundation of proper growth and development of children. To ensure a child's health, the County Government will provide

feeding programme or encourage parents from ECDE centres to provide for feeding programme or carry food from home.

### **2.2.7 Childcare and Protection Services**

Children exposed to violence, abuse and neglect are more likely to suffer from psychological problems like stress. This can affect the learners' performance and wellbeing. There is need for development and implementation of child safety and protection guidelines for all ECDE centres in the county

## CHAPTER THREE

### LEGAL AND INSTITUTIONAL FRAMEWORKS

#### 3.1 Legal Framework

This policy is anchored in the provisions in the existing national legal frameworks, relevant international protocols and conventions which include;

**3.1.1 Constitution of Kenya 2010**, article 43 on the Economic and Social Rights which guarantees every person the right to education as well as the right to access adequate housing and reasonable standards of sanitation, Article 53 which provides free and compulsory basic education to all children, basic nutrition, shelter and healthcare; protection from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment, punishment and exploitative labor; parental care and protection; the fourth Schedule Articles 185(2), 186(1) and 187(2), which distributes functions between the National Government and County Government. Article 189(2) which provides for cooperation between the National Governments and County Government in performing the functions and exercising powers in the provision of proximate and easily accessible services.

**3.1.2 The universal declaration of human rights (UDHR) 1948** which provides a framework for a common standard of achievements for human rights for all pupils and all nations.

**3.1.3 The international Convention on Civil and Political rights (ICCPR) 1966** which provides for recognition of the inherent dignity and of the equal inalienable rights of all members of the human family.

**3.1.4 International Covenant on Economic Social and Cultural Rights (ICESCR) 1966** article 10 which provides special measure for care and education of dependent children.

**3.1.5 The Convention on the Rights of the Child (CRC) 1989** provides for appropriate legislative, administrative, social and educational measures to protect the child.

**3.1.6 The Children's Act 2001** stipulates the rights of a child and identifies the right holders and duty bearers in ensuring the achievements of these rights.

**3.1.7 The Convention of Rights of persons with Disabilities 2006** guarantees persons with disability the right to enjoy their rights including early education.

**3.1.8 The Kenya Vision 2030** underscores the need for promoting education for development. It propagates for increased access to quality education from the formative years of development and integration of ECDE into basic education.

**3.1.9 The Basic education Act 2013** operationalizes the constitution by providing for access to free and compulsory quality basic education to all children.

**3.1.10 The National Children’s Policy 2010** spells out responsibilities to ensure survival, development, participation and protection rights of the child.

**3.1.11 The National Plan of Action for Children 2015-2022** provides for the children’s right to survival, protection, health, education among others.

**3.1.12 The Nyeri County Integrated Development plan (CIDP) 2018-2022** guarantees for provision of quality early childhood education in a conducive environment.

**3.1.13 The Nyeri County Annual Development Plan (ADP) 2018-2019** provides to create conducive learning environment for ECDE centers.

**3.1.14 Jomtien World Conference on Education for All (EFA) 1990** articulates the significance of early childhood education as a foundation for life of an individual.

**3.1.15 The National Pre-Primary Education Policy 2017** provides for access to equitable, inclusive and quality preprimary services to every child.

## **3.2 Institutional Framework**

This is a regulatory framework that guides management and coordination of ECDE at different levels such as the County, Sub County and Ward level.

ECDE will be governed by a board of management.

### **3.2.1 Roles and Responsibilities.**

The following are the roles and responsibilities of the various players in the Early Childhood education as outlined:

- i. County Executive Committee Member in charge of ECDE.**

The county Executive Secretary in charge of education shall ensure that legal and regulatory framework for ECDE is in place.

**ii. Chief Officer in charge of ECDE.**

The Chief Officer shall facilitate the implementation and review of this policy in liaison with other state and non-state actors.

**iii. County Director in charge of ECDE.**

The county director shall coordinate the implementation of this policy and ensure the implementation of ECDE programs. He is responsible for the overall management and administration of the early childhood development centers function.

**iv. Early Childhood Development Education Coordinator.**

The ECDE Coordinator will maintain ECDE records in the county, mobilize, sensitize and carry out capacity building on ECDE stakeholders, interpret the national Curriculum to suit the local environment and participate in ECDE caregivers meetings.

**v. Principal Education Officer.**

Each Sub county will have a principal education officer responsible for overseeing the implementation of this policy and ensure the implementation of ECDE programs. Each shall be responsible for the overall management and administration of the ECDE function.

**vi. Lead Caregiver.**

Each ECDE center will have a leading caregiver who will be responsible for coordinating overall management, administration and development

## **CHAPTER FOUR**

### **OBJECTIVES AND STRATEGIES**

#### **4.1 OBJECTIVE ONE: To mobilize resources.**

##### **Strategies:**

- I. To utilize available channels to increase budgetary allocations.
- II. To establish partnerships with development partners.
- III. To utilize available resources prudently.

#### **4.2 OBJECTIVE TWO: To improve physical infrastructure.**

##### **Strategies:**

- I. To develop infrastructure development plan.
- II. To develop a repair, maintenance and improvement plan.
- III. To utilize available resources prudently
- IV. To develop partnership with development partners and private institutions
- V. To utilize available channels for increase of budgetary allocation

#### **4.3 OBJECTIVE THREE: To create systems and structures of management in ECDE**

##### **Strategies:**

- I. To develop ECDE bill and guidelines/ regulations
- II. To implement ECDE curriculum design as per KICD framework.
- III. To establish classroom support and supervision systems.
- IV. To establish periodical training system for capacity building of caregivers and officers
- V. To train caregivers on special needs in education

#### **4.4 OBJECTIVE FOUR: To strengthen stakeholders' engagement.**

##### **Strategies:**

- I. To establish a stakeholder engagement plan.

- II. To hold stakeholder meetings and barazas.
- III. To develop stakeholders' capacity.
- IV. To establish Public Private Partnership (PPP) programmes with all the stakeholders across the county.
- V. To develop a feeding programme plan for ECDE children

## **CHAPTER FIVE**

### **MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING (MEAL)**

The MEAL system adopted for this policy will be designed to provide feedback to stakeholders to ensure accountability, transparency, facilitate appropriate decisions on future implementation and review of the policy to ensure that the input delivery, work schedules and target outputs are progressing according to the plan.

The County Government undertakes to periodically carry out MEAL activities at the various phases.

This policy makes provisions for establishment of effective monitoring, evaluation, research, learning and application to all programmes. This policy stresses effective MEAL to ensure sustainable, transparency, accountability and professionalism at all levels. The MEAL will also include:

- a) Regular review and assessment of the goals and strategic interventions of ECDE to identify strength, challenging and emerging issues.
- b) A baseline survey which will be done before any new programmes are launched.
- c) Assessment of all ECDE institutions for quality, equity and access.

## **CHAPTER SIX**

### **FINANCING AND RESOURCE MOBILIZATION OF ECDE.**

Finances, resources and support required for implementation of this policy shall be sourced from both public and private sectors with the objective of building human and physical capabilities of the young children and interested parties including developing competencies of the learners. Targeted steps will be undertaken to engage with the private sectors with a view to strengthening provision of quality early childhood education programs. The interventions and initiatives identified in this policy shall be supported through, mobilization of monetary and non-monetary resources from National Government, County Government, private sector, development partner, Non-Governmental Organizations (NGOs), faith based organizations (FBOs), communities and individuals among other stakeholders. All funding sources and strategies will be required to balance between the short and long term goals. The various mechanisms of financing and mobilizing resources will purpose the following areas:-

- Infrastructure (construction and renovation)
- Provision of appropriate instructional resources
- Capacity building of caregivers and other key stakeholders
- Social mobilization and advocacy
- Quality assurance and assessment
- Research and regulatory framework

## **CHAPTER SEVEN**

### **POLICY REVIEW, TRANSITION AND IMPLEMENTATION**

#### **7.1 Policy Review**

This policy will be reviewed every three (3) years or as need arises and its implementation monitored systematically due to the dynamism. The review shall include emerging issues and trends.

#### **7.2 Transition and Policy Implementation**

Existing agencies and initiatives will remain in force and guidelines will be issued by implementing institutions as and when need arises to operationalize this policy. Such guidelines shall take into consideration the principles of this policy. An appropriate legal framework may be developed for the effective implementation of this policy.



## ANNEXTURE ONE:

### IMPLEMENTATION MATRIX

Policy Objective	Policy Strategy	Activities	Actors	Timeline	Budget	Status
<b>To mobilize resources.</b>	I. To utilize available channels to increase budgetary allocations.	<ul style="list-style-type: none"> <li>• Holding Lobbying meetings</li> <li>• Generate Cabinet memo</li> <li>• Holding Seminars</li> <li>• Prepare Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Sectoral committee</li> <li>• MCA's</li> <li>• Excom</li> <li>• Finance department</li> </ul>	<b>2019- 2022</b>	<b>100,000</b>	
	II. To establish partnerships with development partners.	<ul style="list-style-type: none"> <li>• Hold meetings and seminars.</li> <li>• Prepare development proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Development partners</li> <li>• Department of Education</li> </ul>	<b>2019 - 2021</b>	<b>300,000</b>	
	III. To utilize available resources prudently.	<ul style="list-style-type: none"> <li>• Evaluate usage of resources</li> <li>• Cost reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education.</li> <li>• Department of Finance</li> </ul>	<b>2019 - 2021</b>	<b>100,000</b>	
<b>To improve physical infrastructure.</b>	I. To develop infrastructure development plan.	<ul style="list-style-type: none"> <li>• Identifying needs</li> <li>• Meeting public works officers</li> <li>• Developing Designs&amp;BQs</li> <li>• Approval of the plan</li> </ul>	<ul style="list-style-type: none"> <li>• Department of education</li> <li>• MCAs</li> <li>• Excom</li> <li>• Department of infrastructure</li> <li>• Procurement Officers</li> </ul>	<b>2019 - 2022</b>	<b>100,000</b>	
	II. To develop a repair, maintenance and	<ul style="list-style-type: none"> <li>• Assess the level of dilapidation.</li> </ul>	<ul style="list-style-type: none"> <li>• Department of education</li> <li>• Excom</li> </ul>	<b>2019 – 2021</b>	<b>100,000</b>	

	improvement plan.	<ul style="list-style-type: none"> <li>• Approval of the plan</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Infrastructure.</li> <li>• Parents</li> <li>• MCA's</li> </ul>			
<b>To develop legal framework</b>	II. To develop a County ECDE bill.	<ul style="list-style-type: none"> <li>• Develop an impact statement</li> <li>• Hold Meetings</li> <li>• Conduct Research</li> <li>• Drafting bills, and guidelines.</li> <li>• Hold Validation Workshop</li> <li>• Generate Cabinet memo</li> <li>• Gazette the bill</li> <li>• Present to the Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Legal Office</li> <li>• Research personnel</li> <li>• Excom</li> <li>• KLRC</li> <li>• Sectoral Committee</li> <li>• County Assembly</li> </ul>	<b>2019- 2021</b>	<b>500,000</b>	
	III. To implement ECDE curriculum design as per KICD framework.	<ul style="list-style-type: none"> <li>• Hold workshop and seminars</li> <li>• Build capacity</li> <li>• Provide curriculum designs</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• KICD personnel</li> <li>• ECDE caregivers</li> </ul>	<b>2019 - 2022</b>	<b>1M</b>	
	IV. To establish classroom support and supervision systems.	<ul style="list-style-type: none"> <li>• Development quality assurance and standards mechanisms</li> <li>• Implement standards and mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>	<b>2019- 2021</b>  <b>2019 - 2021</b>	<b>200,000</b>	
<b>To strengthen stakeholders' engagement</b>	I. To establish a stakeholder engagement plan.	<ul style="list-style-type: none"> <li>• Identify stakeholders.</li> <li>• Develop engagement strategies</li> <li>• Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• County Legal Department</li> </ul>	<b>2019 - 2022</b>	<b>nil</b>	

	II. To hold stakeholder meetings and barazas.	<ul style="list-style-type: none"> <li>• Generate invitations</li> <li>• Identifying convenient venue</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• All stakeholder</li> <li>• County Administrators</li> <li>• MCA's</li> </ul>	<b>2019 - 2022</b>	<b>1M</b>	
	III. To develop stakeholders' capacity.	<ul style="list-style-type: none"> <li>• Develop programme for stakeholder sensitization</li> <li>• Establish partnership with KICD</li> <li>• Hold stakeholder sensitization meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Children welfare officers</li> <li>• KICD officers</li> </ul>	<b>2019 - 2022</b>	<b>1M</b>	
	IV. To establish PPP programmes across the county.	<ul style="list-style-type: none"> <li>• Identify partners</li> <li>• Develop MOU with partners</li> <li>• Implement PPP programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Department of education</li> <li>• Judiciary</li> <li>• Probation officers</li> <li>• Research Training Institute(RTI)</li> </ul>	<b>2019 - 2022</b>		
	V. To develop a feeding programme plan for ECDE children	<ul style="list-style-type: none"> <li>• Develop the feeding programme plan</li> </ul>	<ul style="list-style-type: none"> <li>• Department of education</li> <li>• County nutritionist</li> <li>• Parents</li> </ul>	<b>2019- 2022</b>		