

Annex 1 : Submissions by Council & Governors

PARLIAMENT
OF KENYA
LIBRARY



COUNCIL OF GOVERNORS

WRITTEN SUBMISSION ON THE IMPLEMENTATION OF
EARLY CHILDHOOD DEVELOPMENT AND EDUCATION
POLICIES BY THE COUNTY GOVERNMENTS OF KENYA

Table of Contents

Abbreviations	3
Overview	4
Policy & Legal Frameworks on ECDE	4
Learner Enrollment in ECDE Centres	5
Establishment of ECDE Centres	5
Factors to Consider When Establishing ECDE Centres.....	5
Process of Registering an ECDE Centre	6
Minimum Standards for Establishing an ECDE Centre	6
Recruitment of ECDE Teachers	6
Special Needs Education in ECDE.....	7
Implementation of Special Needs Learning in ECDE Centres.....	7
Challenges Faced by ECDE Special Needs.....	7
Measures Taken by County Governments to Enhance Special Needs Learning in ECDE Centres.....	8
ECDE Teacher-Learner Ratio	9
ECDE School Feeding Programmes	10
County ECDE School Meals Programmes	10
Community Based ECDE School Meals Programmes.....	10
Gaps in the Implementation of ECDE School Meals Programmes	10
Provision of Play and Learning Resources in ECDE Centres	12
Play Resources	12
Learning Resources	16
Impact of the COVID-19 Pandemic on ECDE	17
Measures Undertaken to Ensure Continuity of Learning in ECDE	18
Measures Undertaken by the County Governments for the Safe Reopening of ECDE Centres	18
APPENDIX.....	21
TABLE 1: Enrollment in County Public ECDE Centres.....	22
TABLE 2: Number of County Public ECDE Centres	24
TABLE 3: Number of Teachers in County Public ECDE Centres	26
TABLE 4: ECDE Learners with Special Needs.....	28
TABLE 5: Availability of Play Resources in ECDE Centres.....	30
TABLE 6: Availability of Learning Resources in County ECDE Centres.....	35

TABLE 7: Status of ECDE School Meals Programmes..... 45
TABLE 8: Community Based ECDE School Feeding Programmes46

Abbreviations

CoG	Council of Governors
ECDE	Early Childhood Development and Education
GER	Gross Enrollment Rate
KICD	Kenya Institute of Curriculum Development
NECEC	National Committee on Early Childhood
NER	Net Enrollment Rate
UNICEF	United Nations Children's Fund

Overview

Article 53 of the Constitution of Kenya provides for free and compulsory basic education to all children, basic nutrition, shelter and healthcare, protection from abuse, neglect, harmful practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour; parental care and protection.

Schedule 4 of the Constitution of Kenya outlines preprimary education and vocational training as functions of the County Governments. The National Government is mandated to develop educational policies, curriculum, maintain standards and National Pre-primary Education Policy, National Pre-primary Education Policy, examinations as well as training and capacity building of personnel. In comparison, the County Governments are mandated to oversee Pre-Primary Education and Child Care Facilities including the recruitment of the Pre-Primary Education Teachers and Assistants.

Policy & Legal Frameworks on ECDE

Article 53 of the Constitution of Kenya provides for free and compulsory basic education to all children, basic nutrition, shelter and healthcare, protection from abuse, neglect, harmful practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour; parental care and protection.

According to the Council of Governors County Policy and Legislative Mapping Report, 2019, 32 County Governments have established some requisite legislation on pre-primary education and vocational training.

Learner Enrollment in ECDE Centres

1. Enrollment in County ECDE Centres has increased gradually by 6% between 2013 and 2016 from **3.019 million** in 2013 to **3.199 million** in 2016. This is attributed to the inclusion of ECDE as a mandatory level of learning in the Basic Education Act of 2014 and increased demand for preprimary education across the country.
2. However, enrollment declined from **3.39 million learners in 2018** to **2.738 million in 2019**, reflecting a 19% decline. This is attributed to the full adoption of the Competency Based Curriculum from the 2018 academic year and the redundancy of the three-tier Baby Class, Nursery and Pre-Unit system under the now-defunct 8-4-4 curriculum. This has been replaced by the two-tier Preprimary 1 and Preprimary 2 system under the Competency Based Curriculum. Enrollment is expected to increase by 5 percentage points annually.
3. Furthermore, the Gross Enrollment Rate (GER) for ECDE rose by 7 percentage points from 71.6% in 2013 to 78.4% in 2019 whereas the Net Enrollment Rate (NER) rose from **68.7% in 2013** to **77.2% in 2019**. This is indicative of increased demand and transition of ECDE learners from pre-primary to primary level education.
4. On learner gender parity, enhanced access to education by both male and female learners led to the reduction of the gender parity index from **1.05 in 2013** to **0.95 in 2019**. This reflects more female learners enrolling in ECDE centres compared to previous years.

Establishment of ECDE Centres

Factors to Consider When Establishing ECDE Centres

1. The establishment of Early Childhood Development and Education Centres in the country is guided by the National Pre-Primary Education Policy Guidelines and the Safety Standards Manual for Schools in Kenya.
2. Whereas ECDE Centres are constructed on a community needs basis, ECDE Centres are to be established within a two kilometer radius of residential areas across all Counties

Process of Registering an ECDE Centre

1.

Minimum Standards for Establishing an ECDE Centre

1. The key minimum standards for the establishment of ECDE Centres include:
 - i. The standard size of a pre-primary classroom shall measure 8 x 6 meters to accommodate a maximum of 25 children. It shall have adequate space for children (at least 1 square metre - 1m²) per child;
 - ii. Classrooms shall be accessible to children with special needs and disabilities (ramps, rails and lower door handles);
 - iii. Classrooms shall be well lit and well ventilated;
 - iv. Recommended learner-toilet ratio is 1:10 for female learners and 1:30 for male learners
2. The County Governments have invested significantly in the development of ECDE Centres, with the number of public ECDE Centres increasing by 14.5% from **24,767 in 2013** to **28,383 in 2019**.
3. In comparison, the number of private ECDE Centres rose by 17.5% from 15,443 in 2013 to 18,147 in 2019. This can be attributed to the Ministry of Education guidelines that preprimary school should be established within a 2km radius of residential areas and in the vicinity of primary schools.

Recruitment of ECDE Teachers

1. The Council of Governors in partnership with the County Public Service Boards, Ministry of Education, Teachers' Service Commission, Kenya Institute of Curriculum Development, Salaries and Remuneration Commission and support from UNICEF, developed the first-ever ECDE Teachers' Scheme of Service launched in the year 2018. The Scheme of Service guides the recruitment and career progression of ECDE teachers across the country.
2. The number of teachers recruited by the County Governments through the County Public Service Boards declined by 30% to **52,780 in 2019** from a high of **68,823 in 2016**. This can be attributed to the County Governments advancing towards the implementation of the Scheme of Service which requires teachers to have at least a Certificate qualification in ECDE.

Special Needs Education in ECDE

Implementation of Special Needs Learning in ECDE Centres

1. Interventions for the provision of inclusive and accessible education for learners with disabilities are guided by the Sector Policy for Learners and Trainees with Disabilities, 2018.
2. Learners with special needs are those identified with hearing, visual and physical impairments; intellectual and learning disabilities; specific learning disabilities (dyslexia, dyscalculia and dysgraphia); speech and language difficulties; cerebral palsy, albinism, autism, deaf-blindness and multiple disabilities. In addition, gifted and talented learners and those with psychosocial disorders and chronic illnesses.
3. The 2019 Kenya Population and Housing Census identifies mobility, visual, cognition, hearing, self-care and communication disabilities as the most prevalent respectively in the country. This alludes to the need for inclusivity in all stages of education, ECDE included.
4. The recommended teacher-learner ratio for learners with special needs in County ECDE Centres is as follows:

Category of Special Need	Standard Ratio
Deaf Blind	1:1
Cerebral Palsy	1:1
Severe/Multiple impairment	1:1
Autism	1:5
Mild mentally Impaired	1:10
Gifted and Talented	1:10
Hearing Impaired	1:12
Visually Impaired	1:15
Physically Impaired	1:15

Source: National Pre-Primary Education Policy Standard Guidelines

Challenges Faced by ECDE Special Needs

The implementation of special needs education for ECDE learners is hampered by the following challenges:

1. **Inadequate number of teachers trained in special needs learning.** ECDE learners with special needs require specialized attention by teachers to effectively teach. Currently, there whereas the 2019 Kenya Population and Housing Census identifies a disability prevalence rate of 2.2%. Potentially, the number of ECDE learners with disability could be much higher
2. **Inadequate learning equipment for learners with special needs.** Learners with special needs require specialized learning and play resources to familiarize themselves with the school surroundings. Assistive devices to facilitate learning at the ECDE level are expensive and their inadequacy
3. **Limited budgetary allocation for special needs learning in ECDE Centres.** A majority of Counties have reported inadequate financial resource allocation for learners with special needs to facilitate acquisition of appropriate
4. **Inadequate accessibility infrastructure in ECDE Centres.** Owing to the accessibility challenges faced by learners with disability of mobility, there is need for infrastructural adjustments to comply with. The construction of ramps and other disability friendly will be key in enhancing access to the learning facilities by learners with special needs. Furthermore, the ECDE Centres lack sufficient sanitation facilities for learners with special needs which hampers the effectiveness of learning.
5. **Limited access to appropriate medical care.** Learners with special needs require specialized medical attention to limit the extent of disruption of learning in the ECDE Centres.
6. Community engagement on learners with special needs: Limited awareness on children's rights on access to education especially for learners with special needs leads parents to

Measures Taken by County Governments to Enhance Special Needs Learning in ECDE Centres

1. Progressive recruitment of teachers.
2. -Encourage parents and community members to support learners
3. Community and parental engagement on advancing learners with special needs

4. Collaboration: Collaboration with National Government on Early identification of special needs learners in ECDE centers

ECDE Teacher-Learner Ratio

1. Advances made in the recruitment of qualified ECDE teachers in the County ECDE Centres in line with the ECDE Teachers' Scheme of Service has led to a gradual improvement in the teacher-learner ratio.
2. Furthermore, the number of ECDE learners has risen due to an increased demand for pre-primary education. Therefore, the teacher-learner ratio has increased from **31:1 in 2013** to **31:1 in 2016** and **36:1 in 2019**.
3. As the County Governments progressively recruit ECDE teachers in coming years, the teacher-learner ratio is projected to decline to 30:1 in line with the Pre-Primary Education Policy Standard Guidelines.

ECDE School Feeding Programmes

1. Child nutrition is a key element in the effectiveness of Early Childhood Development and Education and its implications are crosscutting to affect child health, productivity in classrooms. This is further supported by the National School Meals Strategy 2018-2022 developed by the National and County Governments in collaboration with key development partners.

County ECDE School Meals Programmes

1. In the 2019/20 financial year, 29 County Governments have invested **KShs. 1.117 billion** in County ECDE School Meals programmes, benefitting **1.115 million learners**. Of the 29 Counties, 12 have invested in School Lunch Programmes, and 8 each investing in School Milk and Porridge Programmes.

Community Based ECDE School Meals Programmes

1. 18 County Governments are currently adopting community led initiatives for ECDE School feeding programmes to sustain these programmes and enhance community ownership of child nutrition programmes.

Gaps in the Implementation of ECDE School Meals Programmes

The implementation of ECDE School Meals Programmes have encountered challenges across all County Governments, hampering the effectiveness of the programmes as follows:

1. **Inadequate safe water for drinking and cooking.** Due to lack of sufficient, reliable and safe water supply, some ECDE Centres are constrained not to provide school meals programmes for learners. This is due to the Centres not being connected to mains water supply or having low water storage capacity.
2. **Drought and famine.** Mainly affecting ECDE Centres with Community Based School Meals Programmes, recurrent drought and famine prevents the community from adequately supplying the ECDE Centres with foodstuff to sustain the meals programmes.
3. Destruction of food by storage pests.
4. High enrolment in some ECDE Centres.

5. Misinterpretation of Free Education thus community members have over relied on government in provision of feeding programme.
6. Poverty among some parents
7. Lack of a school meals policy
8. lengthy and slow procurement processes affect the school meals program, especially with the fixed school term dates
9. Vastness of the County means the distribution of the meals to centers require immense capacity to transport the items, which sometimes becomes a challenge to the contractors
10. Insecurity and heavy rains have a times affected some of the far flung centers, making it difficult to reach
11. Some schools do not have storage capacities to keep the Meals
12. Some schools also do not have adequate water and required materials like firewood to effectively implement the meals programme in the schools

Indicative Cost of Financing and Providing Basic ECDE School Infrastructure

1. On financing of ECDE programmes, the County Governments invested **KShs 386,300,000** in ECDE programmes in the **2013/14** financial year. This allocation from all County Governments has increased to **KShs 4,970,916,507** in the 2019/2020 financial year. It is worth noting that this amount caters for both recurrent and development expenditure.
2. However, due to inadequate resources, there have been proposals on ECDE financing towards the implementation of the Basic Education Curriculum Framework. An annual capitation grant was proposed to a tune of **KShs. 2,292** per learner. The grant highlights 9 key budget lines to enhance preprimary education as follows: *Learning Resources, Teacher Guides, Teaching & Learning Aids, Stationery (whiteboards & registers), Environment & Sanitation, Science and Applied Technology, ICT Infrastructure & Maintenance, Morning Meals and Staff & Maintenance.*

3. However, there is need for the establishment of a conditional grant to augment existing resources by the County Governments, similar to the Vocational Training Centres Conditional Grant. This grant will strengthen existing interventions by the County Governments towards the improvement of services at the County ECDE Centres.

Provision of Play and Learning Resources in ECDE Centres

1. The Competency Based Curriculum emphasizes on the need for learning through play to enhance the effectiveness of Early Childhood Education and Development. This entails the provision of adequate facilities to

Play Resources

1. In order to facilitate play, creative and psychomotor activities for the learners, ECDE Centres must invest in assorted play resources. The key play resource in a typical ECDE Centre is the playground, which should satisfy the following characteristics to ensure the safety of the learners:
 - i. Must be of adequate size
 - ii. Must be well kept
 - iii. Must be fenced
 - iv. Must have trimmed grass
 - v. Must not have any sharp or dangerous objects
 - vi. Must have no holes or pits
 - vii. Must have outdoor fixed equipment
2. In addition, the play resources must include outdoor play equipment as follows:

i. Swings	ix. Balancing beams/frames
ii. Slides	x. Balls
iii. Climbing frames	xi. Skipping ropes
iv. See-saws	xii. Dolls
v. Bouncing castles	xiii. Tyres
vi. Sandpits	xiv. Kites
vii. Water tables	xv. Any other safe play material
viii. Tunnels	
3. Indoor play resources are necessary to maintain learning at the classroom. These include:

i. Counters	iii. Letter charts
ii. Number charts	iv. Flashcards

- | | |
|-------------------------------|---------------------------------------|
| v. Picture books | xiii. Abacus |
| vi. Story books | xiv. Weighing scales |
| vii. Colouring books | xv. Puppets |
| viii. Workbooks | xvi. Models (animals and people) |
| ix. Plasticine/modelling clay | xvii. Other safe indoor play material |
| x. Dolls | |
| xi. Crayons | |
| xii. Weather charts | |

- The County Governments have invested in assorted age-appropriate and safe play resources such as Balls, Tires, Ropes, Beanbags, Dollies, Swings, Merry-go-rounds, Seesaws, Balances and Radars

Learning Resources

- ECDE Centres are institutions of learning and the County Governments have ensured that the Centres have been equipped with appropriate learning resources to facilitate learning.
- Towards the implementation of the Competency Based Curriculum, there are two levels of learning at the ECDE Centres. These are Pre-Primary Level 1 and Pre-Primary Level 2. Learners are expected to complete each level in an academic year and no learner is expected to repeat any level.
- There are six subjects taught at the ECDE Centres. These include: Mathematical Activities, Kiswahili Language Activities, Language Activities, Environmental Activities, Psychomotor-Creative Arts and Religious Activities (Christian Religious Education, Hindu Religious Activities or Islamic Activities)
- The key learning resource within the County ECDE Centres are the approved Kenya Institute of Curriculum Development Pre-Primary Education Curriculum Designs. The Curriculum Design outlines the key competencies and expected learning experiences to be acquired by the learners in the delivery of Pre-Primary education. All County ECDE Centres are expected to have sufficient Curriculum Designs
- In addition, the County Governments have invested in Learners' Textbooks, Teachers' Guides, Exercise Books,

Impact of the COVID-19 Pandemic on ECDE

1. Following the confirmation of the first COVID-19 case in Kenya, H.E. President Uhuru Kenyatta issued a presidential directive for the closure of all schools and institutions of learning on 15th March 2020. This directly affected 3 million learners in ECDE Centres, completely halting academic and extra-curriculum programmes.
2. Initially, the Ministry of Education had proposed that all schools should be reopened in on 4th June 2020, which was then rescheduled to September 2020. After a series of engagements with education stakeholders, the Cabinet Secretary declared the 2020 academic year lost on 8th July 2020. Furthermore, learning institutions would be reopened in January 2021, once all measures to mitigate the spread of COVID-19 were implemented.
3. With the 2020 academic year considered lost and all learners expected to resume classes in January 2021 at their current grade, learners across the education system have been forced to terminate their classes. This has led to countrywide disruption of learning affecting 18 million learners, including 3.2 million in ECDE Centres and 130,000 in Vocational Training Centres under the County Governments. Further exacerbating the crisis is the high cost and low penetration rate of internet usage amongst the urban poor and rural communities which reduces the impact and efficacy of virtual learning programmes.
4. Cases of child physical and sexual abuse and consequently teenage pregnancies at the community level have spiked during the COVID-19 pandemic, bringing to fore the underlying issue of child neglect and abuse of children rights. Children from vulnerable households have been taken up as unpaid family labour to augment declining family incomes hence exposing children to child labour and potential abuse. These cases may further contribute to child dropout rates by school opening in January 2021 due to early parenthood, drug abuse and early introduction to the labour market.
5. Learners, especially at the pre-primary level, learn through play and contact with fellow learners and teachers within the ECDE Centres. This active child engagement is critical in socializing children and enhancing their psychological growth. Due to social distancing measures, ECDE learners are deprived of peer learning and play activities hence pose long term detrimental effects to their overall wellbeing.

Measures Undertaken to Ensure Continuity of Learning in ECDE

1. Alternative home-based learning initiatives including online learning and radio broadcasts have been adopted and are ongoing to ensure continuity of learning.
2. As part of the interventions by the County Governments to address, three virtual meetings were held with the County Executive Committee Members and County Directors in charge of Early Childhood Development and Education. The output of the meetings was the compilation of a memorandum to the National Emergency Response Committee on Coronavirus.

Measures Undertaken by the County Governments for the Safe Reopening of ECDE Centres

In addition to recruitment of qualified teachers, rehabilitation and construction of core ECDE Centre infrastructure, the County Governments have made significant strides to implement reforms in the sector. With the expected reopening of all institutions of learning tentatively scheduled for January 2021, the County Governments have largely addressed the key challenges facing the sector as follows:

1. **Strengthening of the County Early Childhood Education Committees.** These have been established in 2019/20 financial year in line with the National Pre-Primary Education Policy to provide linkages and coordinate with relevant stakeholders in improving ECDE at the County level. The National Early Childhood Education Committee was inaugurated in January 2020 to provide coordination at the national level, in which the Council of Governors is represented. The representation of the County Governments in the County Education Committee by the County Executive Committee Members in charge of Education has established synergy between the Ministry of Education, the County Governments and all stakeholders in the effective coordination of
2. **Legislation and Policies regarding ECDE:** As of July 2020, 32 County Governments have passed legislation on education including on ECDE and vocational training. This has further led to the adoption of the Pre-Primary Education Policy by the County Governments.
3. **Provision of approved Curriculum resources:** The Competency Based Curriculum established enhanced teaching methods to improve the quality of learning in the ECDE Centres. As such, in 2017, the Kenya Institute of Curriculum Development (KICD) developed the Curriculum Designs for Pre-Primary Levels One and Two to guide

teachers in instruction at the ECDE Centres. All County Governments are in receipt of the Designs and have been utilizing them in the ECDE Centres. Furthermore, KICD developed the Orange Book which lists approved curriculum resources for learning and instruction in the ECDE Centres. All County Governments have been purchasing these resources (books and assorted play materials)

4. **Teacher Capacity Building on the Competency Based Curriculum and Sensitization on Safe:** With the establishment of the Competency based Curriculum, all County Governments have adopted a Cascade Model for Teacher Capacity Building on the new Curriculum. These forums convened by the County Governments and conducted by the Ministry of Education and the Kenya Institute of Curriculum Development have seen all teachers sensitized on the Curriculum. In addition, the County Governments Establishment of virtual and school-based sensitization programmes for caregivers, teachers and instructors in preparation of resumption of learning.
5. **Review of existing data on ECDE:** In order to track and assess dropout and reintegration rates, current enrollment figures in learning institutions will be required to mitigate long-term in pre-primary and vocational training centres.
6. **Community Engagement on the Safe Reopening of Schools:** Enhanced parental and community engagement is essential to encourage parents on the successful reintegration of learners and trainees in schools and the effective resumption of learning.
7. **Communication:** Continued dissemination of child-friendly messages through the mainstream media and placement of visual messages in the school environment to encourage learners to maintain proper hygiene at the school and household level such as non-contact greetings and social distancing.
8. **Provision of Face Masks for Learners, Teachers and Caregivers:** In order to mitigate the spread of COVID-19 once schools reopen, the County Governments provision of facemasks for all learners, teachers and caregivers. 24 million facemasks
9. **Enhancement of outdoor play & learning programmes:** In order to address the expected surge in enrollment in the County ECDE Centres, the County Governments are enhancing the quality of outdoor play-learning activities to adhere to social distancing guidelines and to stimulate learning experiences in outdoor learning activities for pre-primary learners.

10. **Cross-sector Engagement** Promote information sharing and coordination of school health programmes between teachers and health officials to sensitize the school community on COVID-19 prevention measures.

APPENDIX

Table 1:	Enrollment in County ECDE Centres
Table 2:	Number of County ECDE Centres
Table 3:	Number of Teachers in County Public ECDE Centres
Table 4:	ECDE Learners with Special Needs
Table 5:	Availability of Play Resources in ECDE Centres
Table 6:	Availability of Learning Resources in County ECDE Centres
Table 7:	Status of ECDE School Meals Programmes
Table 8:	Community Based ECDE School Feeding Programmes
Attachment 1:	Memorandum on the Reopening of ECDE Centres

TABLE 1: Enrollment in County Public ECDE Centres

No.	COUNTY	2013		2016		2019	
		Girls	Boys	Girls	Boys	Girls	Boys
1	Mombasa	4,252	3,778	4,522	5,136	4,561	4,292
2	Kwale	26,622	27,732	31,776	33,603	25,466	27,410
3	Kilifi	35,911	36,451	38,965	41,350	10,158	13,008
4	Tana River	8,732	9,387	10,771	11,748	17,790	11,850
5	Lamu	3,576	3,596	3,458	3,777	3,192	3,229
6	Taita-Taveta	7,353	7,573	9,287	9,554	6,808	4,922
7	Garissa	7,298	9,974	6,832	9,497	7,416	8,269
8	Wajir	8,114	10,416	8,885	11,680	13,556	9,131
9	Mandera	8,523	18,999	9,392	14,378	11,622	15,772
10	Marsabit	5,962	6,618	5,851	6,453	7,297	10,918
11	Isiolo	6,020	6,114	5,938	5,793	7,719	3,190
12	Meru	27,688	29,174	31,197	33,251	14,212	26,465
13	Tharaka-Nithi	10,118	10,958	10,126	10,615	8,779	9,659
14	Embu	7,609	8,311	8,384	9,280	8,291	9,052
15	Kitui	44,132	46,599	41,435	43,230	14,175	32,356
16	Machakos	19,900	21,172	17,914	18,987	16,775	15,310
17	Makueni	21,880	22,952	22,460	24,264	21,625	20,096
18	Nyandarua	10,034	10,919	9,507	9,997	11,575	11,025
19	Nyeri	10,274	10,818	10,067	10,691	7,173	7,227
20	Kirinyaga	7,327	7,899	7,984	8,474	6,219	6,649
21	Murang'a	11,344	12,043	14,940	15,378	9,633	9,137
22	Kiambu	18,511	18,394	15,247	16,243	18,145	15,142
23	Turkana	45,357	52,668	47,913	54,367	54,135	57,524
24	West Pokot	30,946	32,419	37,030	37,639	22,145	24,198
25	Samburu	14,737	16,585	12,102	13,155	19,963	22,537
26	Trans-Nzoia	17,005	17,009	20,670	22,804	19,065	18,749
27	Uasin Gishu	19,144	19,906	22,283	23,518	16,734	17,923
28	Elgeyo Marakwet	16,159	16,630	17,844	17,923	14,760	15,897
29	Nandi	29,482	30,622	31,211	32,983	25,613	26,719
30	Baringo	23,804	23,780	25,242	27,227	24,820	26,527
31	Laikipia	10,887	11,641	10,566	11,517	9,975	10,676
32	Nakuru	37,239	33,475	27,864	29,388	12,788	13,704

33	Narok	31,251	34,160	34,655	37,280	18,107	20,070
34	Kajiado	14,222	15,751	13,936	15,727	19,536	19,426
35	Kericho	21,824	22,045	22,932	23,679	18,492	18,289
36	Bomet	27,869	28,281	27,818	28,415	25,321	25,591
37	Kakamega	50,580	50,188	50,984	49,934	29,144	30,619
38	Vihiga	16,674	16,251	14,871	14,727	17,739	18,212
39	Bungoma	60,085	50,251	58,791	60,757	31,230	54,560
40	Busia	28,406	27,705	28,463	28,355	34,138	28,265
41	Siaya	28,954	27,524	29,937	29,920	47,361	34,150
42	Kisumu	26,541	26,990	27,588	29,020	24,280	24,682
43	Homa Bay	46,905	44,948	47,707	46,840	39,146	40,707
44	Migori	41,585	39,850	38,160	38,507	33,336	32,523
45	Kisii	41,785	42,635	43,739	42,850	29,671	28,069
46	Nyamira	20,117	19,941	22,189	21,873	19,313	15,543
47	Nairobi	7,040	7,753	6,686	6,480	11,172	11,976
		1,019,778	1,048,885	1,046,119	1,098,264	870,171	911,245

TABLE 2: Number of County Public ECDE Centres

No.	COUNTY	County Public ECDE Centres		
		2013	2016	2019
1	Mombasa	110	112	93
2	Kwale	448	526	857
3	Kilifi	602	623	778
4	Tana River	182	185	303
5	Lamu	118	119	136
6	Taita-Taveta	287	291	314
7	Garissa	210	214	287
8	Wajir	235	238	260
9	Mandera	217	221	305
10	Marsabit	175	177	212
11	Isiolo	121	123	165
12	Meru	807	811	750
13	Tharaka-Nithi	470	475	432
14	Embu	411	415	396
15	Kitui	1,518	1,528	1,874
16	Machakos	981	987	1,125
17	Makueni	1,018	1,024	1,268
18	Nyandarua	390	394	498
19	Nyeri	443	448	314
20	Kirinyaga	223	226	198
21	Murang'a	550	555	984
22	Kiambu	552	556	515
23	Turkana	411	414	900
24	West Pokot	548	603	550
25	Samburu	163	166	568
26	Trans-Nzoia	373	376	299
27	Uasin Gishu	498	502	596
28	Elgeyo – Marakwet	419	424	506
29	Nandi	826	832	883
30	Baringo	708	748	1,045
31	Laikipia	317	321	428
32	Nakuru	771	777	949

33	Narok	666	689	941
34	Kajiado	423	426	651
35	Kericho	565	570	792
36	Bomet	705	712	1,038
37	Kakamega	1,011	1,019	906
38	Vihiga	427	432	407
39	Bungoma	834	840	807
40	Busia	488	492	456
41	Siaya	744	749	679
42	Kisumu	692	697	657
43	Homa Bay	991	997	881
44	Migori	689	695	625
45	Kisii	753	760	703
46	Nyamira	464	469	404
47	Nairobi	213	217	220
	Grand Total	24,767	25,175	28,383

TABLE 3: Number of Teachers in County Public ECDE Centres

	COUNTY	2013	2016	2019
1.	Baringo	2165	2,665	1,761
2.	Bomet	2566	1,941	1,311
3.	Bungoma	3290	3,189	2,044
4.	Busia	1189	1,407	1,332
5.	Elgeyo Marakwet	1223	1,409	1,240
6.	Embu	588	760	484
7.	Garissa	279	394	350
8.	Homa Bay	2567	3,377	1,319
9.	Isiolo	307	488	274
10.	Kajiado	967	1,198	877
11.	Kakamega	2759	3,106	1,886
12.	Kericho	1897	1,715	1,157
13.	Kiambu	1861	1,300	1,252
14.	Kilifi	1685	2,278	2,339
15.	Kirinyaga	488	496	439
16.	Kisii	2169	2,466	1,523
17.	Kisumu	1550	2,083	1,688
18.	Kitui	2914	3,143	3,006
19.	Kwale	1348	1,772	984
20.	Laikipia	745	764	783
21.	Lamu	266	317	244
22.	Machakos	1637	1,638	970
23.	Makueni	1731	1,819	1,940
24.	Mandera	478	651	321
25.	Marsabit	270	325	338
26.	Meru	1863	1,978	2,255
27.	Migori	3714	1,842	1,166
28.	Mombasa	279	312	251
29.	Murang'a	811	1,314	1,503
30.	Nairobi	553	674	429
31.	Nakuru	5333	2,018	1,672
32.	Nandi	2071	2,652	2,388
33.	Narok	1899	1,949	1,194

34.	Nyamira	1108	1,498	1,386
35.	Nyandarua	742	742	789
36.	Nyeri	862	940	502
37.	Samburu	475	484	530
38.	Siaya	1494	1,909	1,431
39.	Taita Taveta	731	910	450
40.	Tana River	366	516	504
41.	Tharaka Nithi	855	968	802
42.	Trans Nzoia	836	1,081	787
43.	Turkana	686	944	595
44.	Uasin Gishu	1468	1,879	1,490
45.	Vihiga	1833	1,329	1,606
46.	Wajir	342	705	524
47.	West Pokot	1317	1,478	664
	Grand Total	66,577	68,823	52,790

TABLE 4: ECDE Learners with Special Needs

No.	COUNTY	Number of County ECDE Centres with Special Needs Units	Enrollment of Learners in the 2019 Academic Year		Number of Teachers and Caregivers for Learners with Special Needs			Teacher: Learner Ratio
			F	M	F	M	M	
1.	Mombasa	2	42		4		0	1:10
2.	Kwale	9	213	274	3		3	
3.	Kilifi							
4.	Tana River	2	23	55	7		12	
5.	Lamu	0	0	0	0		0	N/A
6.	Taita-Taveta	1	6	12	1		1	1:9
7.	Garissa	2	50	54	1		4	
8.	Wajir	5	13	32	4		4	
9.	Mandera	3	3	8	0		0	
10.	Marsabit							
11.	Isiolo	1	25				2	
12.	Meru							
13.	Tharaka-Nithi	51	230	363	28		20	
14.	Embu	15	80	103	12		0	
15.	Kitui							
16.	Machakos	10	225	292	9		1	
17.	Makueni	18	103	122				
18.	Nyandarua	17	205	186	35 teachers 8 caregivers		12 teachers 20 caregivers	
19.	Nyeri							
20.	Kirinyaga							
21.	Murang'a	45	231	228	22		8	
22.	Kiambu	4	52	74	8		0	
23.	Turkana	2	165				2	
24.	West Pokot	4	52	59	5		1	
25.	Samburu	6	80	84	11		5	
26.	Trans-Nzoia							
27.	Uasin Gishu	58	211	174	56		2	

No.	COUNTY	Number of County ECDE Centres with Special Needs Units	Enrollment of Learners in the 2019 Academic Year		Number of Teachers and Caregivers for Learners with Special Needs		Teacher: Learner Ratio
			F	M	F	M	
28.	Elgeyo – Marakwet						
29.	Nandi						
30.	Baringo	9	16	8	5	7	
31.	Laikipia						
32.	Nakuru	26	432		52		
33.	Narok						
34.	Kajiado	0	0	0	0	0	
35.	Kericho	8	25	26	7	2	
36.	Bomet	8	124		10		1:12
37.	Kakamega						
38.	Vihiga	29	338	360	50	11	
39.	Bungoma	18	346		18		
40.	Busia						
41.	Siaya	22	271	313	34	8	
42.	Kisumu						
43.	Homa Bay	86	506	535	35	17	
44.	Migori	0	1939	1923	15	8	
45.	Kisii						
46.	Nyamira	9	149	184	19	24	
47.	Nairobi						
	Grand Total						

TABLE 5: Availability of Play Resources in ECDE Centres

No.	COUNTY	Number of Playground Facilities in the County Public ECDE Centres	Number and Types of Play Resources Available in the County Public ECDE Centres	Measures Taken to Address Gaps in Play Resources Availability in the County Public ECDE Centres
1.	Mombasa	14 playgrounds	5 swings, 3 ladders, 4 balls, 20 beanbags, 8 building bags, 27 sticks, 3 sandplays, 6 playgrounds, 30 stones, 8 skipping ropes and 6 hula hoops	<ul style="list-style-type: none"> Proposed allocation requested in the 2020/21 FY
2.	Kwale	437 open playgrounds available for the ECDE Centres	272 sets of Art and Outdoor play materials for each ECDE Centre. Each set is composed of swings, slides, climbing frames, tunnels and monkey hoops.	<ul style="list-style-type: none"> Increase the budget allocation for the supply and installation of the art and play equipment.
3.	Kilifi			<ul style="list-style-type: none">
4.	Tana River	319 playground available for all centres	35 centres <ul style="list-style-type: none"> Skipping ropes Balls Toy chairs 	<ul style="list-style-type: none"> N/A
5.	Lamu	120 playgrounds	20 Centres have fixed outdoor play equipment, 120 centres have movable outdoor play equipment and assorted play materials in all 135 ECDE Centres	<ul style="list-style-type: none"> County government have started supplying in some schools. Created awareness to parents on importance of play and need of support. Solicited support from ngos There is a plan to budget for fencing County has budgetted for out door resources.
6.	Taita-Taveta	314 playgrounds	Assorted fixed and portable play resources	<ul style="list-style-type: none"> Improvisation of play materials
7.	Garissa	110 playgrounds	12 swings and 8 slides	<ul style="list-style-type: none"> Allocation of more fund
8.	Wajir	275 playgrounds	12 swings and 8 slides	<ul style="list-style-type: none">
9.	Mandera	260 (all public centres have spacious playground.)	Assorted Indoors play materials and adequate for the learners.	<ul style="list-style-type: none"> Budget allocated to procure more play equipment.
10.	Marsabit			<ul style="list-style-type: none">
11.	Isiolo	108 playgrounds	Out door -Swings 36 -See Saw 36	<ul style="list-style-type: none"> Sought development partner support to plug in the shortfall

No.	COUNTY	Number of Playground Facilities in the County Public ECDE Centres	Number and Types of Play Resources Available in the County Public ECDE Centres	Measures Taken to Address Gaps in Play Resources Availability in the County Public ECDE Centres
12.	Meru		- slide 36 Indoor 80 -Assorted materials	
13.	Tharaka-Nithi	432 playgrounds	Assorted play resources: Balls Tires, Ropes, Beanbags, Dollies, Swings, Merry go rounds, Seesaws, Balances and Radars	<ul style="list-style-type: none"> Teachers trained to develop materials using locally available materials Increase in budgetary allocation Partners NGO's and donors for the provision of materials
14.	Embu	377 out of 397 ECDE Centres have playground facilities for the learners	Assorted play resources include 160 swings, 49 see-saws, 68 merry-go-rounds, 41 climbing frames and 210 sand pits. Other play resources include balls, ropes, tyres, beanbags, tenquites and toys.	
15.	Kitui		N/A	
16.	Machakos	N/A		Community and parental engagement on the provision of play resources
17.	Makueni	1001 open playgrounds available for ECDE Centres	164 sets of play equipment including see-saws, climbing frames, swings and slides	<ul style="list-style-type: none"> More budgetary allocation. Encourage community to support in acquiring more play equipment. Community to provide security of any project in their ECDE centre. Parents are advised to improvise locally available resources.
18.	Nyandarua	498	500 Building Blocks 500 Alphabets 500 Numbers	<ul style="list-style-type: none"> Progressive allocation of funds in the budget for the purpose Advocating for parents to support the programme Training Teachers on material development
19.	Nyeri			
20.	Kirinyaga			

No.	COUNTY	Number of Playground Facilities in the County Public ECDE Centres	Number and Types of Play Resources Available in the County Public ECDE Centres	Measures Taken to Address Gaps in Play Resources Availability in the County Public ECDE Centres
21.	Murang'a	667 playgrounds	- Few Ecde centres have fixed play materials -all others have improvised play materials such as:- Tires, bean bags, balls, Ropes, swings, seasaw, sand pitch, Shakers etc.	<ul style="list-style-type: none"> • Involvement of various stakeholders to enhance on provision of improvised play materials as well donor funding to facilitate on fixed play materials where possible. • The county government has put in places budget proposal on provision of play materials to all ECDE centres in phases as per availability of funds.
22.	Kiambu	4 playgrounds	8	
23.	Turkana	200 playgrounds	N/A	<ol style="list-style-type: none"> 1. intensifying sensitization and awareness creation 2. lobbying and advocacy for provision of child play materials 3. Provision of ideal play grounds for ECDE 4. Strengthening partnerships with ECDE stakeholders on provision of child play materials
24.	West Pokot	1057 playgrounds	Assorted slides, swings, balls and tires	Lobbying for increased budgetary allocation towards play resources
25.	Samburu	5	Manipulative play materials	None
26.	Trans-Nzoia			
27.	Uasin Gishu	609 playgrounds	All the play resources in our public ECDE centres are made from materials found in the local environment <ul style="list-style-type: none"> • Balls 6,090 • Old tyres – 1,200 • Skipping ropes – 1,800 	<ul style="list-style-type: none"> • Increase budgetary allocation in ECDE • The government to consider providing capitation for ECDE learners
28.	Elgeyo – Marakwet			
29.	Nandi			
30.	Baringo	1,045 open playgrounds available for learners; most are shared with the parent primary school	Approx 1045 open playgrounds but with varied topographies and no playing toys.	<ul style="list-style-type: none"> • Lobbying for Affirmative action on funding of ECDE but the MCAs are still allocating money for secondary school and tertiary bursary despite being a national govt function.

No.	COUNTY	Number of Playground Facilities in the County Public ECDE Centres	Number and Types of Play Resources Available in the County Public ECDE Centres	Measures Taken to Address Gaps in Play Resources Availability in the County Public ECDE Centres
31.	Laikipia			
	Nakuru	269	Play resources <ul style="list-style-type: none"> • Swings • Slides • See-Saw Balance • Merry-go-round • Tyres • Balls • Rings • Jumping Ropes 	
32.				
33.	Narok			
34.	Kajiado	N/A	N/A	N/A
35.	Kericho	All ECDE Centres have playgrounds	Outdoor play resources available including Swings, Sliders, Balls, Sea-saws and Ropes	<ul style="list-style-type: none"> • Inclusion of play resources as a line item in the budget • Identifying days in the school calendar to bring together parents and other stakeholders for material development exhibitions.
36.	Bomet	996 playgrounds	N/A	N/A
37.	Kakamega			
38.	Vihiga	400 playgrounds	Assorted play materials Improvised from local environment Paper balls Hopes/rings Bean bags Old car and motor-bike tyres. A few swings, slides and tunnels	Training teachers in material improvisation. Mobilize parents to donate, collect& make materials Lobby for budget allocation.
39.	Bungoma	680 playgrounds	600 playgrounds, 150 swings and 500 play tires	<ul style="list-style-type: none"> • -purchase modern learner friendly play equipment • Sensitise teachers on innovative means of developing play equipment
40.	Busia			

No.	COUNTY	Number of Playground Facilities in the County Public ECDE Centres	Number and Types of Play Resources Available in the County Public ECDE Centres	Measures Taken to Address Gaps in Play Resources Availability in the County Public ECDE Centres
41.	Siaya	700	21 (swings, merry-go-rounds, see-saws and slides)	
42.	Kisumu			
43.	Homa Bay	14 playgrounds	14 fixed play resources and various assorted mobile play materials	<ul style="list-style-type: none"> Few have been developed using local available resources Education partners have come in by provision of 14 fixed play resources
44.	Migori	630 playgrounds	none	We have procured assorted play and have budgeted for the same in 2020/21 fy which is not enough to the population of 77, 079 ECDE learners in 630 ECDE Centres.
45.	Kisii			
46.	Nyamira	Only one school has a separate play ground for ECDE. The rest rely on the hosting public primary school field.	1.Balls-1242 2.Skipping Ropes-1242	Requested for support towards the play resources from other development partners and the County Government of Nyamira
47.	Nairobi			
	Grand Total			

TABLE 6: Availability of Learning Resources in County ECDE Centres

	COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
1.	Mombasa	12 classrooms	Provision of assorted learning resources	Inadequate funding	Proposed budgetary allocation made
2.	Kwale	1289 class rooms	Instructional materials provided to every child and every ECDE center; 32 items for every center e.g. <ul style="list-style-type: none"> • Chalks • Crayons for children • Pens and pencils • Exercise books • Sharpeners and Erasers 	In ability to procure all that we need for children e.g. in adequate text books for teachers and children	Increased budgetary allocation for instructional materials
3.	Kilifi				
4.	Tana River	241 classrooms	Classrooms 241 Text books for all activity areas in all 319 public ECD Centres Curriculum design for all the 319 public ECD Centres		Gradual construction of classrooms annually to address the gap. Eg. Ksh. 60 million allocated for construction of classrooms in the FY 2020/2021
5.	Lamu	270 classrooms	<ul style="list-style-type: none"> • Text book at the ratio 1:3 • Learning aids such as flashcards, charts and abacus • Adequate writing materials such as exercise books, pencils, and erasers 	<ul style="list-style-type: none"> • Text books are still in adequate • Learning aids requires replenishment • Storage • Insecurity 	

COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
		<ul style="list-style-type: none"> Materials for creative arts such as crayons ,paints,brushes,shakers, drums 60% 		
6. Taita-Taveta	80 model ECDE Centres and 70 single classrooms	ECDE coursebooks, teaching/learning aids and exercise books	Inadequate Funds	Allocation of more funds
7. Garissa	29 model ECDE Centres and 202 single classrooms	ECDE syllabus, course books, teaching and learning aids and exercise books	Inadequate financial resources	Allocation of more funds
8. Wajir	400 classrooms	Text books pupils/ Teachers guides, paints, crayons, brushes, exercise books,	Inadequate budget.	The Department in partnership with the WFP initiated development of ECDE policy to espouse and legalize its operations in order to acquire funding.
9. Mandera				
10. Marsabit	200 classrooms	110 permanent classrooms 90 semi-permanent classrooms 30 water tanks 30 hand wash equipment	<ul style="list-style-type: none"> More classrooms Latrines Kitchen Stores Rest rooms More ecde teachers More support staff 	<ul style="list-style-type: none"> More funding sought Seek support from development partners Other well wishers
11. Isiolo				
12. Meru	793 classrooms	15,000 Curriculum designs and Thematic areas text books	<ul style="list-style-type: none"> Inadequate teaching and learning materials Poor storage facilities High enrolment 	<ul style="list-style-type: none"> Increase in budgetary allocation Construction of standard classrooms
13. Tharaka-Nithi				

COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
				<ul style="list-style-type: none"> Parents sensitization to donate and develop materials
Embu		<p>Curriculum Designs PP1 – 397 PP2 – 397 NB: 1 copy per ECD Centre</p> <p>Pupils CBC books PP1 – 4367 PP2 – 4367 NB: 11 books per ECDE Centre</p> <p>TEACHERS GUIDES. PP1 – 4367 PP2 – 4367 11 Guides per ECDE centre</p> <ul style="list-style-type: none"> Flip Charts Assorted flash cards 	<ul style="list-style-type: none"> Inadequate funds by County government. Pupils writing materials not provided. Consumables e.g. chalks, dusters, rubbers, pencils not provided. ECD classes for PP1 & PP2 not enough. Some centres have only one class Makeshift classes 	<ul style="list-style-type: none"> Baseline survey on ECDE Centres done by county government. Provision of funds to cater for books. Construction of more ECD classes by the County. County government has built 128 Model ECDE Classes. Capacity building on improvisation
14. Kitui	526 ECDE Classes in 397 County ECDE Centres			
15. Machakos	2,025 classrooms	<ul style="list-style-type: none"> Manila papers. Felt pens. Dusters/chalk. Biros/Pencils. Crayons. Drawing books. 	Budgetary constraints.	<ol style="list-style-type: none"> Partnering with parents. Lobbying for provision of more money for purchasing teaching learning resources.
16. Makueni	1,190 ECDE centres 1,873 Classrooms	Reference Books- 55,408 Wall charts- 3,894	High enrolment 2. Inadequate finances. 3. Theft	1. Provision of learning resources like books and charts.

	COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
			Pencils-42,105 11,400 Kiddy tables 50,000 Kiddy chairs		2.Community sensitization on the need to support provision of learning. 3. Encouraging teachers and parents to use locally available learning resources. 4.Proper handling of the available resources to increase their lifespan. 5.Sensitization on good qualities of teaching and learning resources.
18.	Nyandarua	598	<ul style="list-style-type: none"> • 500 Curriculum Design PP1 • 500 Curriculum Design PP2 • 500 learners Language Activities • 500 Learners Mathematical Activities • 500 Learners Environmental Activities • 500 Learners Psychomotor and Creative Activities • 500 Learners Religious Education Activities • 500 Teachers Guide Language Activities • 500 Teachers Guide Mathematics Activities • 500 Teachers Guide Environmental Activities 		

	COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
			<ul style="list-style-type: none"> • 500 Teachers Guide Psychomotor and Creative Activities • 500 Teachers Guide Religious Education Activities 		
19.	Nyeri				
20.	Kirinyaga				
21.	Murang'a	990 classrooms	<p>All Ecde centres have the following:-</p> <ul style="list-style-type: none"> -Textbooks in a ratio of 1:10 - chalkboards - stationaries -crayons - plasticine for modeling -CBC Syllabus for PP1/PP2 -pencils/ chalks and many others 	<p>All Ecde centres have the following:-</p> <ul style="list-style-type: none"> • -Textbooks in a ratio of 1:10 - chalkboards - stationaries • -crayons - plasticine for modeling • -CBC Syllabus for PP1/PP2 • -pencils/ chalks and many others 	<ul style="list-style-type: none"> • Provision of funds by the county government in phases in each FY. to cater for teaching and learning resources until full threshold is achieved.
22.	Kiambu				
23.	Turkana	500	<p>900 curriculum designs</p> <p>900 textbooks</p> <p>Furniture for 60 Centres</p>	Low budget allocation	<ul style="list-style-type: none"> • Increase budgetary allocation • Increasing partnerships
24.	West Pokot	1900 classrooms	Assorted course books, charts, curriculum designs and teaching aids	Insufficient financial resource allocation	Lobbying for higher resource allocation
25.	Samburu	4 classrooms	Flipcharts and activity books for all ECDE Centres	Only one copy is given per Centre hence more are required	None
26.	Trans-Nzoia				
27.	Uasin Gishu	900 classrooms	Teachers guide (TG)– Mathematical Activities	Inadequate budgetary allocation	<ul style="list-style-type: none"> • Increase budgetary allocation • Source for donors and partners

COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
		<ul style="list-style-type: none"> • (PP1 & PP 2) - 1,216 • (TG) Language Activities - • (PP1 & PP 2) - 1,216 • (TG) Environmental Activities (PP1 & PP) • (PP1 & PP) - 1,216 • (TG) Physical & Outdoor activities (POA) (PP1 & PP 2) • (PP1 & PP 2) - 1,216 • Curriculum Designs(PP1 & PP 2) - 1,216 • Language activities course books (PP1 & PP2) • - 2,400 • Mathematical activities course books (PP1 & PP 2) • - 2,400 • Environmental activities course books (PP1 & PP 2) • - 2,600 • CRE Course books (PP1 & PP 2) - 12,600 		

	COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
			<ul style="list-style-type: none"> • Twenty three (23) different types of charts for 609 centres – 14,000 		
28.	Elgeyo – Marakwet				
29.	Nandi				
30.	Baringo	1890 classrooms	Data not availab	In adequate funding and budgetary allocation	Lobbying for affirmative action on funding of ECDEs
31.	Laikipia				
32.	Nakuru	1199	2000 – PP1 & PP2 Curriculum Designs 6500 – Language Activity Books 6500 – Mathematics Activity Books 2000 – Teachers Guides 1000 – Charts 6500 – Environmental Activity Books Locally Improvised Teachers/Learners resources	<ul style="list-style-type: none"> • Inadequate budget for building all the required infrastructure in public ECDs. • Unfriendly environment for SNE e.g. ramps, toilet. • No clean water in the schools. • Learners Book and Teachers Guide for Outdoor is not available in Bookshops. • Inadequate Textbooks for all ECDE children. • Inadequate parental support in providing learning resources. • Semi-permanent buildings and dilapidated infrastructure. 	<ul style="list-style-type: none"> • Nakuru County has so far put up more than 600 New Classrooms, 100 New Toilets and 300 Water Tanks. • Yearly Budget Allocation for purchase of learning resources. • Provision of required learning resources e.g. Curriculum Designs, Charts e.t.c
33.	Narok				

	COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
34.	Kajiado	420 classrooms	All learning materials for the various activities areas available	10,000 learning materials needed in all the activity Areas	N/A
35.	Kericho			<ul style="list-style-type: none"> Lack of adequate child appropriate furniture Lack adequate budgetary allocation for learning materials Delay in procurement of learning materials 	<ul style="list-style-type: none"> Purchased books for pp1&2 from KLB Purchased chairs and tables for selected ECDE centers . Trained teachers on material development using improvised materials.
36.	Bomet		Assorted learning resources	<ul style="list-style-type: none"> Inadequate libraries and store facilities for learning materials Inadequate assistive devices for learners with special needs 	<ul style="list-style-type: none"> Sought a partnership with KSB
37.	Kakamega	400 classrooms	Pupils textbooks in all activity areas. 16 per activity area A teacher's guide in each of the activity area. 1 per every activity area Occasional Writing materials for each pupil enrolled in a public ECDE centres. Consumables (pencils, erasers, mark pens, crayons, color pencils, water paints, plasticine	<ul style="list-style-type: none"> In adequate budgetary allocation Lack of proper storage for the learning resources. Insecurity in schools hence loss of textbooks. The books need to be replaced The resources are inadequate for the Learners Book ratio not to the standard 	<ul style="list-style-type: none"> Lobby for adequate budget allocation Construction of modern ECDE classrooms with appropriate stores for the materials.
38.	Vihiga				
39.	Bungoma	480 classrooms	28,000 assorted learning resources	<ul style="list-style-type: none"> Not adequate to achieve a book per learner objective 	<ul style="list-style-type: none"> Allocate more resources

COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
40. Busia	1200 classrooms	600 CBC curriculum designs (syllabus) catering for 600 public ECDE centres out of 700	<ul style="list-style-type: none"> Inadequate learning resources like CBC books and other materials. 	<ul style="list-style-type: none"> No immediate measures Future measures factored in the county five year development Plan.
41. Siaya				
42. Kisumu	Permanent – 470 Semi permanent – 1106 Others (under trees etc. 202)	Curriculum designers – 1,778 Teachers guides- Nil Course books – Nil	<ul style="list-style-type: none"> No funding for course books and other learning materials Lack of capitation for EYE learners 	<ul style="list-style-type: none"> Constructions of 42 EYE classrooms by the County Government Engaging partners to lobby for provision of learning resources Improvisation of learning resources by teachers from locally available resources Liaison with stakeholders to argument provision of classrooms facilities
43. Homa Bay				
44. Migori	299 ECDE classrooms	The Number varies. They are ECDE tables and chairs, ECDE instructional materials, Teaching text books and reference materials and CBC implementation materials.	Inadequate learning materials due to budgetary limitations	In 2020/21 fy The Department has a budget for the same.
45. Kisii				
46. Nyamira	1,252 classrooms in 84 ECDE centers constructed by the County	Pencils for all learners <ul style="list-style-type: none"> Exercise books for all learners Reference books for all teachers/ caregivers 		

	COUNTY	Total Number of Classroom Facilities in Public ECDE Centres	Total Number and Types of Learning Resources Available in County Public ECDE Centres	Gaps in the Provision of Learning Resources in County Public ECDE Centres	Measures Taken to Address Gaps in Learning Resources Availability in County Public ECDE Centres
		Government of Nyamira 2,660 inappropriate Classrooms in 330 ECDE centres	<ul style="list-style-type: none"> • Skipping ropes • Balls • Charts • Manila papers • Felt Pens • Chalks • Registers 		
47.	Nairobi				
	Grand Total				

TABLE 7: Status of ECDE School Meals Programmes

No	County	Learners	Availability of Feeding Programmes	County Government provisions	County Budgetary Allocation 2019/20 (KShs)
1	Mombasa	32,000	School Milk and Food Programme	Milk	124,000,000
2	Kwale	70,000	School Porridge Programme	Porridge	25,000,000
3	Kilifi	12,400	School Milk Programme	Milk	50,000,000
4	Tana River	25,000	School Food Programme	<ul style="list-style-type: none"> • School milk • Nutritious enriched porridge 	30,000,000
5	Lamu		School Food Programme	Milk	7,550,000
6	Taita-Taveta	12,538	School Porridge Programme	Porridge flour	6,500,000
7	Garissa	18,000	School Porridge Programme	Porridge flour	20,000,000
8	Wajir	16,123	School Food Programme	Rice, beans and Oils	35,000,000
9	Mandera	23,545	School Food Programme	Rice, porridge, beans and cooking oil	47,000,000
10	Marsabit		School Food Programme	Food and Porridge	31,000,000
11	Isiolo	16,295	School Food Programme	Rice, beans and Oils	10,000,000
12	Meru	62,325	School Milk Programme	Milk	66,000,000
13	Tharaka-Nithi	24,000			
14	Embu	17,000	School Milk Programme	Milk	40,000,000
16	Machakos	30,000	School Food Programme		30,000,000
17	Makueni		School Porridge Programme	Porridge	24,000,000
18	Nyandarua	23,000	School Milk Programme	Milk	40,000,000
21	Murang'a	40,000	School Milk & Porridge Programme	Hot fortified porridge and 200ml packet of milk for every learner	60,000,000
22	Kiambu	40,000	School Porridge Programme	Porridge	86,000,000
23	Turkana	109,000	School Food Programme	Maize, beans, Vegetable Oil, Salt and porridge	195,000,000
24	West Pokot	75,972	School Porridge Programme	Fortified porridge	15,000,000
25	Samburu	43,180	School Food Programme	Rice, beans, salt and Oils	50,000,000
31	Laikipia	22,000	None	-	

No	County	Learners	Availability of Feeding Programmes	County Government provisions	County Budgetary Allocation 2019/20 (KShs)
34	Kajiado	40,000	School Porridge Programme	Fortified porridge	40,000,000
36	Bomet		School Milk Programme	Milk	8,500,000
37	Kakamega	12,329	None	-	0
41	Siaya	2,100	School Food Programme	Rice, beans, maize, sugar and cooking oil	1,000,000
42	Kisumu	54,000	School Food Programme	Rice	20,000,000
47	Nairobi	24,776	School Milk Programme	Milk	22000000
	Total	1,115,279	12 School Food Programmes, 8 School Milk Programmes, 8 School Porridge Programmes	29 Counties have some form of school feeding programme	KShs. 1,117,000,000

TABLE 8: Community Based ECDE School Feeding Programmes

No	County	Availability of School Feeding Programmes in County Public ECDE Centres for FY 2020/21 If None, Please indicate any Community Based School Feeding Programmes	Financial Resource Allocation to the County ECDE School Feeding Programmes	Meals Offered Through the ECDE School Feeding Programmes in the County Public ECDE Centres	Gaps in the Implementation of the ECDE School Feeding Programmes
13	Tharaka-Nithi	•		Porridge Rice Githeri Ugali	<ul style="list-style-type: none"> • Lack of budgetary allocation by the county government. • Poverty levels among parents. • Adverse climate changes leading to poor food production

No	County	Availability of School Feeding Programmes in County Public ECDE Centres for FY 2020/21 If None, Please indicate any Community Based School Feeding Programmes	Financial Resource Allocation to the County ECDE School Feeding Programmes	Meals Offered Through the ECDE School Feeding Programmes in the County Public ECDE Centres	Gaps in the Implementation of the ECDE School Feeding Programmes
30	Baringo	<ul style="list-style-type: none"> The county has allocated 25 million for the 10:00 o'clock uji programme to all the public ECDE Community Based School feeding are found in very few public schools in urban areas. Private schools on the other hand have feeding programme. Children carry snacks from home in most schools. 	25,000,000	Fortified porridge	<ul style="list-style-type: none"> Inadequate nutrition intake The Covid – 19 pandemic has led to closure of the Ecde centers. Lack of personnel in preparing the Uji. No funds have been allocated for County ECD School Feeding Programme. Schools are ill equipped to prepare school feeding uji due to lack of Kitchens and dining Facilities.
32	Nakuru	<ul style="list-style-type: none"> All ECDE Centres have community based school meals programmes 	N/A	Fortified porridge	<ul style="list-style-type: none"> Lack of policy of School Meals Irregular and unsustainable programmes
36	Bomet	<ul style="list-style-type: none"> A pilot feeding program in about 15 schools sponsored by SOFDI (Sustainable Organic Farming Initiative) Non-Governmental Organization (NGO). Feeding programme in schools is fully supported by parents and the communities. 			
38	Vihiga				

No	County	Availability of School Feeding Programmes in County Public ECDE Centres for FY 2020/21 If None, Please indicate any Community Based School Feeding Programmes	Financial Resource Allocation to the County ECDE School Feeding Programmes	Meals Offered Through the ECDE School Feeding Programmes in the County Public ECDE Centres	Gaps in the Implementation of the ECDE School Feeding Programmes
39	Bungoma	<ul style="list-style-type: none"> Community based school meals programmes available in 270 ECDE Centres 		Fortified porridge	150 million required per year for the implementation of the feeding programme <ul style="list-style-type: none"> Need for funds allocation towards (capitation) Food supplements Storage facilities Support staffs
43	Homabay	344 ECDE Centres benefitting from Community Based School Meals Programmes	N/A	Porridge	
	Total				



COUNCIL OF GOVERNORS

WRITTEN SUBMISSION ON THE IMPLEMENTATION OF EARLY CHILDHOOD DEVELOPMENT
AND EDUCATION POLICIES IN THE COUNTY GOVERNMENTS

Overview

Article 53 of the Constitution of Kenya provides for free and compulsory basic education to all children, basic nutrition, shelter and healthcare, protection from abuse, neglect, harmful practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour; parental care and protection.

Schedule 4 of the Constitution of Kenya outlines preprimary and vocational training as functions of the County Governments. The national Government is mandated to develop educational policies, curriculum, maintain standards and National Pre-primary Education Policy, National Pre-primary Education Policy, examinations as well as training and capacity building of personnel.

In comparison, the County Governments are mandated to oversee Pre-Primary Education and Child Care Facilities including the recruitment of the Pre-Primary Education Teachers and Assistants.

a. ECDE Enrollment

1. Enrollment in County ECDE Centres has increased gradually by 6% between 2013 and 2016 from **3.019 million** in 2013 to **3.199 million** in 2016. This is attributed to the inclusion of ECDE as a mandatory level of learning in the Basic Education Act of 2014 and increased demand for preprimary education across the country.
2. However, enrollment declined from **3.39 million learners in 2018** to **2.738 million in 2019**, reflecting a 19% decline. This is attributed to the full adoption of the Competency Based Curriculum from the 2018 academic year and the redundancy of the three-tier Baby Class, Nursery and Pre-Unit system under the now-defunct 8-4-4 curriculum. This has been replaced by the two-tier Preprimary 1 and Preprimary 2 system under the Competency Based Curriculum. Enrollment is expected to increase by 5 percentage points annually.
3. Furthermore, the Gross Enrollment Rate (GER) for ECDE rose by 7 percentage points from 71.6% in 2013 to 78.4% in 2019 whereas the Net Enrollment Rate (NER) rose from

68.7% in 2013 to 77.2% in 2019. This is indicative of increased demand and transition of ECDE learners from pre-primary to primary level education.

4. On learner gender parity, enhanced access to education by both male and female learners led to the reduction of the gender parity index from **1.05 in 2013** to **0.95 in 2019**. This reflects more female learners enrolling in ECDE centres compared to previous years.

b. Number of ECDE Centres

1. The County Governments have invested significantly in the development of ECDE Centres, with the number of public ECDE Centres increasing by 14.5% from **24,767 in 2013** to **28,383 in 2019**.
2. In comparison, the number of private ECDE Centres rose by 17.5% from 15,443 in 2013 to 18,147 in 2019. This can be attributed to the Ministry of Education guidelines that preprimary school should be established within a 2km radius of residential areas and in the vicinity of primary schools.

c. Recruitment of ECDE Teachers

1. The Council of Governors in partnership with the County Public Service Boards, Ministry of Education, Teachers' Service Commission, Kenya Institute of Curriculum Development, Salaries and Remuneration Commission and support from UNICEF, developed the first-ever ECDE Teachers' Scheme of Service launched in the year 2018. The Scheme of Service guides the recruitment and career progression of ECDE teachers across the country.
2. The number of teachers recruited by the County Governments through the County Public Service Boards declined by 30% to **52,780 in 2019** from a high of **68,823 in 2016**. This can be attributed to the County Governments advancing towards the implementation of the Scheme of Service which requires teachers to have at least a Certificate qualification in ECDE.

d. ECDE Teacher-Learner Ratio

1. Advances made in the recruitment of qualified ECDE teachers in the County ECDE Centres in line with the ECDE Teachers' Scheme of Service has led to a gradual improvement in the teacher-learner ratio.
2. Furthermore, the number of ECDE learners has risen due to an increased demand for pre-primary education. Therefore, the teacher-learner ratio has increased from **31.1 in**

2013 to 31:1 in 2016 and 36:1 in 2019. As the County Governments progressively recruit ECDE teachers in coming years, the teacher-learner ratio is projected to decline to 30:1 in line with the Pre-Primary Education Policy Standard Guidelines.

e. ECDE School Feeding Programmes

1. Child nutrition is a key element in Early Childhood Development and Education and its implications are crosscutting to affect child health, productivity in classrooms. This is further supported by the National School Meals Strategy 2018-2022 developed by the National and County Governments in collaboration with key development partners.
2. In the 2019/20 financial year, 29 County Governments have invested **KShs. 1.117 billion** in school feeding programmes, benefitting **1.115 million learners**. Of the 29 Counties, 12 have invested in School Lunch Programmes, and 8 each investing in School Milk and Porridge Programmes. Furthermore, 18 County Governments are currently adopting community led initiatives for ECDE school feeding programmes to sustain these programmes and enhance community ownership of child nutrition programmes.

f. Indicative Cost of Financing and Providing Basic ECDE School Infrastructure

1. On financing of ECDE programmes, the County Governments invested **KShs 386,300,000** in ECDE programmes in the **2013/14** financial year. This allocation from all County Governments has increased to **KShs 4,970,916,507** in the 2019/2020 financial year. It is worth noting that this amount caters for both recurrent and development expenditure.
2. However, due to inadequate resources, there have been proposals on ECDE financing towards the implementation of the Basic Education Curriculum Framework. An annual capitation grant was proposed to a tune of **KShs. 2,292** per learner. The grant highlights 9 key budget lines to enhance preprimary education as follows: *Learning Resources, Teacher Guides, Teaching & Learning Aids, Stationery (whiteboards & registers), Environment & Sanitation, Science and Applied Technology, ICT Infrastructure & Maintenance, Morning Meals and Staff & Maintenance.*
3. However, there is need for the establishment of a conditional grant to augment existing resources by the County Governments, similar to the Vocational Training Centres Conditional Grant. This grant will strengthen existing interventions by the County Governments towards the improvement of services at the County ECDE Centres.

g. Strategies Employed by County Governments to Address Existing Challenges

In addition to recruitment of qualified teachers, rehabilitation and construction of core ECDE Centre infrastructure, the County Governments have made significant strides

- 1. Establishment of the County Early Childhood Education Committees.** These have been established in 2019/20 financial year in line with the National Pre-Primary Education Policy to provide linkages and coordinate with relevant stakeholders in improving ECDE at the County level. The National Early Childhood Education Committee was inaugurated in January 2020 to provide coordination at the national level, in which the Council of Governors is represented.
- 2. Legislation and Policies regarding ECDE:** As of July 2020, 32 County Governments have passed legislation on education including on ECDE and vocational training. This has further led to the adoption of the Pre-Primary Education Policy by the County Governments.
- 3. Provision of approved Curriculum resources:** The Competency Based Curriculum established enhanced teaching methods to improve the quality of learning in the ECDE Centres. As such, in 2017, the Kenya Institute of Curriculum Development (KICD) developed the Curriculum Designs for PrePrimary Levels One and Two to guide teachers in instruction at the ECDE Centres. All County Governments are in receipt of the Designs and have been utilizing them in the ECDE Centres. Furthermore, KICD developed the Orange Book which lists approved curriculum resources for learning and instruction in the ECDE Centres. All County Governments have been purchasing these resources (books and assorted play materials)
- 4. Teacher Capacity Building on the Competency Based Curriculum:** With the establishment of the Competency based Curriculum, all County Governments have adopted a Cascade Model for Teacher Capacity Building on the new Curriculum. These forums convened by the County Governments and conducted by the Ministry of Education and the Kenya Institute of Curriculum Development have seen all teachers sensitized on the Curriculum

TABLE 1: Enrollment in County Public ECDE Centres

No.	COUNTY	2013		2016		2019	
		Girls	Boys	Girls	Boys	Girls	Boys
1	Mombasa	4,252	3,778	4,522	5,136	4,561	4,292
2	Kwale	26,622	27,732	31,776	33,603	25,466	27,410
3	Kilifi	35,911	36,451	38,965	41,350	10,158	13,008
4	Tana River	8,732	9,387	10,771	11,748	17,790	11,850
5	Lamu	3,576	3,596	3,458	3,777	3,192	3,229
6	Taita-Taveta	7,353	7,573	9,287	9,554	6,808	4,922
7	Garissa	7,298	9,974	6,832	9,497	7,416	8,269
8	Wajir	8,114	10,416	8,885	11,680	13,556	9,131
9	Mandera	8,523	18,999	9,392	14,378	11,622	15,772
10	Marsabit	5,962	6,618	5,851	6,453	7,297	10,918
11	Isiolo	6,020	6,114	5,938	5,793	7,719	3,190
12	Meru	27,688	29,174	31,197	33,251	14,212	26,465
13	Tharaka-Nithi	10,118	10,958	10,126	10,615	8,779	9,659
14	Embu	7,609	8,311	8,384	9,280	8,291	9,052
15	Kitui	44,132	46,599	41,435	43,230	14,175	32,356
16	Machakos	19,900	21,172	17,914	18,987	16,775	15,310
17	Makueni	21,880	22,952	22,460	24,264	21,625	20,096
18	Nyandarua	10,034	10,919	9,507	9,997	11,575	11,025
19	Nyeri	10,274	10,818	10,067	10,691	7,173	7,227
20	Kirinyaga	7,327	7,899	7,984	8,474	6,219	6,649
21	Murang'a	11,344	12,043	14,940	15,378	9,633	9,137
22	Kiambu	18,511	18,394	15,247	16,243	18,145	15,142
23	Turkana	45,357	52,668	47,913	54,367	54,135	57,524
24	West Pokot	30,946	32,419	37,030	37,639	22,145	24,198
25	Samburu	14,737	16,585	12,102	13,155	19,963	22,537
26	Trans-Nzoia	17,005	17,009	20,670	22,804	19,065	18,749
27	Uasin Gishu	19,144	19,906	22,283	23,518	16,734	17,923
28	Elgeyo Marakwet	16,159	16,630	17,844	17,923	14,760	15,897
29	Nandi	29,482	30,622	31,211	32,983	25,613	26,719
30	Baringo	23,804	23,780	25,242	27,227	24,820	26,527
31	Laikipia	10,887	11,641	10,566	11,517	9,975	10,676
32	Nakuru	37,239	33,475	27,864	29,388	12,788	13,704
33	Narok	31,251	34,160	34,655	37,280	18,107	20,070
34	Kajiado	14,222	15,751	13,936	15,727	19,536	19,426
35	Kericho	21,824	22,045	22,932	23,679	18,492	18,289
36	Bomet	27,869	28,281	27,818	28,415	25,321	25,591
37	Kakamega	50,580	50,188	50,984	49,934	29,144	30,619
38	Vihiga	16,674	16,251	14,871	14,727	17,739	18,212
39	Bungoma	60,085	50,251	58,791	60,757	31,230	54,560
40	Busia	28,406	27,705	28,463	28,355	34,138	28,265
41	Siaya	28,954	27,524	29,937	29,920	47,361	34,150
42	Kisumu	26,541	26,990	27,588	29,020	24,280	24,682
43	Homa Bay	46,905	44,948	47,707	46,840	39,146	40,707
44	Migori	41,585	39,850	38,160	38,507	33,336	32,523
45	Kisii	41,785	42,635	43,739	42,850	29,671	28,069
46	Nyamira	20,117	19,941	22,189	21,873	19,313	15,543
47	Nairobi	7,040	7,753	6,686	6,480	11,172	11,976
		1,019,778	1,048,885	1,046,119	1,098,264	870,171	911,245

TABLE 2: Number of County Public ECDE Centres

No.	COUNTY	County Public ECDE Centres		
		2013	2016	2019
1	Mombasa	110	112	93
2	Kwale	448	526	857
3	Kilifi	602	623	778
4	Tana River	182	185	303
5	Lamu	118	119	136
6	Taita-Taveta	287	291	314
7	Garissa	210	214	287
8	Wajir	235	238	260
9	Mandera	217	221	305
10	Marsabit	175	177	212
11	Isiolo	121	123	165
12	Meru	807	811	750
13	Tharaka-Nithi	470	475	432
14	Embu	411	415	396
15	Kitui	1,518	1,528	1,874
16	Machakos	981	987	1,125
17	Makueni	1,018	1,024	1,268
18	Nyandarua	390	394	498
19	Nyeri	443	448	314
20	Kirinyaga	223	226	198
21	Murang'a	550	555	984
22	Kiambu	552	556	515
23	Turkana	411	414	900
24	West Pokot	548	603	550
25	Samburu	163	166	568
26	Trans-Nzoia	373	376	299
27	Uasin Gishu	498	502	596
28	Elgeyo – Marakwet	419	424	506
29	Nandi	826	832	883
30	Baringo	708	748	1,045
31	Laikipia	317	321	428
32	Nakuru	771	777	949
33	Narok	666	689	941
34	Kajiado	423	426	651
35	Kericho	565	570	792
36	Bomet	705	712	1,038
37	Kakamega	1,011	1,019	906
38	Vihiga	427	432	407
39	Bungoma	834	840	807
40	Busia	488	492	456
41	Siaya	744	749	679
42	Kisumu	692	697	657
43	Homa Bay	991	997	881
44	Migori	689	695	625
45	Kisii	753	760	703
46	Nyamira	464	469	404
47	Nairobi	213	217	220
	Grand Total	24,767	25,175	28,383

TABLE 3: Number of Teachers in County Public ECDE Centres

	COUNTY	2013	2016	2019
1.	Baringo	2165	2,665	1,761
2.	Bomet	2566	1,941	1,311
3.	Bungoma	3290	3,189	2,044
4.	Busia	1189	1,407	1,332
5.	Elgeyo Marakwet	1223	1,409	1,240
6.	Embu	588	760	484
7.	Garissa	279	394	350
8.	Homa Bay	2567	3,377	1,319
9.	Isiolo	307	488	274
10.	Kajiado	967	1,198	877
11.	Kakamega	2759	3,106	1,886
12.	Kericho	1897	1,715	1,157
13.	Kiambu	1861	1,300	1,252
14.	Kilifi	1685	2,278	2,339
15.	Kirinyaga	488	496	439
16.	Kisii	2169	2,466	1,523
17.	Kisumu	1550	2,083	1,688
18.	Kitui	2914	3,143	3,006
19.	Kwale	1348	1,772	984
20.	Laikipia	745	764	783
21.	Lamu	266	317	244
22.	Machakos	1637	1,638	970
23.	Makueni	1731	1,819	1,940
24.	Mandera	478	651	321
25.	Marsabit	270	325	338
26.	Meru	1863	1,978	2,255
27.	Migori	3714	1,842	1,166
28.	Mombasa	279	312	251
29.	Murang'a	811	1,314	1,503
30.	Nairobi	553	674	429
31.	Nakuru	5333	2,018	1,672
32.	Nandi	2071	2,652	2,388
33.	Narok	1899	1,949	1,194
34.	Nyamira	1108	1,498	1,386
35.	Nyandarua	742	742	789
36.	Nyeri	862	940	502
37.	Samburu	475	484	530
38.	Siaya	1494	1,909	1,431
39.	Taita Taveta	731	910	450
40.	Tana River	366	516	504
41.	Tharaka Nithi	855	968	802
42.	Trans Nzoia	836	1,081	787
43.	Turkana	686	944	595
44.	Uasin Gishu	1468	1,879	1,490
45.	Vihiga	1833	1,329	1,606
46.	Wajir	342	705	524
47.	West Pokot	1317	1,478	664
	Grand Total	66,577	68,823	52,790

Table 4: Status of ECDE School Meals Programmes

No	County	Learners	Availability of Feeding Programmes	County Government provisions	County Budgetary Allocation 2019/20 (KShs)
1	Mombasa	32,000	School Milk and Food Programme	Milk	124,000,000
2	Kwale	70,000	School Porridge Programme	Porridge	25,000,000
3	Kilifi	12,400	School Milk Programme	Milk	50,000,000
4	Tana River	25,000	School Food Programme		40,000,000
5	Lamu		School Food Programme		7,000,000
6	Taita-Taveta	12,538	School Porridge Programme	Porridge flour	6,500,000
7	Garissa	18,000	School Porridge Programme	Porridge flour	20,000,000
8	Wajir	16,123	School Food Programme	Rice, beans and Oils	30,000,000
9	Mandera	23,545	School Food Programme	Rice, porridge, beans and cooking oil	47,000,000
10	Marsabit		School Food Programme	Food and Porridge	31,000,000
11	Isiolo	16,295	School Food Programme	Rice, beans and Oils	10,000,000
12	Meru	62,325	School Milk Programme	Milk	66,000,000
13	Tharaka-Nithi	24,000			
14	Embu	17,000	School Milk Programme	Milk	40,000,000
16	Machakos	30,000	School Food Programme		30,000,000
17	Makueni		School Porridge Programme	Porridge	24,000,000
18	Nyandarua	23,000	School Milk Programme	Milk	40,000,000
21	Murang'a	40,000	School Milk & Porridge Programme	Milk, Porridge	108,000,000
22	Kiambu	40,000	School Porridge Programme	Porridge	86,000,000
23	Turkana	109,000	School Food Programme	Maize, beans, Vegetable Oil, Salt and porridge	195,000,000
24	West Pokot	75,972	School Porridge Programme	Fortified porridge	8,000,000
25	Samburu	43,180	School Food Programme	Rice, beans, salt and Oils	50,000,000
31	Laikipia	22,000	None	-	
34	Kajiado	40,000	School Porridge Programme	Fortified porridge	28,000,000
36	Bomet		School Milk Programme	Milk	8,500,000
37	Kakamega	12,329	None	-	0
41	Siaya	2,100	School Food Programme	Rice, beans, maize, sugar and cooking oil	1,000,000
42	Kisumu	54,000	School Food Programme	Rice	20,000,000
47	Nairobi	24,776	School Milk Programme	Milk	220,000,000
	Total	1,115,279	12 School Food Programmes, 8 School Milk Programmes, 8 School Porridge Programmes	29 Counties have some form of school feeding programme	KShs. 1,117,000,000

Table 5: Proposed ECDE Annual Capitation Grant

	Item	Unit Cost	Quantity	Cost Per Child
1.	Learning Resources	550	1	550
2.	Teacher Guides,	130	1	22
3.	Teaching & Learning Aids,	115	1	115
4.	Stationery (whiteboards & registers)	5	1	5
5.	Environment & Sanitation,	250	1	250
6.	Science and Applied Technology,	100	1	100
7.	ICT Infrastructure & Maintenance,	250	1	250
8.	Morning Meals			5080
9.	Staff & Maintenance			1000
				7,372
	Less school meals (KShs. 5,080)			2,292

Annex 3: Scheme of Service for ECDE teachers
presented by the COG in September, 2021



**SCHEMES OF SERVICE
FOR
ECDE TEACHERS**

© JANUARY 2018

MAIN ECDE COMMITTEE MEMBERS

This Scheme of Service was drafted and validated by:

1. Eliud Muriithi **Committee Chair** representing Nyeri County Public
2. Stanley Bailach **CECM Education** Nandi County/ Chairperson of the
Caucus of CECMs Education
3. Linner Nkirote **CECM Education** Meru County/ Secretary of the
Caucus of CECMs Education
4. Joseph Kiamati **CECM Education** Embu County
5. Hellen Chepkwony **CECM Education** Kericho County
6. Dr. Joseph Ngaya **CECM Education** Kiambu County
7. Dr. John Obiero **CECM Education** Kisumu County
8. Edwin Kisang **CECM Education** Elgeyo Marakwet County
9. David Kivoto **CECM Education** Kitui County
10. Raymond Komen **CECM Education** Nakuru County
11. Charles Akelloh **CECM Education** Siaya County
12. Daniel Mwakisha **CECM Education** Taita Taveta County
13. Joseph Kurgat **CECM Education** Uasin Gishu County
14. Felistas Barasa **CECM Education** Vihiga County
15. Hussein Sugow **CECM Education** Wajir County
16. Christine Tinnah **CECM Education** West Pokot County
17. James Mutugi **CECM Education and Public Service** Kirinyaga County/
Deputy Chairperson of the Caucus of CECMs
Education
18. Dr. Vincent Masawi **CECM Finance** Taita Taveta County
19. Abdi Dekow **CO Education** Garissa County
20. Moses Erus Representing Turkana County Public Service
Board/Human Resource & Devolution Matters Committee -
CPSB National Consultative Forum
21. Angelica Gitonga Representing Tharaka Nithi County Public Service
Board/Human Resource & Devolution Matters Committee -
CPSB National Consultative Forum
22. Phillip Nzioka Representing Machakos County Public Service
Board/Human Resource & Devolution Matters Committee -
CPSB National Consultative Forum
23. Mary Baaro Murang'a County Public Service Board/Expert in
designing & formulating Schemes of Service/County Public
Service Board National Consultative Forum
24. David Karanja Representing the **Ministry of Education**

- | | |
|-------------------------------|--|
| 25. Martin Irungu | Representing the Teachers Service Commission |
| 26. Cleopus Wang'ombe | Representing the Salaries & Remuneration Commission |
| 27. Musyoka Muthama | Representing the National Treasury |
| 28. Boaz Apungu | Representing the Kenya Institute of Curriculum Development |
| 29. Wangari Ndia | Representing the Directorate of Public Service Management (Management Consultant Services) |
| 30. Flora Mutua | Representing the Directorate of Public Service Management (Management Consultant Services) |
| 31. James Leley | Representing the Directorate of Public Service Management (Management Consultant Services) |
| 32. Dr. Hellen Kimanthi | Representing the Directorate of Early Childhood Education Development Partner representing the UNICEF Kenya Country Office |
| 33. Agnes Ngonyo | Development Partner representing the UNICEF Kenya Country Office |
| 34. Douglas Barasa | Chairperson of the Caucus of ECDE County Directors /County Director ECDE Busia County |
| 35. Cyrus Wanyonyi | County Director ECDE Bungoma County |
| 36. Alfred Shabiha | County Director ECDE Kakamega County |
| 37. Elizabeth Mwenda | County Director ECDE Machakos County |
| 38. Catherine Mwaura | County Director ECDE Murang'a County |
| 39. Jacob Byegon | County Director ECDE Bomet County |
| 40. David Ndilai | Deputy County Director ECDE, Kajiado County |
| 41. Athman Kheri | Deputy County Director ECDE, Lamu County |
| 42. Jackline Osama | Representing ECDE Teachers – Kakamega County |
| 43. Sylvia Mwasi | Representing ECDE Teachers – Mombasa County |
| 44. Carolyne Mage Committee | Council of Governors Secretariat Human Resources |
| 45. Masiga Asunza | Council of Governors Secretariat Education Committee |
| 46. Sharon Kirgiren Committee | Council of Governors Secretariat Human Resources |
| 47. Norah Chao | Council of Governors Secretariat Education Committee |
| 48. Samuel Muraya | Council of Governors Secretariat Education Committee |

TECHNICAL WORKING COMMITTEE MEMBERS

1. Eliud Muriithi **Committee Chair** representing Nyeri County Public Service Board/Human Resource & Devolution Matters Committee - CPSB National Consultative Forum
2. Stanley Bailach **CECM Education** Nandi County/ Chairperson of the Caucus of CECMs Education, Gender, Youth, Sports, Culture and Social Services

3. Linner Nkirote **CECM Education** Meru County/ Secretary of the Caucus of CECMs Education, Gender, Youth, Sports, Culture and Social Services
 4. Moses Erus Member, Turkana County Public Service Board/Human Resource & Devolution Matters Committee - CPSB National Consultative Forum
 5. Mary Baaro Member, Murang'a County Public Service Board/Expert in designing & formulating Schemes of Service/County Public Service Board National Consultative Forum
 6. David Karanja Representing the **Ministry of Education**
 7. Martin Irungu Representing the **Teachers Service Commission**
 8. Cleopus Wang'ombe Representing the **Salaries & Remuneration Commission**
 9. Musyoka Muthama Representing the **National Treasury**
 10. James Leley Representing the **Directorate of Public Service Management**
 11. Douglas Barasa Chairperson of the Caucus of County Directors in charge of ECDE
/County Director ECDE, Busia County
 12. Cyrus Wanyonyi County Director in charge of ECDE Bungoma County
 13. Alfred Shabiha County Director ECDE Kakamega County
 14. David Ndilai Deputy County Director in charge of ECDE, Kajiado County
 15. Jackline Osama Representing ECDE Teachers/ECDE Teacher,
Kakamega County
 16. Sylvia Mwasi Representing ECDE Teachers/ECDE Teacher, Mombasa
County
 17. Carolyne Mage Council of Governors Secretariat Human Resource Committee
 18. Masiga Asunza Council of Governors Secretariat Education Committee
 19. Jacqueline Migide Council of Governors Secretariat Education Committee
 20. Sharon Kirgiren Council of Governors Secretariat Human Resource
Committee
 21. Clemency Dorah Council of Governors Secretariat Education Committee
 22. Janet Sayo Council of Governors Secretariat Education Committee
 23. Norah Chao Council of Governors Secretariat Education Committee
 24. Samuel Muraya Council of Governors Secretariat Education Committee
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SCHEMES OF SERVICE FOR EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE) TEACHERS

1. AIMS AND OBJECTIVES

- i. To provide for a well refined career structure that will attract and retain suitably qualified and competent Early Childhood and Development Education (ECDE) teachers in the service.
- ii. To provide for well-defined job descriptions and specifications with clear delineation of duties and responsibilities at all levels within the career structure, which will ensure proper deployment and utilization of Early Childhood Development and Education teachers.
- iii. To establish standards for recruitment, training and advancement within the career structure on the basis of qualifications, knowledge of the job, merit and ability as reflected in work performance and results.
- iv. To ensure appropriate career planning and succession management.

2. ADMINISTRATION AND TRAINING SCOPE

a) The responsibility for administration

The Schemes of Service will be administered by the Chief Officer – Education in consultation with the County Public Service Board (CPSB). In administering the schemes, the Chief Officer and the CPSB will ensure that all provisions are strictly observed for fair and equitable treatment of ECDE teachers and that the staff are confirmed in appointment on completion of their probation period.

b) Training Scope

In administering the Schemes of Service, the Chief Officer will ensure that appropriate training opportunities and facilities are provided to assist serving ECDE teachers acquire the necessary additional qualifications/specialization required for both efficient performance of their duties and advancement. The teachers should also be encouraged to undertake training privately for self-development. However, in all matters of training, the Chief Officer - Education administering the schemes of service will consult the CPSB.

3. FUNCTIONS

The ECDE teaching function entails physical, intellectual, social, emotional and spiritual development of the Kenyan child to enrich their learning experiences. This entails imparting the necessary knowledge, skills and attitudes necessary for moulding behaviour to standards acceptable to the society.

The function involves:

- i. Facilitation of play/learning activities; preparation and maintenance of professional records such as schemes of work, children's progress records, records of work, lesson notes and other records; development and organisation of play/learning materials; organisation of curricula and co-curricular activities; guiding parents on children's rights and progress, counselling and caring for children; management and maintenance of ECDE centres/classes and the school in general; and the maintenance of discipline.

Similarly, the early childhood development and education training function involves

- ii. the development of communication skills; development, review, adaptation and implementation of the ECDE curriculum; development and utilisation of appropriate ECDE teaching/learning materials; develop, review and implement other strategies and approaches; carry out research on ECDE and other emerging issues; identification and assistance of children with special needs and emerging issues; administration and management of ECDE programme; promotion of health, nutrition and care for young children; development of strategies for community capacity building and mobilisation, enhancing the understanding of child growth and development from conception to adolescence; and knowledge on HIV/AIDS and other emerging issues.

The Monitoring and Evaluation (M&E) function entails:

- iii. Supervision and standard assessments for curriculum, co-curricular activities and other ECDE programmes.

4. GRADING STRUCTURE AND SCOPE:

(a) Grading Structure

The Schemes of Service establishes six (6) grades of Assistant ECDE Teachers (Certificate level) cadre, six (6) grades of ECDE Teachers (Diploma level) cadre and seven (7) grades of ECDE Teachers (Graduate level) cadre who will be designated and graded as follows: -

i) ECDE Teachers (Certificate Level)

Designation	Job Group
Assistant ECDE Teacher III	F
Assistant ECDE Teacher II	G
Assistant ECDE Teacher I	H
Senior Assistant ECDE Teacher III	J
Senior Assistant ECDE Teacher II	K

Senior Assistant ECDE Teacher I L

ii) ECDE Teachers (Diploma Level)

Designation	Job Group
ECDE Teacher III	H
ECDE Teacher II	J
ECDE Teacher I	K
Senior ECDE Teacher III	L
Senior ECDE Teacher II	M
Senior ECDE Teacher I	N

iii) ECDE Teachers (Graduate level)

Designation	Job Group
Graduate ECDE Teacher III	K
Graduate ECDE Teacher II	L
Graduate ECDE Teacher I	M
Principal Graduate ECDE Teacher II	N
Principal Graduate ECDE Teacher I/ Assistant Director	P
Senior Principal Graduate ECDE Teacher/ Deputy Director	Q
Chief Principal Graduate ECDE Teacher/ Director	R

(b) Conversion to the New Grading Structure

Serving ECDE Teachers in the County Governments, who meet the minimum requirements, will convert to the new grading structure and designations as follows: -

(i) Assistant ECDE Teacher (Certificate level)

Present Designation	New Designation	New Job Group
Job Group		
N/A	Assistant ECDE Teacher III	F
N/A	Assistant ECDE Teacher II	G
N/A	Assistant ECDE Teacher I	H
N/A	Senior Assistant ECDE Teacher III	J

N/A	Senior Assistant ECDE Teacher II	K
N/A	Senior Assistant ECDE Teacher I	L

(ii) ECDE Teacher (Diploma level)

Present Designation & Job Group	New Designation	New Job Group
N/A	ECDE Teacher III	H
N/A	ECDE Teacher II	J
N/A	ECDE Teacher I	K
N/A	Senior ECDE Teacher III	L
N/A	Senior ECDE Teacher II	M
N/A	Senior ECDE Teacher I	N

(iii) ECDE Teacher (Graduate level)

Present Designation	New Designation	New Job Group
Job Group		
N/A	Graduate ECDE Teacher III	K
N/A	Graduate ECDE Teacher II	L
N/A	Graduate ECDE Teacher I	M
N/A	Principal Graduate ECDE Teacher II	N
N/A	Principal Graduate ECDE Teacher I/ Assistant Director	P
N/A	Senior Principal Graduate ECDE Teacher/ Deputy Director	Q
N/A	Chief Principal Graduate ECDE Teacher/Director	R

NOTE 1: The grades of Assistant ECDE Teacher III (Job Group F) and Assistant ECDE Teacher II - Job Group G (Certificate holders with a D+ in KCSE), Assistant ECDE Teacher II Job Group G and Assistant ECDE Teacher I Job Group H (Certificate holders with a C in KCSE),

NOTE 2: The grades of ECDE Teacher III Job Group H and ECDE Teacher II Job Group J (Diploma holders) and Graduate ECDE Teacher III Job Group K and Graduate ECDE Teacher II Job Group L will form a common establishment for the purpose of this Scheme.

(c) Serving Teachers

Serving ECDE Teachers will adopt the designations provided in the Schemes of Service though they must be in possession of the minimum qualifications stipulated in the scheme for the present grades. For advancement to higher grades however, all teachers must

possess the minimum qualifications and/or experience for subsequent grades as prescribed in the Schemes of Service.

5. RECOGNIZED QUALIFICATIONS

The following are the recognized qualifications for the purpose of the Schemes of Service:-

- i. Kenya Certificate of Secondary Education (KCSE) mean grade D+ (Plus) or KCE division IV from recognized equivalent from (KNEC)
- ii. Kenya Certificate of Secondary Education (KCSE) with a minimum grade C (Plain) from KNEC or its recognized equivalent
- iii. Certificate in Early Childhood Development and Education offered by KNEC/Ministry of Education or its approved equivalent.
- iv. Proficiency Certificate in Early Childhood Development and Education offered by KNEC.
- v. Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent.
- vi. Degree in Early Childhood Development and Education offered by any accredited institution of higher learning or its approved equivalent.
- vii. A Masters of Education Degree in Early Childhood Development and Education or any other relevant Masters in Education from a recognized institution of higher learning/university
- viii. A Certificate in Computer Applications

6. ENTRY INTO THE SCHEMES OF SERVICE

(a) Direct Appointment

Direct appointment will normally be made in the grade of Assistant ECDE Teacher III (Certificate Level) (Job Group F), Assistant ECDE Teacher II (Job Group G), ECDE Teacher III (Diploma Level) (Job Group H) and Graduate ECDE Teacher III (Job Group K) provided that a candidate has the minimum basic qualifications prescribed for the grade in the Scheme of Service. However, in exceptional case, direct appointment beyond the grades may be made by the CPSB, provided that the candidate is in possession of the necessary qualification and experience and be consistent with existing government policy on Terms of Service.

7. ADVANCEMENT TO HIGHER GRADES

It is emphasised that the qualifications and other conditions set out in this Schemes of Service are basic minimum requirements, the fulfilment of which, entitles a teacher for consideration for appointment or promotion. Advancement from one grade to another will also depend on: -

- i. The existence of a vacancy in the authorised establishment.

- ii. Merit and ability as reflected in work performance and results.
- iii. The approval of the CPSB.

8. IMPLEMENTATION OF THE SCHEME

The Schemes of Service will become operational on or before 1st July 2018. On implementation, all trained and qualified serving ECDE Teachers will join the Scheme, on condition that they meet the set minimum requirements.

9. JOB GROUPS AND APPOINTMENT DESIGNATIONS

APPENDIX I

Certificate ECDE Teachers

1. ASSISTANT ECDE TEACHER III, JOB GROUP 'F'

This is the entry grade for teachers with a Certificate in ECDE. A teacher at this level will work under the guidance of a more senior teacher for the purposes of professional mentoring and growth.

(a) Duties and Responsibilities.

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iii. Preparing reports
- iv. Ensuring the safety and security of the learners
- v. Assist in organizing and facilitating play/learning activities for the learners.
- vi. Caring and nurturing spiritual, moral, social, mental, physical, aesthetic and emotional growth of the learners (holistic development).
- vii. Managing ECDE classes and keeping professional and administrative records (schemes of work, lesson plans, daily programme of activities, attendance registers etc.) and ensuring learners' safety and security.
- viii. Preparing and developing play/learning materials.

(b) Requirements for Appointment

Direct Appointment

For direct appointment to this grade, the candidate must be in possession of: -

- i. Kenya Certificate of Secondary Education (KCSE) minimum grade D+ (Plus) or KCE division IV at 'O' Level
- ii. Certificate in Early Childhood Development Education offered by KNEC/Ministry of Education or its approved equivalent.
- iii. Registered by the Teachers Service Commission

- iv. A Certificate in Computer Applications
- v. Certificate of Good Conduct from the National Police Service
- vi. Valid medical report from a registered government health facility.

Transition Clause:

The purpose of the transition clause is to provide a bridging mechanism for those ECDE teachers currently serving in Public ECDE centres either in the employment of County Government or Community and do not meet minimum entry requirement of this Scheme of Service.

Serving ECDE Teachers in the Public ECDE Centres in the Counties and are in possession of KCSE grade D- (minus) and a Certificate in ECDE from the Ministry of Education or KNEC and registered by the Teachers Service Commission and have been serving for a period of three (3) years by the commencement of the Scheme of Service may be eligible for appointment in this grade.¹ However, new entrants to this grade must prescribe to the set minimum requirements for this grade. For future advancement, a candidate must meet the prescribed minimum requirements of this grade.

In addition to the above requirements, an ECDE Teacher must be in compliance to the ECDE Service Guidelines, in addition to the following:

Personal Qualities

- Modest and of sound mind.
- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.

Core Competencies

- Supervisory skills.
- Problem solving skills.
- Team player.
- Communication/interpersonal skills.

2. ASSISTANT ECDE TEACHER II, JOB GROUP 'G'

(a) Duties and Responsibilities.

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners.

¹ Such appointments must be consistent with existing Government policy.

- iii. Preparing reports
- iv. Ensuring the safety and security of the learners
- v. Assist in designing, organizing and facilitating play/learning activities for learners.
- vi. Assist in organizing and facilitating play/learning activities for the learners.
- vii. Caring and nurturing spiritual, moral, social, mental, physical, aesthetic and emotional growth of the learners (holistic development).
- viii. Managing ECDE classes and keeping professional and administrative records (schemes of work, lesson plans, daily programme of activities, attendance registers etc.) and ensuring learners' safety and security.
- ix. Preparing and developing play/learning materials.

(b) Requirements for Appointment:

Direct Appointment

For direct appointment to this grade, a candidate must be in possession of:-

- i. Kenya Certificate of Secondary Education (KCSE) with a minimum grade C (Plain) from KNEC or its recognized equivalent.
- ii. Certificate in Early Childhood Development and Education offered by KNEC/Ministry of Education or its approved equivalent.
- iii. A Certificate in Computer Applications
- iv. Registered by the Teachers Service Commission
- v. Certificate of Good Conduct from National Police Service
- vi. Valid medical report from a recognized government health facility

Promotion

For promotion to this grade, a teacher must: -

- i. Have served in the grade of **Assistant ECDE Teacher III**, Job Group 'F' for at least three (3) years.
- ii. Certificate in Early Childhood Development and Education offered by KNEC/Ministry of Education or its approved equivalent.
- iii. Registered by the Teachers Service Commission
- iv. Certificate of Good Conduct from National Police Service
- v. Valid medical report from a recognized government health facility
- vi. Have shown merit and ability in work performance and results.

In addition to the above requirements, an ECDE Teacher must have the following key personal attributes and core competencies: -

Personal Qualities

- Modest and of sound mind.
- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.

Core Competencies

- Supervisory skills.
- Problem solving skills.
- Team player.
- Interpersonal / Communication skills.

3. ASSISTANT ECDE TEACHER I, JOB GROUP 'H'

(a) Duties and Responsibilities

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iii. Preparing reports
- iv. Ensuring the safety and security of the learners
- v. Assist in designing, organizing and facilitating play/learning activities for learners.
- vi. Caring and nurturing the emotional, aesthetic, spiritual, moral, social, mental and physical growth of children (holistic development).
- vii. Providing opportunities for fostering hands on learning, exploration, creativity, and self-expression, discovery, making choices, self-control and the development of motor skills.
- viii. Enhancement of communication, pre-writing, pre-reading and number skills and experimentation.
- ix. Preparing and developing play/learning materials, schemes of work, lesson plans and daily programme of activities, children's progress records of work, health records and other records.

(b) Requirements for Promotion

- i. Served in the grade of **Assistant ECDE Teacher II** Job Group 'G' or a comparable or relevant position for at least three (3) years.
- ii. A Certificate in Early Childhood Development and Education offered by KNEC/Ministry of Education or its approved equivalent.

- iii. A Certificate in Computer Applications.
- iv. Been registered by the Teachers Service Commission
- v. A Certificate of Good Conduct from National Police
- vi. Valid medical report from a recognized health facility
- vii. Have shown merit and ability in work performance and results.

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind.
- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.

Core Competencies

- Supervisory Skills.
- Problem solving Skills.
- Team Player.
- Interpersonal / communication skills.

4. SENIOR ASSISTANT ECDE TEACHER III JOB GROUP 'J'

(a) Duties and Responsibilities

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners. (*apply to all job groups*)
- iii. Preparing reports (*apply to all job groups*)
- iv. Ensuring the safety and security of the learners (*apply to all job groups*)
- v. Initiating, coordinating and designing, organizing and facilitating play/learning activities for learners.
- vi. Facilitating on pre-writing, pre-reading, number skills, creativity, experimentation and availing learners with opportunities to learn, to care and to control their behaviour.
- vii. Organising community mobilization meeting to create awareness on ECDE programme.
- viii. Participating in curricula development panels, preparing, implementing and organising and developing relevant play/learning materials.
- ix. Management of ECDE centres maintenance of professional records such as children's progress records, schemes of work, lesson plans and daily programme of activities.
- x. Guiding on the nutritional requirements of the learners.

(b) Requirements for Appointment

For appointment to this grade, a candidate must have: -

- i. Served in the grade of **Assistant ECDE Teacher I** Job Group 'H' or a comparable and relevant position for at least 3 years.
- ii. A Certificate in Early Childhood Development and Education offered by
- iii. Registered by the Teachers Service Commission
- iv. A Certificate in Computer applications
- v. Valid medical report from a recognized government Health Facility.
- vi. Certificate of Good Conduct from the National Police Service

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind.
- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.

Core Competencies

- Supervisory skills.
- Problem solving skills.
- Team player.
- Interpersonal /communication skills.

5. SENIOR ASSISTANT ECDE TEACHER II JOB GROUP 'K'

(a) Duties and Responsibilities

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iii. Preparing reports
- iv. Ensuring the safety and security of the learners
- v. Identifying, initiating, developing and facilitating play/learning activities and materials for both regular and learners with special needs and aligning them with existing in ECDE centres.
- vi. Participating in curricula development panels, preparing schemes of work, lesson plans and daily programme of activities.
- vii. Organising professional records, ensuring children's security and safety and managing ECDE centres in liaison with the school administration.
- viii. Liaising with community, education fraternity and other government and non-government organisations.

- ix. In charge of the centre as the administrator with a minimum of 50 children.

(b) Requirements for Appointment

For appointment to this grade, a candidate must have: -

- vii. Serve in the grade of **Senior Assistant ECDE teacher III** Job Group 'J' or a comparable and relevant position for at least 3 years.
- viii. A Certificate in Early Childhood Development and Education offered by KNEC/Ministry of Education or its approved equivalent.
- ix. Registered by the Teachers Service Commission
- x. Must prove proficiency in Computer application
- xi. Certificate of Good Conduct from the National Police Service
- xii. Valid medical report from a recognized Government Health facility.

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind.
- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.

Core Competencies

- Team Player
- Target setting.
- Problem solving skills.
- Organisational skills.
- Ability to think creatively and constructively.
- Excellent communication skills.

6. SENIOR ASSISTANT ECDE TEACHER I, JOB GROUP 'L'

This is the highest grade in this cadre

(a) Duties and Responsibilities

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iii. Preparing reports
- iv. Ensuring the safety and security of the learners
- v. Identifying, initiating, developing and facilitating play/learning activities and materials for all learners.
- vi. Designing and developing relevant play/learning materials for learners.

- vii. Assisting the school administration in liaising with the community, education fraternity and other government and non-government organizations in the identification of learners with special needs and taking appropriate interventions
- viii. Liaising with the school management committees and administration in the management of ECDE Centres.
- ix. Participating in curricula development panels, preparing and developing schemes of service, lesson plans, and daily programmes of activities, assessment and evaluation of learners' progress, and keeping professional records.
- x. In charge of the centre as the administrator with a minimum of 50 learners.

(b) Requirements for Appointment

For appointment to this grade a teacher must have: -

- i. Serve in the grade of **Senior Assistant ECDE Teacher II** Job Group 'K' or a comparable and relevant position for at least 3 years.
- ii. A Certificate in Early Childhood Development and Education offered by KNEC/Ministry of Education or its approved equivalent.
- iii. Completed a supervisory course from a recognized government training institution.
- iv. Registered by the Teachers Service Commission
- v. A certificate in Computer Applications
- vi. Certificate of Good Conduct from the National Police Service
- vii. Valid medical report from a recognized government health facility.

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.

Core Competencies

- Team Player
- Target setting.
- Problem solving skills.
- Organisational skills
- Ability to think creatively and constructively
- Excellent communication skills.

APPENDIX II

ECDE Teachers (Diploma)

1. ECDE TEACHER III JOB GROUP "H"

This is the entry grade for teachers with Diploma in Early Childhood Development and Education. A teacher at this level will work under the supervision of a more senior teacher for the purposes of professional mentoring and growth.

(a) Duties and responsibilities.

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iii. Preparing reports
- iv. Ensuring the safety and security of the learners
- v. Identifying, initiating, developing and facilitating play learning activities that will enable learners enjoy living and learning through play.
- vi. Developing relevant play/learning materials for all learners.
- vii. Preparing and developing schemes of work, lesson plans and daily programmes of activities, assessment and evaluation of learners' progress and keeping professional records.

(b) Requirement for appointment

Direct Appointment

For direct appointment to this grade, a candidate must be in possession of: -

- i. Kenya Certificate of Secondary Education (KCSE) minimum grade C (Plain), or its approved equivalent.
- OR
- ii. Kenya Certificate of Secondary Education (KCSE) minimum grade D+ (Plus), or its approved equivalent plus Certificate in Early Childhood Development and Education offered by KNEC or Ministry of Education or its approved equivalent
 - iii. Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent
 - iv. Registered by the Teachers Service Commission
 - v. A certificate in Computer applications
 - vi. Certificate of Good Conduct from the National Police Service
 - vii. Valid medical report from a recognized government health facility.

In addition to the above requirements, an ECDE Teacher must have the following:

Personal qualities;

- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.
- Modest and of sound mind

Core Competences

- Team player
- Ability to think creatively and constructively
- Excellent communication skills

2. ECDE TEACHER II, JOB GROUP “J”**a) Duties and responsibilities:**

- i. Class teaching.
- ii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iii. Preparing reports
- iv. Ensuring the safety and security of the learners
- v. Designing, organizing and facilitating play/learning activities for learners.
- vi. Identifying, initiating, developing and facilitating play/learning activities that will enable learners enjoy living and learning through play.
- vii. Developing relevant play/learning materials for all learners.
- viii. Preparing and developing schemes of work, lesson plans and daily programmes of activities, assessment and evaluation of learners' progress and keeping professional records.
- ix. Enhancement of communication, pre-writing, pre-reading and number skills and experimentation.
- x. Participate in the mentorship of ECDE teacher trainees on internship at the centre.

b) Requirement for appointment;**Promotion:**

For promotion to this grade, a teacher must have;

- i. Served in the grade of **ECDE Teacher III** Job Group 'H' or a comparable and relevant position for at least 3 years.
- ii. Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent.
- iii. Registered by the Teachers Service Commission

- iv. A Certificate in Computer applications
- v. Certificate of Good Conduct from the National Police Service
- vi. Valid medical report from a recognized government health facility.
- vii. Shown merit and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal qualities;

- Creative and innovative.
- Professionalism and integrity
- Relate well with children, parents and members of the society.
- Modest and of sound mind

Core competences

- Team player
- Ability to think creatively and constructively
- Excellent communication skills

3. ECDE TEACHER I, JOB GROUP 'K'

a) Duties and responsibilities:

- i. Class teaching.
- ii. Facilitate learning.
- iii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iv. Preparing reports
- v. Ensuring the safety and security of the learners
- vi. Identifying learners with special needs and recommending necessary interventions.
- vii. Creating a child-friendly learning environment.
- viii. Identifying, initiating, developing and facilitating play/learning activities and materials for learners.
- ix. Participating in curricula development panels, preparing schemes of work, lesson plans and daily programme of activities.
- x. Organising and maintaining professional records, ensuring children's security and safety and managing ECDE centres in liaison with the school administration.
- xi. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.

(b) Requirement for appointment

Promotion:

For promotion to this grade, a teacher must have;

- i. Served in the grade of **ECDE Teacher II** Job Group “J” or a comparable and relevant position for at least 3 years.
- ii. Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent.
- iii. Registered by the Teachers Service Commission
- iv. A certificate in Computer applications
- v. Certificate of Good Conduct from the National Police Service
- vi. Valid medical report from a recognized government health facility.

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player.
- Target setting.
- Problem solving.
- Organisational skills
- Excellent communication skills.

4. SENIOR ECDE TEACHER III, JOB GROUP ‘L’

(a) Duties and responsibilities

- i. Class teaching
- ii. Facilitate learning.
- iii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iv. Preparing reports
- v. Ensuring the safety and security of the learners
- vi. Identifying learners with special needs and recommending necessary interventions.
- vii. Creating a child-friendly learning environment.
- viii. Identifying, initiating, developing and facilitating play/learning activities and materials for learners.
- ix. Participating in curricula development panels, preparing schemes of work, lesson plans and daily programme of activities.

- x. Organising and maintaining professional records and managing ECDE centres in liaison with the school administration.
- xi. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.
- xii. In charge of the centre as the administrator.
- xiii. Professional mentoring and guidance to newly recruited ECDE teachers.

(b) Requirement for appointment;

Promotion:

For promotion to this grade, a teacher must have;

- i. Served in the grade of **ECDE Teacher I** Job Group “K” or a comparable and relevant position for at least 3 years.
- ii. Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent.
- iii. Registered by the Teachers Service Commission
- iv. A certificate in Computer applications
- v. Certificate of Good Conduct from the National Police Service
- vi. Valid medical report from a recognized government health facility.

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player.
- Target setting.
- Problem solving.
- Organisational skills
- Excellent communication skills.

5. SENIOR ECDE TEACHER II JOB GROUP ‘M’

(a) Duties and Responsibilities

- i. Class teaching.
- ii. Facilitate learning.
- iii. Role modelling, guidance and counselling, mentoring and motivation of the learners.

- iv. Preparing reports
- v. Ensuring the safety and security of the learners
- vi. Identifying learners with special needs and recommending necessary interventions.
- vii. Creating a child-friendly learning environment.
- viii. Identifying, initiating, developing and facilitating play/learning activities and materials for learners.
- ix. Participating in curricula development panels, preparing schemes of work, lesson plans and daily programme of activities.
- x. Organizing and maintaining professional records, ensuring children's security and safety and managing ECDE centres in liaison with the school administration.
- xi. Preparing materials for the induction of new ECDE teachers.
- xii. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.
- xiii. Liaising with the Board of Management and administration in the management of ECDE Centres.
- xiv. Professional mentoring and guidance to newly recruited ECDE teachers.

Note: A Senior ECDE Teacher II may be deployed as a Programme Officer in a Sub-County Centre for Early Childhood Education (SCOCECE) and will be expected to:

- i. Participate in the professional development and capacity-building of ECDE teachers.
- ii. Be in charge of procurement
- iii. Be in charge of welfare and discipline
- iv. Ensure adequate care of material and equipment at the resource centres
- v. Maintain proper inventories of equipment and supplies entrusted to the centre.
- vi. Coordinate the resource requisition receipts and issue of the centre supplies entrusted to the centre
- vii. Coordinate ECDE data collection and submission to the County Director in charge of ECDE.

(b) Requirement for appointment;

Promotion:

For promotion to this grade, a teacher must have;

- i. Served in the grade of **Senior ECDE Teacher III** Job Group "L" or a comparable and relevant position for at least 3 years.
- ii. Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent.
- iii. A Certificate in supervisory management Course from a recognized government training institution
- iv. Registered by the Teachers Service Commission

- v. A Certificate in Computer applications
- vi. Certificate of Good Conduct from the National Police Service
- vii. Valid medical report from a recognized government health facility.
- viii. Shown merits and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player.
- Target setting.
- Problem solving.
- Organisational skills
- Excellent communication skills.

7. SENIOR ECDE TEACHER I JOB GROUP 'N'

This is the highest grade in this cadre for teachers with a Diploma in Early Childhood Development and Education.

(a) Duties and responsibilities.

- i. Class teaching.
- ii. Facilitate learning.
- iii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iv. Preparing reports
- v. Ensuring the safety and security of the learners
- vi. Identifying learners with special needs and recommending necessary interventions.
- vii. Creating a child-friendly learning environment.
- viii. Identifying, initiating, developing and facilitating play/learning activities and materials for learners.
- ix. Participating in curricula development panels, preparing schemes of work, lesson plans and daily programme of activities.
- x. Organizing and maintaining professional records and managing ECDE centres in liaison with the school administration.
- xi. Preparing materials for the induction of new ECDE teachers.
- xii. Inducting newly recruited ECDE teachers at the ward/sub-county.

- xiii. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.
- xiv. Liaising with the Board of Management and administration in the management of ECDE Centres.
- xv. Undertake action research on ECDE
- xvi. Develop standard data collection tools.
- xvii. Supervise/compile data collection.

Note: A Senior ECDE Teacher I may be deployed as a Programme Officer in a Sub-County Centre for Early Childhood Education (SCOCECE) and will be expected to:

- i. Administer and manage early childhood programmes at Sub-County and community level.
- ii. Coordinate and liaise with the stakeholders in Early Childhood Development and Education.
- iii. Conduct professional development and capacity-building for Early Childhood Development and Education Teachers and other stakeholders.
- iv. Customize and disseminate county based (local) curriculum for Early Childhood Development and Education programme.
- v. Undertaking and coordinating research at Sub-County and Community level on Early Childhood Development and Education.
- vi. Monitoring and disseminating information on Early Childhood Development and Education programmes and projects.
- vii. Develop County based co-curricular programmes that cater for total development of learners under the age of eight (8) years.
- viii. Developing and providing prototypes of appropriate resource materials to local community and parents.
- ix. Creating and promoting awareness on early childhood needs and demands to the local community and parents.
- x. Mobilizing the community and parents to provide for the needs of holistic development of the child.
- xi. Establishing and maintaining a Sub-County Resource Centre for ECDE programmes.

(b) Requirement for appointment

Promotion:

For promotion to this grade, a teacher must have

- i. Served in the grade of **Senior ECDE Teacher II** Job Group “M” or a comparable and relevant position for at least 3 years.
- ii. Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent.

- iii. A Certificate in supervisory management Course from a recognized government training institution
- iv. Registered by the Teachers Service Commission
- v. A certificate in Computer applications
- vi. Certificate of Good Conduct from the National Police Service
- vii. Valid medical report from a recognized government health facility.
- viii. Shown merit and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player.
- Target setting.
- Problem solving.
- Organisational skills
- Excellent communication skills.

APPENDIX III

GRADUATE ECDE TEACHERS

1. GRADUATE ECDE TEACHER III JOB GROUP 'K'

This is the entry grade for graduate teachers in Early Childhood Development and Education. A teacher at this level will work under the supervision of a more senior teacher for the purposes of professional mentoring and growth.

a) Duties & Responsibilities

- i. Class teaching
- ii. Facilitate learning
- iii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iv. Preparing reports
- v. Ensuring the safety and security of the learners
- vi. Developing and facilitating play/learning activities that will enable learners enjoy living and learning through play in ECDE centres
- vii. Developing relevant play/learning materials for all learners.
- viii. Preparing and developing schemes of work, lesson plan and daily program of activities, assessment and evaluation of children progress and keeping other professional records.
- ix. Assisting in planning the ECDE Centre programmes.
- x. Conducting research on ECDE.
- xi. Participating in stakeholder engagements in the ECDE sector.
- xii. Mobilizing and sensitizing communities on the need for ECDE
- xiii. Assisting in the implementation of the ECDE policy

b) Requirements for Appointment

Direct Appointment

For direct appointment to this grade, a candidate must be in possession of: -

- i. Kenya Certificate of Secondary Education (KCSE) minimum grade C+ (Plus), or its approved equivalent.

OR

Kenya Certificate of Secondary Education (KCSE) minimum grade C (Plain) plus Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent

OR

Kenya Certificate of Secondary Education (KCSE) minimum grade D+ (plus),

and Certificate in Early Childhood Development Education offered by KNEC or Ministry of Education or its approved equivalent plus Diploma in Early Childhood Development and Education offered by KNEC or its approved equivalent

- ii. Degree in Early Childhood Development and Education offered by a recognized institution of higher learning.
- iii. Registered by the Teachers Service Commission
- iv. A Certificate in Computer applications
- v. Certificate of Good Conduct from the National Police Service
- vi. Valid medical report from a recognized government health facility.
- vii. Meet the requirements of Chapter Six of the Constitution of Kenya, 2010.

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player.
- Target setting.
- Problem solving skills.
- Organisational skills
- Excellent communication skills.

2. GRADUATE ECDE TEACHER II JOB GROUP 'L'

a) Duties and Responsibilities.

- i. Class teaching
- ii. Facilitate learning
- iii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iv. Preparing reports
- v. Ensuring the safety and security of the learners
- vi. Developing and facilitating play/learning activities that will enable learners enjoy living and learning through play in ECDE centres
- vii. Developing relevant play/learning materials for all learners.
- viii. Preparing and developing schemes of work, lesson plan and daily program of activities, assessment and evaluation of children progress and keeping other professional records.
- ix. Assisting in planning the ECDE Centre programmes.

- x. Conducting research on ECDE.
- xi. Participating in stakeholder engagements in the ECDE sector.
- xii. Mobilizing and sensitizing communities on the need for ECDE
- xiii. Assisting in the implementation of the ECDE policy

b) Requirement for appointment

Promotion:

For promotion to this grade, a teacher must have: -

- i. Served in the grade of **Graduate ECDE Teacher III** Job Group “K” or a comparable and relevant position for at least 3 years.
- ii. Degree in Early Childhood Development and Education offered by a recognized institution of higher learning
- iii. A Certificate in Senior Management Course from a recognized government training institution.
- iv. A Certificate in Computer applications
- v. Registered by the Teachers Service Commission
- vi. Certificate of Good Conduct from the National Police Service
- vii. Valid medical report from a recognized government health facility.
- viii. Meet the requirements of Chapter Six of the Constitution of Kenya, 2010.
- ix. Shown merit and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player.
- Target setting.
- Problem solving skills.
- Organisational skills
- Excellent communication skills.

3. GRADUATE ECDE TEACHER I JOB GROUP

‘M’ a) Duties and Responsibilities

- i. Class teaching
- ii. Facilitate learning

- iii. Role modelling, guidance and counselling, mentoring and motivation of the learners.
- iv. Preparing reports
 - v. Ensuring the safety and security of the learners
- vi. Developing and facilitating play/learning activities that will enable learners enjoy living and learning through play in ECDE centres
- vii. Developing relevant play/learning materials for all learners.
- viii. Preparing and developing schemes of work, lesson plan and daily program of activities, assessment and evaluation of children progress and keeping other professional records.
- ix. Planning and implementing the ECDE Centre programmes.
- x. Conducting research on ECDE.
- xi. Initiating stakeholder engagements in the ECDE sector.
- xii. Mobilizing and sensitizing communities on the need for ECDE
- xiii. Implementation of the ECDE policy
- xiv. Assist in the development and implementation of the strategic plan of the ECDE sector
 - xv. Monitoring and evaluation of the ECDE programmes in the Ward/Sub-County
- xvi. Conduct professional development and capacity-building for early childhood teachers and other stakeholders
- xvii. Plan and budget for the ECDE play/learning materials and the feeding programme.
- xviii. Mentorship and counselling supervisory role over ECDE teachers in the county
- xix. Induction of new ECDE teachers
- xx. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.

Note: A Senior ECDE Teacher I Job Group 'M' may be deployed at the Sub-County Centre for Early Childhood Education (SCOCECE) in the area of : -

- a. ECDE Programmes
- b. ECDE Curriculum Implementation
- c. Community Mobilization
- d. Health & Nutrition
- e. ECDE Quality Assurance

i) ECDE Programmes

In the area of ECDE Programmes, a **Senior ECDE Teacher I** is expected to perform the following duties:

- i. Participate in the training of ECDE trainees in the Ward/Sub-County

- ii. In charge of welfare and discipline
- iii. Ensure adequate care of materials and equipment in the SCOCECE maintaining proper inventories of equipment and supplies entrusted to the centre.
- iv. Coordinating the SCOCECE requisitions, receipts and issues of the centre's supplies and stores.
- v. Coordinating ECDE data collection and submission to the County Director – ECDE.

ii) ECDE Curriculum Implementation

In the area of ECDE Curriculum Implementation, a Graduate ECDE Teacher I is expected to perform the following additional duties: -

- i. Participating in the training of ECDE trainees at the Ward/Sub-County.
- ii. Ensuring the schemes of work, lesson plans and lesson notes are developed and used in the course of training.
- iii. Ensuring the maintenance of high standards of professionalism in assessment and maintaining records of learners' progress within the Ward/Sub-County.
- iv. Coordinating basic research and supervise ECDE teacher trainees' research projects in the Ward/Sub-County.
- v. Advising on the appropriate course materials and equipment required for the training.

iii) Community Mobilization, Health & Nutrition

In the area of Community Mobilization, a Graduate ECDE Teacher I is expected to perform the following additional duties: -

- i. Participating in the training of ECDE Trainees at the centre.
- ii. Organizing community mobilization and capacity building meetings.
- iii. Coordinating parental education meetings.
- iv. Initiating income generating activities and liaising with NGOs, CBOs and other stakeholders to mobilise resources to support ECDE programmes.
- v. Linking with the County Department of Health on growth, monitoring and promotion, immunization campaigns.
- vi. Linking with the Ministry of Water to ensure the supply of water to the ECDE Centres
- vii. Linking with the Children's Department for child protection matters and birth registration
- viii. Collaborating with the relevant authorities and stakeholders on advocacy of children's rights.

iv) ECDE Quality Assurance

In the area of ECDE Quality Assurance, a Graduate ECDE Teacher I is expected to perform the following duties: -

- i. Carry out standard assessments to ensure proper curriculum implementation and compliance to teaching standards in the ECDE Centres.
- ii. Carry out ECDE teachers' appraisals in the Ward/Sub-County.
- iii. Design, develop and implement standard tools for ECDE data collection.
- iv. Monitor compliance with the regulatory requirements in the ECDE sector
- v. Monitor and evaluate ECDE programmes.
- vi. Generate regular reports so as to give feedback.
- vii. Participate in the assessment for the registration of ECDE centres.

(b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

- i. Served in the grade of **Graduate ECDE Teacher II** Job Group "L" or a comparable and relevant position for at least 3 years
- ii. Degree in Early Childhood Development and Education offered by a recognized institution of higher learning.
- iii. A Certificate in Senior Management Course from a recognized government training institution.
- iv. Registered by the Teachers Service Commission
- v. A certificate in Computer applications
- vi. Certificate of Good Conduct from the National Police Service
- vii. Valid medical report from a recognized government health facility.
- viii. Meet the requirements of Chapter Six of the Constitution of Kenya, 2010
- ix. Shown merit and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player

- Target setting
- Problem solving skills
- Organisational skills
- Excellent communication and interpersonal skills
- Managerial skills
- Negotiation and conflict resolution skills
- Ability to work under pressure

4. PRINCIPAL GRADUATE ECDE TEACHER II JOB GROUP 'N'

a) Duties and responsibilities

- i. Class teaching
- ii. Facilitate learning
- iii. Developing and facilitating play/learning activities that will enable learners enjoy living and learning through play in ECDE centres
- iv. Developing relevant play/learning materials for all learners.
- v. Preparing and developing schemes of work, lesson plan and daily program of activities, assessment and evaluation of children progress and keeping other professional records.
- vi. Coordinate planning and implementation of ECDE Centre programmes.
- vii. Conducting research on ECDE.
- viii. Engaging stakeholder in the ECDE sector.
- ix. Mobilizing and sensitizing communities on the need for ECDE
- x. Implementation of the ECDE policy
- xi. Developing and implementing the strategic plan of the ECDE sector
- xii. Monitoring and evaluation of the ECDE programmes in the Ward/Sub-County
- xiii. Conduct professional development and capacity-building for early childhood teachers and other stakeholders
- xiv. Plan and budget for the ECDE play/learning materials and the feeding programme.
- xv. Mentorship and counselling supervisory role over ECDE teachers in the county
- xvi. Induction of new ECDE teachers
- xvii. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.
- xviii. Interpretation and implementation of the ECDE policy
- xix. Preparation and costing of annual Work plans
- xx. Prepare monthly, quarterly and annual reports on the ECDE sector
- xxi. Developing sub-county-based programmes that cater for the total development of children less than eight (8) years.
- xxii. Effective management of the Sub-County Resource Centre for ECDE programmes.

Note: A Principal Graduate ECDE Teacher II may be deployed at the Sub-County Centre for Early Childhood Education (SCOCECE) in the areas of: -

- i. ECDE Programmes
 - ii. ECDE Curriculum Implementation
 - iii. Community Mobilization
 - iv. Health & Nutrition
 - v. ECDE Quality Assurance
- a) ECDE Programmes**

In the area of ECDE Programmes, a **Principal Graduate ECDE Teacher II** is expected to perform the following duties:

- i. Guiding and coordinating the training of ECDE trainees in the Ward/Sub-County
- ii. Prepare the annual procurement plan for the ECDE Centres.
- iii. In charge of welfare and discipline
- iv. Ensure adequate care of materials and equipment in the SCOCECE maintaining proper inventories of equipment and supplies entrusted to the centre.
- v. Coordinating the SCOCECE requisitions, receipts and issues of the centre's supplies and stores.
- vi. Coordinating ECDE data collection and submission to the County Director – ECDE.

b) ECDE Curriculum Implementation

In the area of ECDE Curriculum Implementation, a **Principal Graduate ECDE Teacher II** is expected to perform the following additional duties: -

- i. Guiding and coordinating the training of ECDE trainees at the Ward/Sub-County.
- ii. Ensuring the schemes of work, lesson plans and lesson notes are developed and used in the course of training.
- iii. Ensuring the maintenance of high standards of professionalism in assessment and maintaining records of learners' progress within the Ward/Sub-County.
- iv. Coordinating basic research and supervise ECDE teacher trainees' research projects in the Ward/Sub-County.
- v. Advising on the appropriate course materials and equipment required for the training.

ii. Community Mobilization, Health & Nutrition

In the area of Community Mobilization, a **Principal Graduate ECDE Teacher II** is expected to perform the following additional duties: -

- i. Guiding and coordinating the training of ECDE Trainees at the centre.
- ii. Organizing community mobilization and capacity building meetings.
- iii. Coordinating parental and community education meetings on health and nutrition.
- iv. Linking with the Ministry of Water to ensure the supply of water to the ECDE Centres
- v. Linking with the Children's Department for child protection matters and birth registration
- vi. Overseeing the ECDE Centres' feeding programme.
- vii. Overseeing the implementation of income generating programmes and liaising with NGOs, CBOs and other stakeholders to mobilise resources to support ECDE programmes.
- viii. Linking with the County Department of Health on promotion and monitoring of immunization campaigns in ECDE Centres.
- ix. Collaborating with the relevant authorities and stakeholders on advocacy of children's rights.
- x. Monitoring and disseminating information on early childhood programme and projects.

iii. ECDE Quality Assurance

In the area of ECDE Quality Assurance, a **Principal Graduate ECDE Teacher II** is expected to perform the following duties: -

- i. Planning and coordinating standard assessments in ECDE Centres.
- ii. Organizing ECDE teachers' bi-annual appraisals in the Ward/Sub-County.
- iii. Design, develop and implement standard tools for ECDE data collection.
- iv. Evaluating compliance levels with the regulatory requirements in the ECDE sector in regular intervals.
- v. Monitor and evaluate ECDE programmes.
- vi. Generate regular reports so as to give feedback.
- vii. Monitoring the compliance for the registration of ECDE centres.

b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

- i. Served in the grade of **Graduate ECDE Teacher I** Job Group "M" or a comparable and relevant position for at least 3 years.
- ii. Degree in Early Childhood Development and Education offered by a recognized institution of higher learning
- iii. A Certificate in Senior Management Course from a recognized government training institution

- iv. Registered by the Teachers Service Commission
- v. A certificate in Computer applications
- vi. Certificate of Good Conduct from the National Police Service
- vii. Valid medical report from a recognized government health facility.
- viii. Meet the requirements of Chapter Six of the Constitution of Kenya, 2010
- ix. Shown merit and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player
- Target setting
- Problem solving skills
- Organisational skills
- Excellent communication and interpersonal skills
- Managerial skills
- Negotiation and conflict resolution skills
- Ability to work under pressure

**5. PRINCIPAL GRADUATE ECDE TEACHER I/ASSISTANT DIRECTOR
JOB GROUP 'P'**

a) Duties and Responsibilities

- i. Class teaching
- ii. Facilitate learning
- iii. Coordinate planning and implementation of ECDE Centre programmes.
- iv. Conducting research on ECDE.
- v. Engaging stakeholder in the ECDE sector.
- vi. Mobilizing and sensitizing communities on the need for ECDE
- vii. Participate in the preparation, implementation and review of the ECDE policy
- viii. Developing and implementing the strategic plan of the ECDE sector
- ix. Monitoring and evaluation of the ECDE programmes in the Ward/Sub-County
- x. Conduct professional development and capacity-building for early childhood teachers and other stakeholders
- xi. Plan and budget for the ECDE play/learning materials and the feeding programme.

- xii. Mentorship and counselling supervisory role over ECDE teachers in the county
- xiii. Induction of new ECDE teachers
- xiv. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.
- xv. Interpretation and implementation of the ECDE policy
- xvi. Preparation and costing of annual work plans
- xvii. Prepare monthly, quarterly and annual reports on the ECDE sector
- xviii. Developing sub-county-based programmes that cater for the total development of children less than eight (8) years.
- xix. Effective management of the Sub-County Resource Centre for ECDE programmes.

Note: A **Principal Graduate ECDE Teacher I/Assistant Director** may be deployed at the County Headquarters as the overall in charge of the following: -

- i. ECDE Programmes (including COCECE)
- ii. ECDE Curriculum Implementation
- iii. Community Mobilization, Health & Nutrition
- iv. ECDE Quality Assurance

a) ECDE Programmes

- i. Guiding and coordinating the training of ECDE trainees in the Ward/Sub-County
- ii. Prepare the annual procurement plan for the ECDE Centres.
- iii. In charge of welfare and discipline
- iv. Ensure adequate care of materials and equipment in the COCECE maintaining proper inventories of equipment and supplies entrusted to the centre.
- v. Coordinating the COCECE requisitions, receipts and issues of the centre's supplies and stores.
- vi. Coordinating ECDE data collection and submission to the County Director – ECDE.

b) ECDE Curriculum Implementation

- i. Guiding and coordinating the training of ECDE trainees at the Ward/Sub-County.
- ii. Ensuring the schemes of work, lesson plans and lesson notes are developed and used in the course of training.
- iii. Ensuring the maintenance of high standards of professionalism in assessment and maintaining records of learners' progress within the Ward/Sub-County.
- iv. Coordinating basic research and supervise ECDE teacher trainees' research projects in the Ward/Sub-County.
- v. Advising on the appropriate course materials and equipment required for the training.

c) Community Mobilization, Health & Nutrition

- i. Guiding and coordinating the training of ECDE Trainees at the centre.
- ii. Organizing community mobilization and capacity building meetings.
- iii. Coordinating parental and community education meetings on health and nutrition.
- iv. Linking with the Ministry of Water to ensure the supply of water to the ECDE Centres
- v. Linking with the Children's Department for child protection matters and birth registration
- vi. Overseeing the ECDE Centres' feeding programme.
- vii. Overseeing the implementation of income generating programmes and liaising with NGOs, CBOs and other stakeholders to mobilise resources to support ECDE programmes.
- viii. Linking with the County Department of Health on promotion and monitoring of immunization campaigns in ECDE Centres.
- ix. Collaborating with the relevant authorities and stakeholders on advocacy of children's rights.
- x. Monitoring and disseminating information on early childhood development and education programmes and projects.

d) ECDE Quality Assurance

- i. Planning and coordinating standard assessments in ECDE Centres.
- ii. Organizing ECDE teachers' bi-annual appraisals in the Ward/Sub-County.
- iii. Design, develop and implement standard tools for ECDE data collection.
- iv. Evaluating compliance levels with the regulatory requirements in the ECDE sector in regular intervals.
- v. Monitor and evaluate ECDE programmes.
- vi. Generate regular reports so as to give feedback.
- vii. Monitoring the compliance for the registration of ECDE centres.

(b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

- i. Served in the grade of **Principal Graduate ECDE Teacher I** Job Group "N" or a comparable and relevant position for at least 3 years.
- ii. Degree in Early Childhood Development Education offered by a recognized institution of higher learning.
- iii. A Masters of Education Degree in Early Childhood Development and Education or any other relevant Masters in Education from a recognized institution of higher learning/university as an added advantage.
- iv. A Certificate in Senior Management Course lasting no less than four (4) weeks from a recognized government training institution.

- v. Registered by the Teachers Service Commission
- vi. A Certificate in Computer applications
- vii. Certificate of Good Conduct from the National Police Service
- viii. Valid medical report from a recognized government health facility.
- ix. Meet the requirements of Chapter Six of the Constitution of Kenya, 2010
- x. Shown merit and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player
- Target setting
- Problem solving skills
- Organisational skills
- Excellent communication and interpersonal skills
- Managerial skills
- Negotiation and conflict resolution skills
- Ability to work under pressure

6. SENIOR GRADUATE PRINCIPAL ECDE TEACHER/DEPUTY DIRECTOR JOB GROUP 'Q'

a) Duties and Responsibilities

- i. Class teaching
- ii. Facilitate learning
- iii. Coordinate planning and implementation of ECDE Centre programmes.
- iv. Conducting research on ECDE.
- v. Engaging stakeholder in the ECDE sector.
- vi. Mobilizing and sensitizing communities on the need for ECDE
- vii. Participate in the preparation, implementation and review of the ECDE policy
- viii. Developing and implementing the strategic plan of the ECDE sector
- ix. Monitoring and evaluation of the ECDE programmes in the Ward/Sub-County
- x. Conduct professional development and capacity-building for Early Childhood Development and Education teachers and other stakeholders
- xi. Plan and budget for the ECDE play/learning materials and the feeding programme.
- xii. Mentorship and counselling supervisory role over ECDE teachers in the county

- xiii. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.
- xiv. Interpretation and implementation of the ECDE policy
- xv. Preparation and costing of annual Work plans
- xvi. Coordinating monthly, quarterly and annual monitoring and evaluation reports on the ECDE sector for the County.
- xvii. Developing County-based programmes that cater for the total development of children less than eight (8) years.
- xviii. Effective management of the County Resource Centre for ECDE programmes.

Note: A **Senior Principal Graduate ECDE Teacher/Deputy Director** may be deployed as a Senior Program Officer in a County Centre for Early Childhood Education (COCECE) or as a Deputy Director and will be responsible for:

- i. Administering and managing early childhood programmes at county and community level.
- ii. Coordinating and liaising with the stakeholders in Early Childhood Development and Education.
- iii. Organizing professional development, capacity-building and resource development courses for early childhood teachers and other stakeholders
- iv. Customizing county based (local) curriculum for Early Childhood Development and Education programme
- v. Identifying, designing, undertaking and coordinating research at County and community level on Early Childhood Development and Education
- vi. Monitoring and disseminating information on Early Childhood Development and Education programme and projects.
- vii. Documenting and disseminating information on Early Childhood Development and Education programmes.
- viii. Acting as link between the Sub-Counties, local agencies and community on ECDE policy interpretation and implementation.
- ix. Managing the County Resource Centre for ECDE programmes.

(b) Requirements for Appointment

Promotion

For promotion to this grade, a teacher must have;

- i. Served in the grade of **Principal Graduate ECDE Teacher I** Job Group "P" or a comparable and relevant position for at least 3 years.
- ii. Degree in Early Childhood Development Education offered by a recognized institution of higher learning.

- iii. A Masters of Education Degree in Early Childhood Development and Education or any other relevant Masters in Education from a recognized institution of higher learning/university will be an added advantage.
- iv. Attended a Strategic Leadership Development Programme lasting not less than six (6) weeks from a recognized government training institution.
- v. Registered by the Teachers Service Commission
- vi. A Certificate in Computer applications
- vii. Certificate of Good Conduct from the National Police Service
- viii. Valid medical report from a recognized government health facility.
- ix. Meet the requirements of Chapter Six of the Constitution of Kenya, 2010
- x. Shown merit and ability as reflected in work performance and results

In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player
- Target setting
- Problem solving skills
- Organisational skills
- Excellent communication and interpersonal skills
- Managerial skills
- Negotiation and conflict resolution skills
- Ability to work under pressure

7. CHIEF PRINCIPAL GRADUATE ECDE TEACHER/ DIRECTOR JOB GROUP 'R'

(a) Duties and Responsibilities

This is the highest grade in this cadre. Duties and responsibilities entail:

- i. Class teaching.
- ii. Facilitate learning.
- iii. Preparing policy papers on ECDE in the County.
- iv. Coordinating the harmonization and implementation of ECDE policies in the County.
- v. Programme-based budgeting of ECDE programmes in the County.
- vi. Drawing the County procurement plan of County ECDE programmes.

- vii. Preparing responses on ECDE matters for the Chief Officer in respect of County Assembly enquiries.
- viii. Coordinate planning and implementation of ECDE Centre programmes.
- ix. Engaging stakeholders in the ECDE sector.
- x. Participate in the preparation, implementation and review of the ECDE policy
- xi. Developing and implementing the strategic plan of the ECDE sector
- xii. Monitoring and evaluation of the ECDE programmes in the County
- xiii. Coordinate professional development and capacity-building for early childhood teachers and other stakeholders
- xiv. Liaising with community, education fraternity, other government departments and other relevant Stakeholders on ECDE related matters.
- xv. Coordinating the preparation and costing of annual County ECDE Workplan.
- xvi. Coordinating monthly, quarterly and annual monitoring and evaluation reports on the ECDE sector for the County.

Note: A **Chief Principal Graduate ECDE Teacher** may be deployed as a Chief Principal Program Officer in a fully-fledged County Centre for Early Childhood Education (COCECE) offering ECDE Diploma course or as a County Director in charge of ECDE and will be responsible for: -

- i. Managing early childhood programmes at county and community level.
- ii. Coordinating and liaising with the stakeholders in Early Childhood Development and Education.
- iii. Coordinating professional development, capacity-building and resource development courses for early childhood teachers and other stakeholders
- iv. Customizing county based (local) curriculum for ECDE.
- v. Coordinating research at County and community level on Early Childhood Development and Education
- vi. Disseminating information on early childhood programme projects.
- vii. Documenting and disseminating information on Early Childhood Development and Education programmes.
- viii. Acting as link between the Sub-Counties, local agencies and community on
- ix. Managing the County Resource Centre for ECDE programmes.

(b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

- i. Served in the grade of **Senior Principal Graduate ECDE Teacher Job** Group "Q" or a comparable and relevant position for at least 3 years.
- ii. Degree in Early Childhood Development and Education offered by a recognized institution of higher learning.

- iii. A Masters of Education Degree in Early Childhood Development and Education or any other relevant Masters in Education from a recognized institution of higher learning/university will be an added advantage.
- iv. Attended a Strategic Leadership Development Programme lasting not less than six (6) weeks from a recognized government training institution.
- v. Registered by the Teachers Service Commission
- vi. A Certificate in Computer applications
- vii. Certificate of Good Conduct from the National Police Service
- viii. Valid medical report from a recognized government health facility.
- ix. Meet the requirements of Chapter Six of the Constitution of Kenya, 2010
- x. Shown merit and ability as reflected in work performance and results

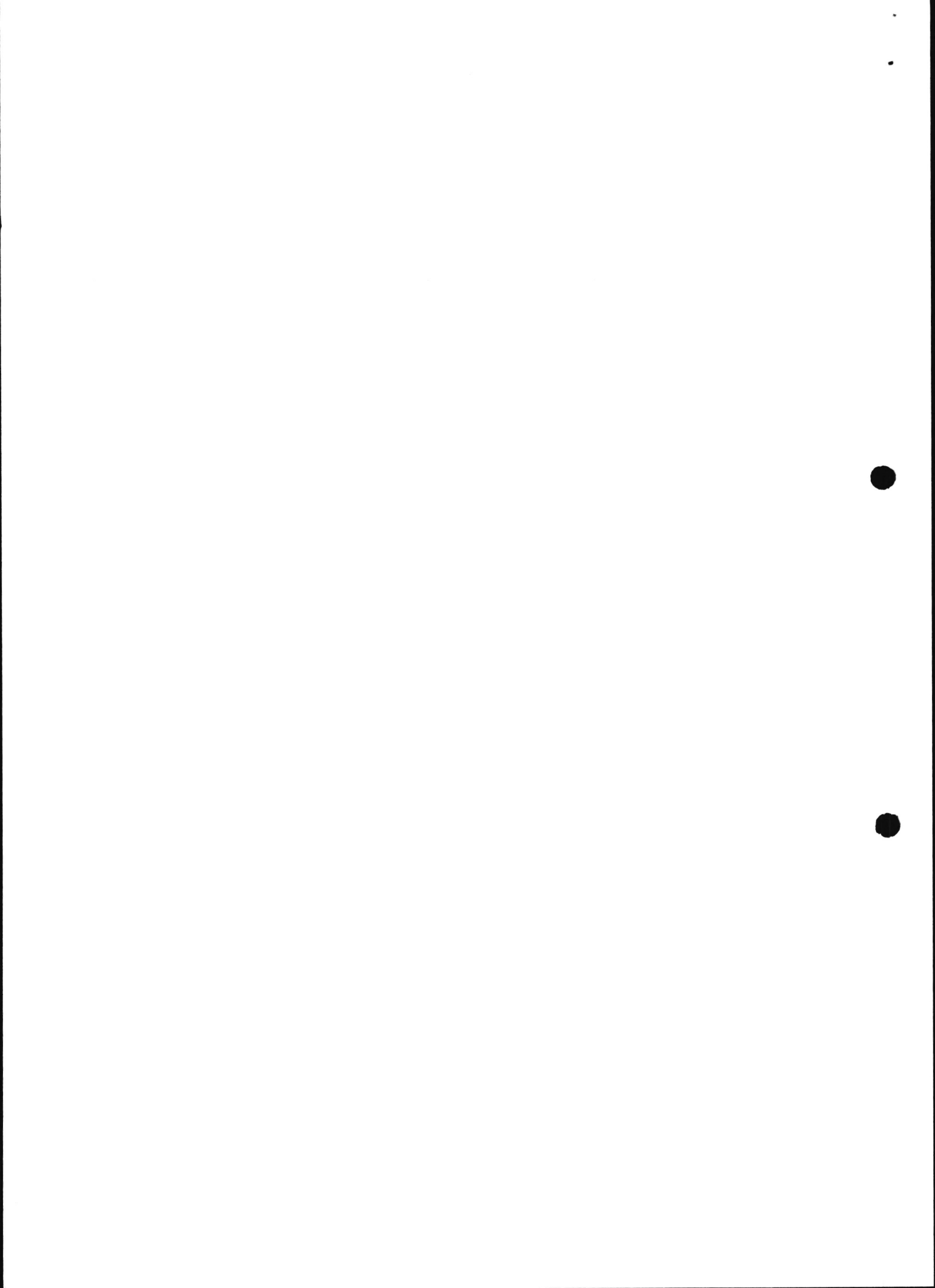
In addition to the above requirements, an ECDE Teacher must have the following:

Personal Qualities

- Modest and of sound mind
- Relate well with children, parents and members of the society.
- Creative and innovative.
- Professionalism and integrity

Core Competencies

- Team player
- Target setting
- Problem solving skills
- Organisational skills
- Excellent communication and interpersonal skills
- Managerial skills
- Negotiation and conflict resolution skills
- Ability to work under pressure



**MINUTES OF THE 25th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 6th
AUGUST, 2020 ON ZOOM ONLINE MEETING PLATFORM AT
1000HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. (Prof.) Imana Malachy Ekal | - Member |
| 6. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 7. Hon. Sen. Mary Y. Seneta | - Member |
| 8. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
|---|----------|

SENATE SECRETARIAT

- | | |
|----------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Carolyn Cheruiyot | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |

INATTENDANCE

- | | |
|-----------------------|---|
| 1. Hon. Mutahi Kahiga | - Governor Nyeri County/Chairperson
Council of Governors, Committee on Education |
| 2. Richard Muraya | - Council of Governors Secretariat |

MIN. NO./SEN/EDU/176/2020 PRELIMINARIES

The Chairperson called the meeting to order at 1005hrs and the proceedings were opened with a word of prayer.

MIN. NO./SEN/EDU/177/2020 ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. Fred Outa, MP and seconded by Sen. Mary Seneta, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Meeting with the Council of Governors Committee on Education
4. Any other business
5. Adjournment/Date of the next meeting

**MIN. NO./SEN/EDU/178/2020 MEETING WITH THE COUNCIL OF
GOVERNORS COMMITTEE ON
EDUCATION**

1. The Council of Governors presented to the Committee their response on the ECDE landscape in the countries and made the following observations:

- a. Only twenty-nine (29) counties were listed as having some form of school feeding programs;
 - b. The response did not elaborately illustrate what the county governments were doing to ensure that ECDE institutions have sufficient WASH facilities in readiness for school reopening;
 - c. The response did not highlight the strategies employed by the county governments to provide a conducive environment for learners with disabilities;
 - d. There is no harmonised salaries and remuneration for ECDE teachers and some counties had not even paid these teachers for some months now;
 - e. There are some county governments that have not hired the ECDE teachers, they are hired by the parents and communities where the schools are located.
2. The Committee observed that the passage of the County Early Childhood Education Bill (Senate Bills No. 26 of 2018) currently awaiting mediation would provide a legal framework to address some of the challenges raised by the Council of Governors in their report;
 3. The Committee resolved to engage further with the county governments individually and/or in blocs to establish among other issues:
 - a. The readiness of ECDE institutions to reopen when schools resume after Covid-19 pandemic;
 - b. The number of ECDE learners who have special needs and disabilities in each county and how are the school infrastructure specifically suited for them; and
 - c. The salaries and remuneration of the ECDE teachers;

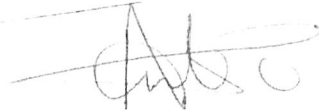
MIN. NO./SEN/EDU/179/2020 ANY OTHER BUSINESS

There was no other business

MIN.NO./SEN/EDU/180/2020 ADJOURNMENT AND DATE OF THE NEXT MEETING

There being no other business, the meeting was adjourned at hrs. The next meeting would be held at 11300hrs

SIGNED.....



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(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

DATE.....10-08-2020.....

(026)

(078)

**MINUTES OF THE 26th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON MONDAY, 10th
AUGUST, 2020 ON ZOOM ONLINE MEETING PLATFORM AT
1340HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. (Prof.) Imana Malachy Ekal | - Member |
| 6. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 7. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 2. Hon. Sen. Mary Y. Seneta | - Member |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Winnie Alieno | - Audio Officer |

MIN. NO./SEN/EDU/181/2020

PRELIMINARIES

The Chairperson called the meeting to order at 1340hrs and the proceedings were opened with a word of prayer.

MIN. NO./SEN/EDU/182/2020

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. Falhada Dekow, MP and seconded by Sen. (Dr.) Agnes Zani, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of minutes of the previous meetings
4. Matters arising from the minutes of the previous meetings
5. Petition
 - a. Delay in the opening of Njiru Secondary School
6. Consideration of the Report from the Council of Governors, Committee on Education on the ECDE Landscape in the Country
7. Any other business
8. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/183/2020**CONFIRMATION OF MINUTES
OF THE PREVIOUS
MEETINGS**

The minutes of the 24th Committee meeting held on Thursday, 6th August, 2020 at 0900hrs, were confirmed as true record of the proceedings after being proposed by Sen. (Dr.) Zani, MP and seconded by Sen. (Dr.) Musuruve, MP.

The minutes of the 25th Committee meeting held on Thursday, 6th August, 2020 at 1000hrs, were confirmed as true record of the proceedings after being proposed by Sen. Falhada, MP and seconded by Sen. (Dr.) Musuruve, MP.

MIN. NO./SEN/EDU/184/2020**MATTERS ARISING**

1. *Ex* **MIN. NO./SEN/EDU/178/2020**, The Committee observed that there is need to seek report on the implementation status of the common ECDE teachers training curriculum and to follow-up on the responses from the CoG by visiting the counties.

MIN. NO./SEN/EDU/185/2020**PETITION****a) Delay in the opening of Njiru Secondary School**

- 1) The Committee was informed that a Petition on delayed opening of Njiru Secondary School, in Nairobi County had been tabled in the Senate and referred to the Committee pursuant to standing order No. 232 (1) of the Senate Standing Orders.
- 2) The Petitioners, residents of Njiru Ward in Kasarani Sub-County, drew the attention of the Senate to the following:
 - a. That, in the year 2014, residents petitioned the area Member of Parliament to assist in the construction of a Public Secondary School which was agreed and built using funds drawn from the National Government Constituency Development Fund (NG-CDF);
 - b. That, the school is built on Public Land, LR No. 13468/787 measuring six (6) acres;
 - c. That, Njiru Secondary School, has not been opened although the infrastructure had been completed in the Financial Year 2016/17;
 - d. That, attempts by residents to have the school opened for intake has been thwarted by the Deputy County Commissioner and the Ministry of Education officials.

- 3) The petitioners prayed that the Senate:
 - a. investigates why Njiru Secondary School has not been opened considering that completion of the infrastructure dates back to 2016/17 Financial Year;
 - b. intervenes to have the school opened to benefit the community as it is the only public secondary school in the area; and
 - c. makes any other order or direction that it deems fit in the circumstances of the case.
- 4) The Committee resolved to seek information from the Cabinet Secretary, Ministry of Education on the reasons why the said Njiru Secondary School has not been opened.

MIN. NO. SEN/EDU/186/2020

**CONSIDERATION OF THE
REPORT FROM THE
COUNCIL OF GOVERNORS
ON THE ECDE LANDSCAPE IN
THE COUNTRY**

- 1) The Committee considered the written submission from the Council of Governors, Committee on Education on the Early Childhood Development Education (ECDE) landscape in the country and observed that:
 - a. The enrolment in ECDE centres increased gradually between 2013 and 2016 by about 6% it declined in 2018 by 19% as a result of three-tier 8-4-4 system being replaced by the two-tier CBC system. However, the reduction in the number of learners is not consistent across the counties. For instance, enrolment in **Kilifi County** fell by **57,149** from 80,315 in 2016 to 23,166 in 2019, **Kakamega County** fell by **41,155** from 100,918 in 2016 to 59,763 in 2019 and in **Kitui County** fell by **38,143** from 84,665 in 2016 to 46,531 in 2019;
 - b. Although county governments have invested significantly in the development of ECDE centres, the number of county public ECDE centres appears to be increasing in some counties and decreasing in huge percentages in others. For instance, while the ECDE centres in Muranga, Turkana and Samburu increased by 429, 486 and 402 respectively, in Nyeri, Homabay and Trans-Nzoia they reduced by 134, 116 and 77 respectively;

(181)

- c. The recruitment of ECDE teachers is done by the County Governments through the County Public Service Boards pursuant to ECDE Teachers' Scheme of Service launched in 2018 which guides the recruitment and career progression. However, there has been low, and irregular remuneration of ECDE teachers which adversely affects their morale;
 - d. There are some counties where ECDE teachers are recruited by parents and school managements who consequently pay their salaries. However, payment was not reliable and faced some delays;
 - e. There is need to harmonise ECDE teacher training curriculum in order to provide ECDE teachers with skills, methodology and techniques that will enhance holistic development and content delivery; and
 - f. There is need for sustainable, shared responsibility and community participation to support ECDE school meals and nutrition program.
- 2) The Committee resolved to write a letter to the Council of Governors to seek information on the supplementary issues and to schedule county visits at a later date to ascertain the sufficiency of teaching/learning resources and adequacy of teaching facilities such as desks, classrooms and tables.

MIN. NO./SEN/EDU/187/2020

ANY OTHER BUSINESS

There was no other business

MIN.NO./SEN/EDU/188/2020

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at hrs. The next meeting would be held at 1450hrs

SIGNED.....

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(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

DATE.....17/08/2020.....

MINUTES OF THE 38th SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION HELD ON WEDNESDAY, 16th SEPTEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM AT 0930HRS.

PRESENT

- | | |
|--|--------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 5. Hon. Sen. Mary Y. Seneta | - Member |
| 6. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 7. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 2. Hon. Sen. (Prof.) Imana Malachy Ekal | - Member |

IN ATTENDANCE

- | | |
|-------------------|---|
| 1. Amos Andama | - CECM Education, Kisii County |
| 2. Douglas Barasa | - Director of Education, Busia County |
| 3. Cyrus Silali | - Director of Education, Bungoma County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Judy Ndegwa | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |
| 4. Jeffah Ombati | - Intern, DLS |

MIN. NO./SEN/EDU/266/2020

PRELIMINARIES

The meeting was called to order at 0930hrs and the proceedings were opened with a word of prayer said by the Sen. (Dr.) Milgo, MP.

MIN. NO./SEN/EDU/267/2020

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. Falhada, MP and seconded by Sen. (Dr.) Musuruve, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of the Minutes of the Previous Meeting
4. Matters Arising from the Minutes of the Previous Meeting
5. Meeting with the Governors of the following Counties-
 - a. Busia County;
 - b. Bungoma County;
 - c. Kakamega County;
 - d. Homabay County; and
 - e. Kisii County;to deliberate on the ECDE landscape.
6. Any other business
7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/268/2020

**CONFIRMATION OF THE
MINUTES OF THE PREVIOUS
MEETING**

Confirmation of the minutes of the previous meeting were deferred to the next meeting.

MIN. NO./SEN/EDU/269/2020

MATTERS ARISING

There were no matters arising from the minutes of the previous meeting since the confirmation of the minutes was deferred.

MIN. NO./SEN/EDU/270/2020

**COMMITTEE BRIEFS ON THE
COUNTIES IN THE LAKE
REGION ECONOMIC BLOC**

1. KISII COUNTY

- 1) The Committee was informed that Kisii County would be represented in the meeting by Mr. Amos Andama, who is the County Executive Committee Member (CECM) in charge of Education, Labour and Man Power Development.
- 2) The CECM provided a report on the discrepancies in data on the ECDE enrolment, establishment of ECDE centres, the budgetary allocation to ECDE centres, ECDE teachers recruitment and the School Meals Programmes in the County.
- 3) The Committee observed that ECDE teachers in Kisii County are registered by the Teachers Service Commission using the draft ECDE Teachers' Schemes of Service.

2. BUSIA COUNTY

- 1) The Committee was informed that Busia County Government would be represented in the meeting by Mr. Douglas Barasa, The Director, Directorate of Early Childhood Development.
- 2) The Director provided the report to the Committee on recruitment of ECDE teachers, the School Meals Programme and Budgetary allocation to ECDE centres.

3. BUNGOMA COUNTY

- 1) The Committee was informed that Bungoma County Government would be represented in the meeting by Mr. Cyrus Wanyonyi, The Director Directorate of Early Childhood Development.
- 2) The Director provided a report on the discrepancies in data on the ECDE enrolment, establishment of ECDE centres, ECDE teachers recruitment, the School Meals Programmes in the County and the COVID-19 pandemic mitigation measures in learning institutions.

MIN. NO./SEN/EDU/271/2020

ANY OTHER BUSINESS

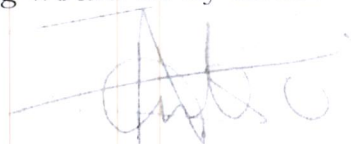
The Committee was informed that the meeting with the county governments from Jumuiya ya Kaunti za Pwani would be taking place on Thursday, 17th September, 2020 at 10:00a.m.

MIN.NO./SEN/EDU/272/2020

ADJOURNMENT AND DATE OF THE NEXT MEETING

There being no other business, the meeting was adjourned at 1140hrs. The next meeting would be by notice

SIGNED.....



.....DATE....21/09/2020.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

11



MINUTES OF THE 40th SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION HELD ON THURSDAY, 17th SEPTEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM AT 1000HRS.

PRESENT

- | | |
|--|--------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Fred Outa, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. (Prof.) Imana Malachy Ekal | - Member |
| 4. Hon. Sen. Mary Y. Seneta | - Member |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Judy Ndegwa | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |

IN ATTENDANCE

- | | |
|----------------------|---|
| 1. Hon. Salim Mvurya | - Governor, Kwale County |
| 2. Paul Thairu, HSC | - CECM, Education, Lamu County |
| 3. Abas Kunyo | - CECM, Education, Tana River County |
| 4. Donald Kahindi | - Director, Directorate of ECDE, Kilifi |
| 5. Abdala Bilashaka | - Director, Directorate of ECDE, Kwale |

MIN. NO./SEN/EDU/282/2020

PRELIMINARIES

The meeting was called to order at 0900hrs and the proceedings were opened with a word of prayer said by the Sen. (Dr.) Milgo, MP.

MIN. NO./SEN/EDU/283/2020

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. Falhada, MP and seconded by Sen. (Dr.) Musuruve, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Committee Meeting with the Governors from the following-
 - a. Mombasa County;
 - b. Kwale County;
 - c. Kilifi County;
 - d. Lamu County
 - e. Tana River County; and
 - f. Taita Taveta County

to deliberate on the Early Childhood Development Education (ECDE) landscape.

4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/284/2020

**MEETING WITH THE
GOVERNORS FROM JUMUIYA
YA KAUNTI ZA PWANI**

The Committee was informed that from the confirmations received by the secretariat, only the Governor, Kwale County had confirmed attendance to the meeting while Lamu County, Kilifi County and Tana River County would be represented by their respective County Executive Committee (CEC) Members incharge of Education matters. However, Mombasa and Taita Taveta County Governments had not indicated how they would be participating in the meeting.

i. Kwale County

- a. The Governor, Kwale County Government, Hon. Salim Mvurya presented a report to the Committee on the current ECDE enrolment, the cost of providing basic ECDE infrastructure per pupil, the number of ECDE centres constructed, the number of ECDE teachers recruited and the existing budgetary allocation for ECDE provision in the county.
- b. The Committee was further informed that before devolution, ECDE teaching staff was made up of 23 teachers under the defunct Kwale County Council. In 2015, the County Government recruited 450 ECDE caregivers on contractual terms and through subsequent recruitment the number rose to 762. However, in January, 2019 all ECDE caregivers' terms and conditions were changed and regularised into permanent and pensionable terms.
- c. The Committee observed that a child friendly ECDE center in Kwale County has two classrooms, an office, toilets, water tanks and a kitchen. Additionally, the center is provided with learning materials, play and arts facilities, furniture and there is a school feeding program that runs throughout the academic year.

ii. Kilifi County

- a. The Director in the Directorate of ECDE presented a report on decline of ECDE enrolment, measures undertaken to ensure that ECDE centers are adequately resourced and the strategies employed by the county government to address the challenges facing the implementation of the ECDE policies.

- b. The Committee was informed that no resources had been allocated to the ECDE programmes from the National Covid-19 Emergency Fund. However, the county received a donation of 1,760, 20 litres water cans from the UNICEF that have been distributed to all ECDE centres.
- c. The Committee was further informed that the common School Meals Programme has been discontinued in the Financial Year 2020/2021.

iii. Lamu County

- a. The County Executive Committee (CEC) Member in charge of Education in Lamu County made a presentation to the Committee on ECDE enrolment, establishment of ECDE centers, recruitment and remuneration of the ECDE teachers and the challenges facing implementation of ECDE policies in the county.
- b. The Committee observed that insecurity in some parts of the county such as Basuba Ward, was the major challenge facing the ECDE centers and majority of them do not have qualified ECDE caregivers. Further, there is no comprehensive ECDE Teachers' Scheme of Service but the county government was in the process of domesticating the CoG developed draft.

iv. Tana River County

- a. The County Government of Tana River was represented by the County Executive Committee (CEC) Member in charge of Education Mr. Abass Kunyo. However, the presentation of his report was deferred to a later date.

MIN. NO./SEN/EDU/285/2020

There was no other business

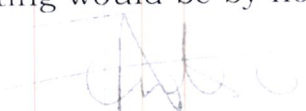
ANY OTHER BUSINESS

MIN.NO./SEN/EDU/286/2020

There being no other business, the meeting was adjourned at 1140hrs. The next meeting would be by notice

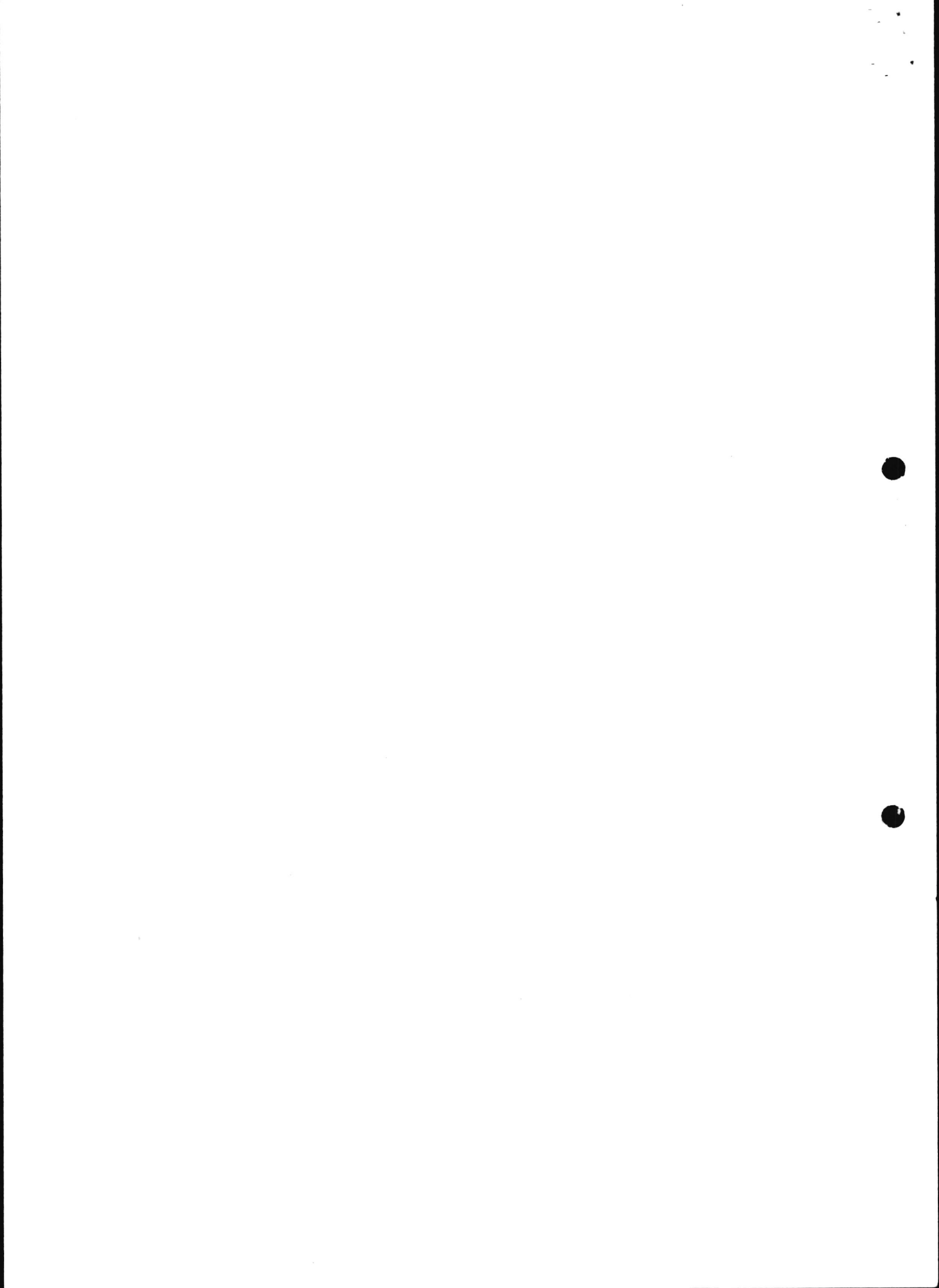
**ADJOURNMENT AND
DATE OF THE NEXT
MEETING**

SIGNED....



.....DATE....21/09/2020.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



MINUTES OF THE 43rd SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION HELD ON WEDNESDAY, 23rd SEPTEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM AT 1000HRS.

PRESENT

- | | |
|--|--------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Fred Outa, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. (Prof.) Imana Malachy Ekal | - Member |
| 4. Hon. Sen. Mary Y. Seneta | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

INATTENDANCE

- | | |
|-----------------------|--|
| 1. Dr. George Lutomia | - CECM, Education, Kakamega County |
| 2. Abbas Gungo | - CECM, Education, Tana River County |
| 3. Maryam Mbaruk | - Ag. CECM, Education, Mombasa County |
| 4. John Musura | - Ag. Chief Officer, Education, Mombasa County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Judy Ndegwa | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/302/2020

PRELIMINARIES

The meeting was called to order at 1010hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Musuruve, MP.

MIN. NO./SEN/EDU/303/2020

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. Agnes Zani, MP and seconded by Sen. Fred Outa, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Meeting with the Governors of the following Counties-
 - a. Tana River County;
 - b. Mombasa County;
 - c. Kakamega County; and
 - d. Taita Taveta County;

to deliberate on the Early Childhood Development Education (ECDE) landscape.

4. Any other business
5. Adjournment/Date of the next meeting

i. Kakamega County

1. The Committee was informed that Dr. George Lutomia, the County Executive Committee (CEC) Member in charge of Education Science and Technology, would be representing the County Government of Kakamega in the meeting.
2. The Committee was informed that Kakamega County provides a capitation of Kshs. 1000 per child every Financial Year to cater for teaching and learning materials. Further, the County has budgeted Kshs. 10m for piloting of the School Feeding Programme
3. Kakamega County normally sets aside a budget of Kshs. 379,674,768m each Financial Year to ensure adequacy in learning and play materials, employ qualified ECDE teachers and support staff, undertake advocacy and awareness creation on the policies, programmes and opportunities pertaining ECDE, conduct capacity building of ECDE teachers and conduct supervision and oversight of education programmes for ECDE.
4. The declined in enrolment at the ECDE centers is due to changes in the education system and massive transfers to privately owned ECDE centers because of better facilities.
5. The County has not received any resources from the National Covid-19 Emergency Fund. However, the County is working with partners such as UNICEF, World Vision and One Acre Fund to uplift the infrastructure and provide sanitizers and face masks to meet the minimum requirements for health and safety for both teachers and learners when schools reopen.
6. The County has also enacted Board of Managements (BOMs) in all public ECDE centers to assist in day to day running of ECDE centers, instituted education committees to streamline issues and policies of these centers, employed the Sub County Programme Officers who coordinate and address challenges facing implementation of ECDE policies and employed a Director to head all ECDE activities.
7. The Committee observed that there is no ECDE Teachers' Schemes of Service in Kakamega County. However, the county government was in the process of domesticating the draft ECDE Teachers' Schemes of Service developed by the Council of Governors and other stakeholders.

ii. Tana River County

1. The Committee was informed that Mr. Abbas Gunyo, the County Executive Committee (CEC) Member in charge of Education would be representing the County Government of Tana River in the meeting.

2. The Committee was informed that in the Financial Year 2020/2021, Tana River County has allocated Kshs. 20m for ECDE teaching and learning play materials and Kshs. 30m for the provision of School Meals Programme. However, there is a shortfall of an estimated Kshs. 29.427m to ensure that the county meets the cost of WASH facilities, sanitizers and face masks for ECDE learners.
3. The County has continuously improved the ECDE infrastructure to cater for learners with disabilities and there are two Special Needs ECDE centers in the County. Further, The County has developed a policy on infrastructure such that any new construction of an ECD Centre should have a component of two (2) Classrooms with a store and office and two (2) toilets for both Gender.
4. The County had established Early Childhood Education Committees across all the centres in the county in line with the National Pre-primary Education Policy to provide linkages and coordinate with relevant stakeholders in improving ECDE at the Centres.
5. The Committee was also informed that the County has leveraged on ICT to develop a system that will monitor ECDE enrolment, school attendance by learners and teachers and the School Feeding Programmes. This automated system will allow the teachers to take and monitor attendance of the learners in their mobile phones as well as give Auto SMS and Voice SMS notification generation to a central system at the County Government Headquarters.

iii. Mombasa County

1. The Committee was informed that Ms. Maryam Mbaruk, the County Executive Committee (CEC) Member in charge of Education, together with Mr. John Musura, the Chief Officer in-charge of Education, would be representing the County Government of Mombasa in the meeting.
2. The Committee was informed that majority of ECDE learners in Mombasa County attend private ECDE centers. However, there are no public ECDE centers in two wards in the County.
3. The Committee was informed that there are no Special Needs Education teachers in the County, the assessment center at the County is not operational and there are no enough quality Assurance officers in the County.
4. The Committee was informed that 60% of the ECDE centers in the County have modern toilet facilities and the ratio is 1:35 for boys and 1:30 for girls.

MIN. NO./SEN/EDU/305/2020

ANY OTHER BUSINESS

1. The Committee requested the Chairperson and the Secretariat to make a follow up on the status of the ECDE Bill Mediation Committee.
2. The Committee should follow up the implementation of the ECDE Teachers' Scheme of Service with the Teachers Service Commission during the meeting scheduled to take place on Thursday 1st October, 2020.

MIN.NO./SEN/EDU/306/2020

**ADJOURNMENT AND
DATE OF THE NEXT
MEETING**

There being no other business, the meeting was adjourned at 1200hrs. The next meeting would be by notice.

SIGNED.....



.....DATE....28/09/2022.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

**MINUTES OF THE 48th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON MONDAY, 5th
OCTOBER, 2020 ON ZOOM ONLINE MEETING PLATFORM AT
1400HRS.**

PRESENT

- | | |
|--|--------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Prof.) Imana Malachy Ekal | - Member |
| 5. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Fred Outa, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. Mary Y. Seneta | - Member |
| 4. Hon. Sen. Iman Falhada Dekow, MP | - Member |

IN ATTENDANCE

- | | |
|---------------------|---|
| 1. Ruth Kisabit | - CECM Education and Technical
Training, West Pokot County |
| 2. Geoffrey Kasiwai | - Acting Director, Directorate of ECDE,
West Pokot County |
| 3. Bosco Sambu | - Acting County Secretary, Samburu
County Government |
| 4. Peter Lolmodooni | - CECM Education, Samburu County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/336/2020

PRELIMINARIES

The meeting was called to order at 1400hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Agnes Zani, MP.

MIN. NO./SEN/EDU/337/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Mwangi Githiomi, MP and seconded by Sen. (Dr.) Agnes Zani, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from the Minutes of the Previous Meeting
5. Meeting with the Governors of the following Counties-
 - a. West Pokot; and
 - b. Samburu

to deliberate on the ECDE landscape

6. Any other business
7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/338/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

The Minutes of the 47th Committee meeting held on Thursday 1st, October 2020 at 0930hrs were confirmed after being proposed by Sen. (Dr.) Zani MP, and seconded by Sen. Mwangi Githiomi, MP.

MIN. NO./SEN/EDU/339/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

Ex **MIN. NO./SEN/EDU/333/2020**

The Committee should schedule another meeting with the Teachers Service Commission (TSC) to adequately receive information and reports on the delocalization policy and teachers' evaluation.

MIN. NO./SEN/EDU/340/2020

**MEETING WITH THE
GOVERNORS**

The Committee was informed that the two county governments that had been invited had confirmed attendance to the meeting.

i. West Pokot County

1. The Committee was informed that the County Government of West Pokot would be represented at the meeting by the CECM in charge of Education and Technical Training, Ms. Ruth Kisabit.
2. The CECM presented a report to the Committee on the ECDE enrolment, the school feeding programmes, measures taken to ensure ECDE learning environment is resourced with learning resources and play equipment and the challenges faced in the implementation of the ECDE policies.
3. The Committee observed that about 32% of school aged children were not in school but there are specific programmes to reach out to them. Majority of these children are affected by poverty and therefore school meals programme are integral in attracting and retaining them in schools.
4. The Committee was also informed that the vocational centres had been engaged to manufacture face masks and liquid soaps in readiness for school reopening.

ii. Samburu County

5. The Committee was informed that the County Government of Samburu would be represented by Peter Lolmodooni, the CECM in charge of Education.

6. The CECM presented the report to the Committee about the ECDE learning environment in the county, resources and materials and facilities available and strategies employed to ensure all ECDE learners benefit from School Meals Programme.
7. The Committee was informed that there is a shortage on non-teaching staff in the county, insufficient teaching and learning materials and inadequate play grounds and play materials for ECDE learners.
8. The Committee was further informed that members of the community are usually mobilised to prepare meals for learners and provide security to the ECDE centers. However, the County Government of Samburu has set aside resources and procured motor bikes to assist in conducting monitoring and evaluation of the ECDE programmes.
9. The Committee observed that there is no ECDE Teachers' Schemes of Service in the county and all ECDE teachers are paid a uniform basic salary, house and hardship allowances irrespective of their academic or professional qualifications.

MIN. NO./SEN/EDU/341/2020

ANY OTHER BUSINESS


There was no other business.

MIN.NO./SEN/EDU/342/2020

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

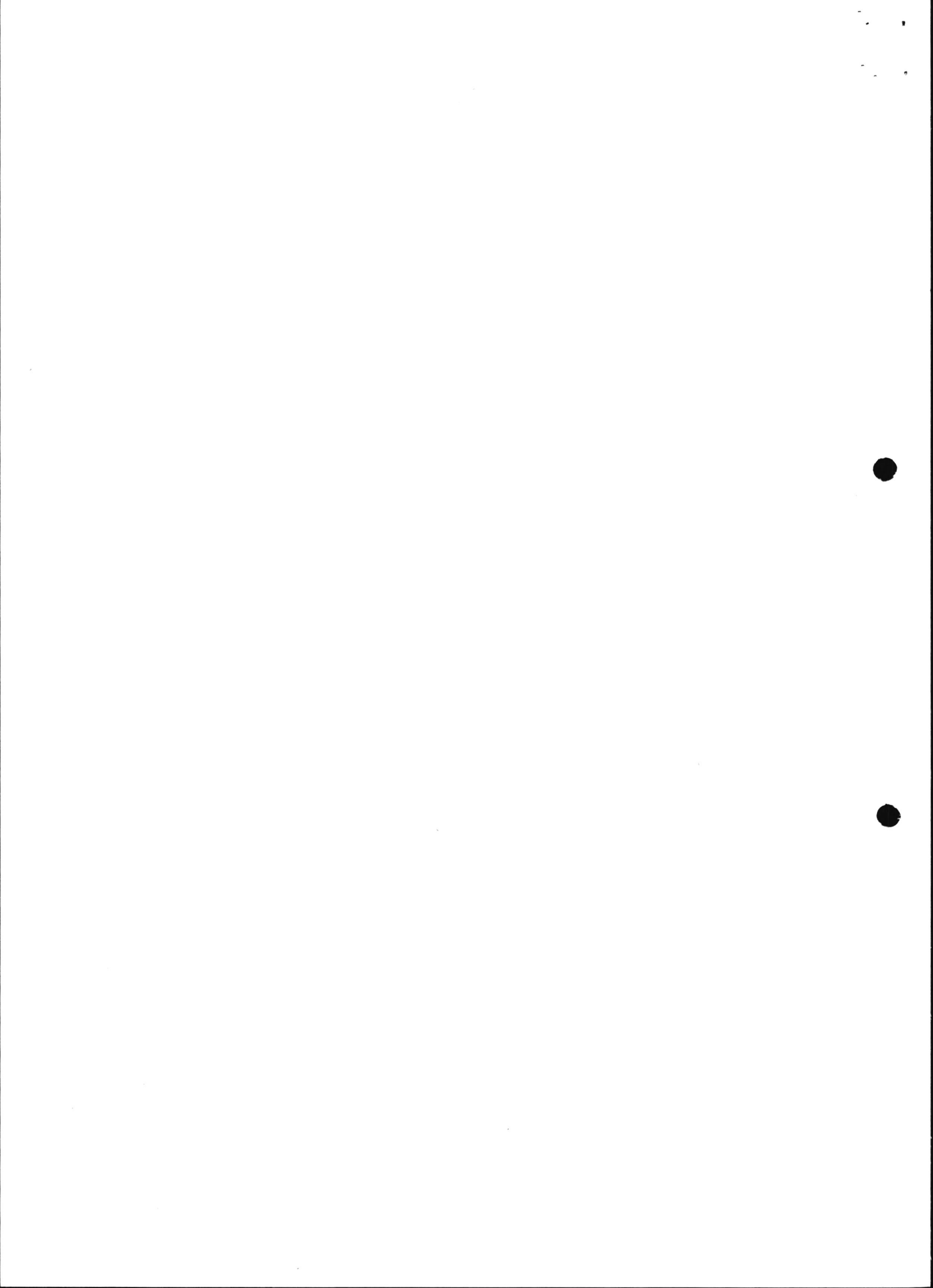
There being no other business, the meeting was adjourned at 1548hrs.
The next meeting would be by notice.

SIGNED.....



.....DATE....12/10/2020.

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



**MINUTES OF THE 49th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON WEDNESDAY, 7th
OCTOBER, 2020 ON ZOOM ONLINE MEETING PLATFORM AT
0930HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Prof.) Imana Malachy Ekal | - Member |
| 5. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 6. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Fred Outa, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. Mary Y. Seneta | - Member |

INATTENDANCE

- | | |
|--|----------------------------------|
| 1. Hon. Stanley Kitpis | - Governor, Baringo County |
| 2. Clement Lomaringoria | - CECM Education, Baringo County |
| 3. Charles Lokiyoto Ewoi
Training, Turkana County | - CECM Education and Technical |
| 4. Tom Tubci
County | - Director of Education, Baringo |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/343/2020

PRELIMINARIES

The meeting was called to order at 0935hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Musuruve, MP.

MIN. NO./SEN/EDU/344/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Musuruve, MP and seconded by Sen. Githiomi, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from the Minutes of the Previous Meeting
5. Meeting with the Governors of the following Counties-
 - a. Baringo;
 - b. Bomet;
 - c. Kericho; and
 - d. Trans Nzoiato deliberate on the ECDE landscape
6. Any other business
7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/345/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

The Minutes of the 48th Committee meeting held on Monday 5th, October 2020 at 1400hrs were confirmed after being proposed by Sen. (Dr.) Zani MP, and seconded by Sen. (Dr.) Musuruve, MP.

MIN. NO./SEN/EDU/346/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

Ex MIN. NO./SEN/EDU/340/2020 (8)

1. The Committee should establish if the members of the community and parents engaged to work as cooks and provide security in the ECDE centers are paid;
2. The Committee observed that both counties met during the meeting do not have school meals programme. There is need to establish if it a regional issue.

MIN. NO./SEN/EDU/347/2020

**MEETING WITH THE
GOVERNORS**

1. The Committee was informed that three of the four county governments that had been invited had confirmed attendance to the meeting. These are, Baringo, Kericho and Turkana counties.

Turkana County

2. The Committee was informed that the County Government of Turkana would be represented at the meeting by the CECM in charge of Education, Sports and Social Protection, Mr. Charles Lokiyoto Ewoi.
3. The CECM presented a report to the Committee on the ECDE enrolment, the school feeding programmes, measures taken to ensure ECDE learning environment is resourced with learning resources and play equipment and the challenges faced in the implementation of the ECDE policies.
4. The Committee observed that the county government has partnered with several non-state actors such a JICA, Save the Children International, Childcare Services and WFP to provide school meals programmes. For instance, JICA has partnered with the department of ECDE to establish kitchen gardens in ECDE centers that have water supply.
5. The Committee observed that Turkana County government has allocated Kshs. 116m for School Meals Programme and has further partnered with development partners to come up with a school meals policy and guidelines that stipulates and details the rations per child per day and there is a tracking tool that is used to monitor the school meals distribution from the stores to the schools. Sub-county directors of education oversee the programme.

6. Turkana County uses guidelines provided by the Salaries and Remuneration Commission (SRC) and the Teachers Service Commission (TSC) to remunerate ECDE teachers.
7. The Committee observed that the county government utilises the resources and tools provided by the Ministry of Education for Educational Assessment and Resource Centre (EARC) to assess the ECDE learners in the county. However, there are no specific centers for learners with special needs and disabilities. The EARC is domiciled in a local primary school.

Baringo County

8. The Committee was informed that the County Government of Baringo would be represented by the Hon. Stanley Kiptis, the Governor and Mr. Clement Lomaringoria, the CECM in-charge of Education.
9. The Governor and the CECM presented the report to the Committee about the ECDE learning environment in the county, resources and materials and facilities available and recruitment of ECDE teachers in the County.
10. The Committee was informed that the County has set aside Kshs. 30m to pilot a school meals programme because of financial constraints. However, the projected cost of the entire school meals programme for all ECDE learners would cost Kshs. 150m. The World Food Programme is nonetheless assisting the county develop a school meals Bill after assisting in preparation of a school meals Policy;
11. The Committee was informed that the County has not recruited any ECDE teacher since 2018. Further, the existing ECDE teachers are under contractual terms and there is no ECDE Teachers' Scheme of Service.

MIN. NO./SEN/EDU/348/2020

ANY OTHER BUSINESS

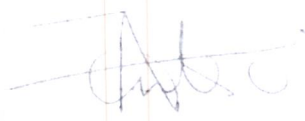
There was no other business.

MIN.NO./SEN/EDU/349/2020

ADJOURNMENT AND DATE OF THE NEXT MEETING

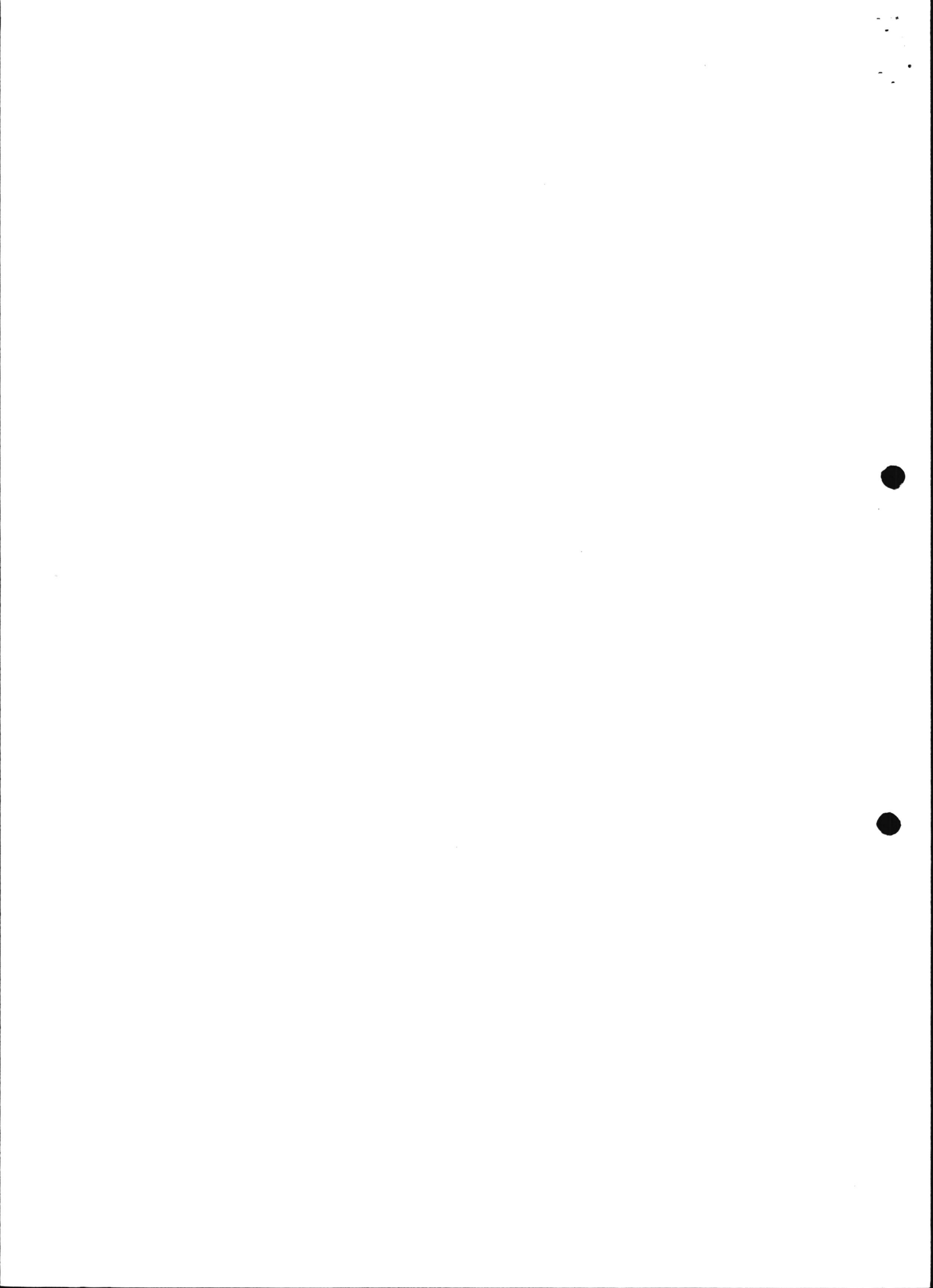
There being no other business, the meeting was adjourned at 1115hrs. The next meeting would be by notice.

SIGNED.....



.....DATE...12/10/2020.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



MINUTES OF THE 54th SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION HELD ON WEDNESDAY, 28th OCTOBER, 2020 ON ZOOM ONLINE MEETING PLATFORM AT 0930HRS.

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Fred Outa, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 4. Hon. Sen. Mary Y. Seneta, MP | - Member |

IN ATTENDANCE

- | | |
|------------------------|---|
| 1. Sheila M. Kiganka | - CECM, Education, Training, Youth, Gender, Tourism, Culture and Sports, Tharaka Nithi County |
| 2. James Kinyua Mutugi | - CECM, Education and Public Service, Kirinyaga County |
| 3. Richard Muraya | - Council of Governors Secretariat |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Winnie Atieno | - Audio Officer |
| 3. Judy Ndegwa | - Legal Counsel |

MIN. NO./SEN/EDU/377/2020

PRELIMINARIES

The meeting was called to order at 0935hrs and the proceedings were opened with a word of prayer said by Sen (Dr.) Zani.

MIN. NO./SEN/EDU/378/2020

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. Githiomi, MP and seconded by Sen. (Dr.) Zani, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with the Governors of the following Counties-
 - a. Meru County;
 - b. Kirinyaga County;
 - c. Tharaka Nithi County; and
 - d. Laikipia County

to deliberate on the Early Childhood Development Education (ECDE) landscape.

6. Any other business

7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/379/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

The Minutes of the 53rd Committee meeting held on Monday 19th October, 2020 were confirmed as the true records of the proceedings after being proposed by Sen. Githiomi, MP and seconded by Sen (Dr.) Musuruve, MP.

MIN. NO./SEN/EDU/380/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

Ex **MIN. NO./SEN/EDU/374/2020**

The Committee should invite the petitioners to another Committee meeting to consider seek clarification on the issues raised in the petition.

MIN. NO./SEN/EDU/381/2020

**MEETING WITH THE
GOVERNORS ON THE ECDE
LANDSCAPE**

1. THARAKA NITHI COUNTY

- 1) The Committee was informed that Tharaka Nithi county would be represented in the meeting by Ms. Sheila M. Kiganka, the County Executive Committee Member (CECM) in charge of Education, Training, Youth, Gender, Tourism, Culture and Sports;
- 2) The CECM presented a report to the Committee on establishment of the ECDE centres in the County, the enrollment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
- 3) The Committee observed that the County Government of Tharaka Nithi has entered into an MoU partnership with the Kenya Literature Bureau for the provision of learning and instructional materials, and also training on the Competency Based Curriculum;
- 4) The existing school feeding programmes in an estimated 80% of schools in the County are parent-run, where ECDE learners' parents contribute a small amount to the school to cater for the children's meals while in school;

- 5) Further, the county is engaging community health volunteer to conduct regular immunization, vitamin A supplementation, deworming and growth monitoring of the ECDE learners.

2. KIRINYAGA COUNTY

- 6) The Committee was informed that Kirinyaga County would be represented in the meeting by Mr. James Kinyua Mutugi, the County Executive Committee Member (CECM) in charge of Education and Public Service;
- 7) The CECM presented a report to the Committee on recruitment and remuneration of the ECDE teachers, establishment of the ECDE centres in the County, the school meals programmes and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
- 8) The Committee observed that the ECDE teachers in Kirinyaga County are engaged on contractual terms and are paid Kshs 12,000/- for certificate holders, Kshs. 13,000/- for Diploma holders and Kshs. 15,000 for Bachelor degree holders.

MIN. NO./SEN/EDU/382/2020

ANY OTHER BUSINESS

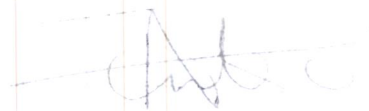
There was no other business

MIN.NO./SEN/EDU/383/2020

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

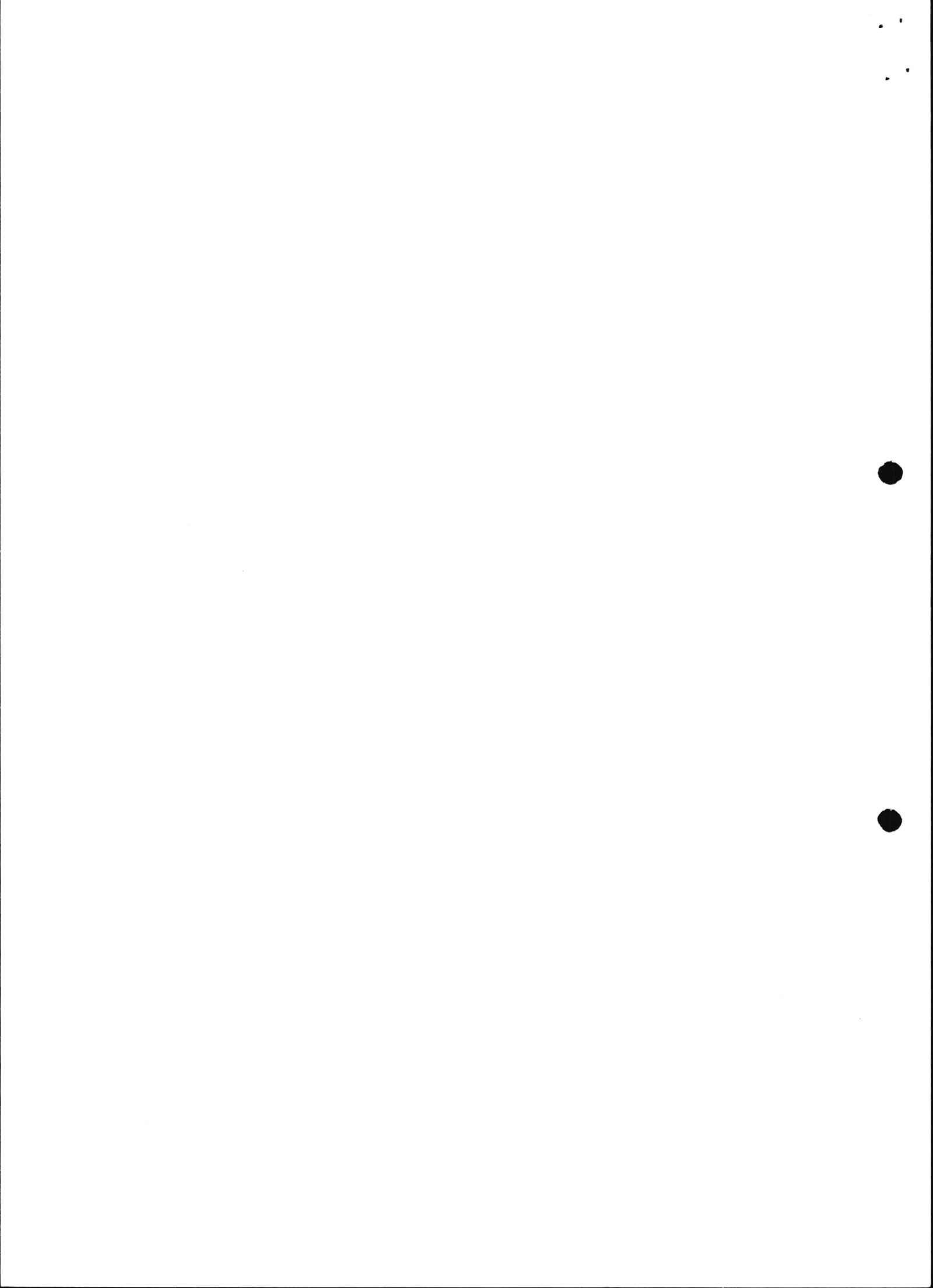
There being no other business, the meeting was adjourned at 1150hrs.
The next meeting would be by notice.

SIGNED.....



.....DATE...02/11/2020.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



**MINUTES OF THE 55th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 29th
OCTOBER, 2020 ON ZOOM ONLINE MEETING PLATFORM AT
0930HRS.**

PRESENT

- | | |
|--|--------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Fred Outa, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 4. Hon. Sen. Mary Y. Seneta, MP | - Member |

IN ATTENDANCE

1. Mr. Hussein Sugow - CECM, Education, Gender, Sports and Social Service, Wajir County Government
2. Dr. Abdikadir Adan - Chief Officer, Department of Education, Mandera County

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/384/2020

PRELIMINARIES

The meeting was called to order at 0935hrs and the proceedings were opened with a word of prayer said by the Chairperson, Sen (Dr.) Alice Milgo, MP.

MIN. NO./SEN/EDU/385/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Falhada Dekow, MP and seconded by Sen. (Dr.) Agnes Zani, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with the Governors of the following Counties-
 - a. Mandera County;
 - b. Wajir County;
 - c. Marsabit County; and
 - d. Garissa County

to deliberate on the Early Childhood Development Education (ECDE) landscape.

6. Any other business

7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/386/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

The Minutes of the 54th Committee meeting held on Wednesday 26th October, 2020 were confirmed as the true records of the proceedings after being proposed by Sen. (Dr) Zani, MP and seconded by Sen (Dr.) Musuruve, MP.

MIN. NO./SEN/EDU/387/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

Ex **MIN. NO./SEN/EDU/381/2020**

The Committee should document best practices being implemented by different county governments and invite them to share these experiences with their counterparts during the Committee Report validation meetings/retreat

MIN. NO./SEN/EDU/388/2020

**MEETING WITH THE
GOVERNORS ON THE ECDE
LANDSCAPE**

1. MANDERA COUNTY

- 1) The Committee was informed that Mandera county would be represented in the meeting by Mr. Izzudin Abdullahi Adan, the County Executive Committee Member (CECM) in charge of Education, Sports and Culture and Mr. Ibrahim Barrow Hassan, the CECM in charge of Finance, Economic Planning, ICT and E-government, and Dr. Abdikadir Adan, the Chief Officer in charge of Education, Sports and Culture;
- 2) Nonetheless, the efforts to have the two CECM connect to the meeting through the audio-visual link provided were not successful;
- 3) The Committee resolved to listen to the other delegations as the Mandera County delegation resolved the connectivity challenges they were facing. However, the two CEC members were unsuccessful and the Committee further resolved to reschedule the meeting with them to a later date.

2. WAJIR COUNTY

- 4) The Committee was informed that Wajir County would be represented in the meeting by Mr. Hussein Sugow Gedi, the County Executive Committee Member (CECM) in charge of Education, Gender, Sports and Social Service;

- 5) The CECM presented a report to the Committee on recruitment and remuneration of the ECDE teachers, establishment of the ECDE centres in the County, the school meals programmes and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
- 6) The Committee observed that the Wajir County Government moved from provision of Milk to provision of real meals consisting on beans and rice to the ECDE learners;
- 7) The Committee further observed that Wajir County Government has not implemented the ECDE teachers' Schemes of Service due to financial constraints and has not recruited any ECDE teachers since 2018 and the existing teachers are paid between Kshs 21, 000 and Kshs. 30,000.

MIN. NO./SEN/EDU/389/2020

ANY OTHER BUSINESS

- (1) The Committee observed that there is some evidence that the county governments have not implemented the ECDE teachers' scheme of service and that there is a variation in ECDE teachers' remuneration;
- (2) There is need for the Committee to explore possibilities of coming up with two policies at the end of the inquiry; a policy on ECDE teachers' schemes of service and another one on the School Feeding programmes.
- (3) The Committee meetings should be scheduled to begin at 0900hrs for consistency purposes.

MIN.NO./SEN/EDU/390/2020

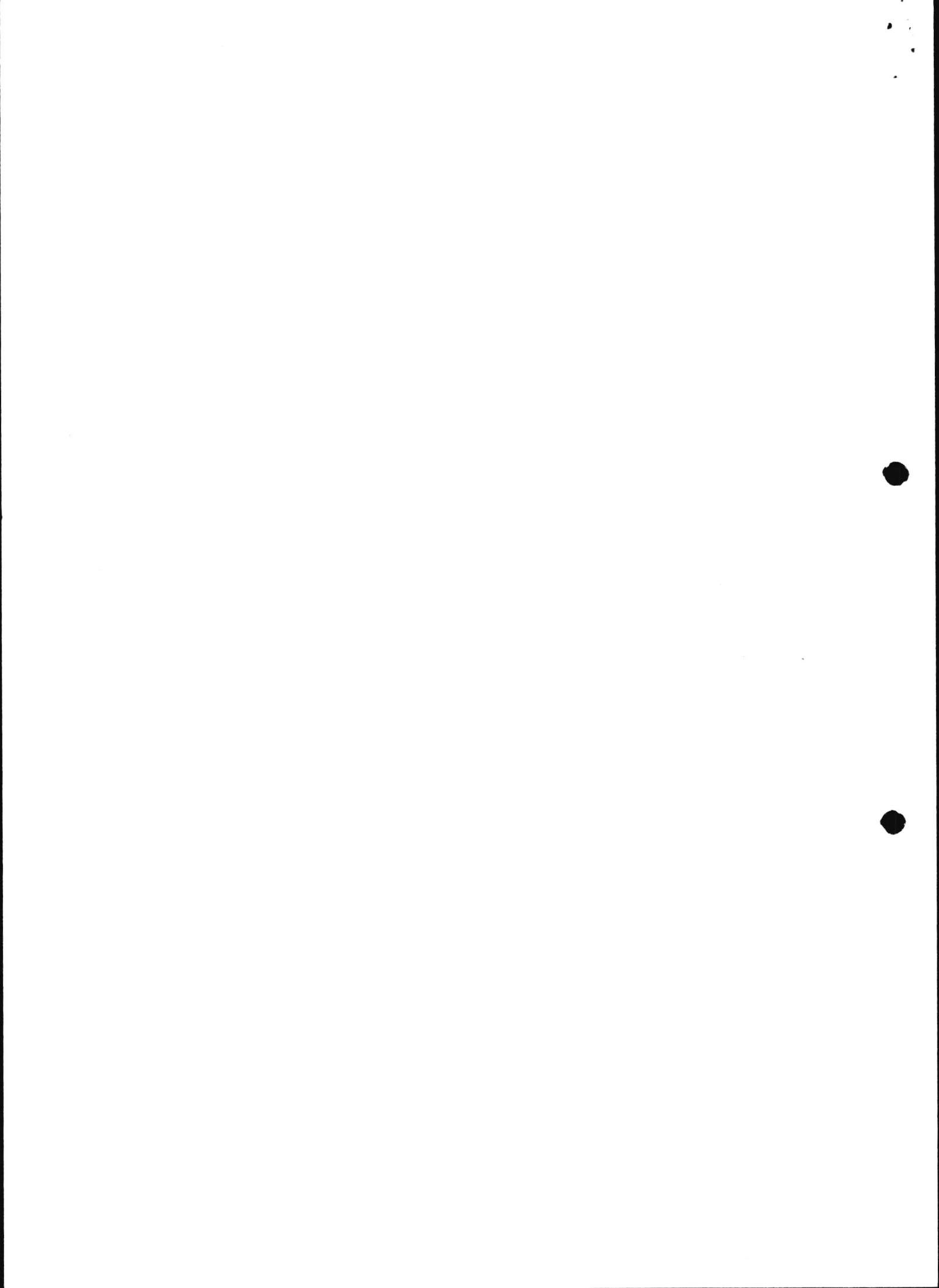
ADJOURNMENT AND DATE OF THE NEXT MEETING

There being no other business, the meeting was adjourned at 1050hrs. The next meeting would be by notice.

SIGNED.....

.....DATE.....02/11/2020....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



**MINUTES OF THE 58th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 5th
NOVEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM
AT 0900HRS.**

PRESENT

- | | |
|--|----------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. Mary Y. Seneta, MP | - Member |
| 3. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 4. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|---------------------------|
| 1. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 2. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 5. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |

IN ATTENDANCE

- | | |
|----------------------|-------------------------|
| 1. Izzudim Abdullahi | - CECM, Mandera County |
| 2. Dr. Naomi Makau | - CECM, Makueni County |
| 3. Lily Chepngetich | - CECM Kericho County |
| 4. Linner Nkirote | - CECM Meru |
| 5. Abdi Mohammed | - Chief, Mandera County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Malcom Ngugi | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/405/2020

PRELIMINARIES

The meeting was called to order at 0915hrs and the proceedings were opened with a word of prayer said by the chairperson.

MIN. NO./SEN/EDU/406/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Falhada Dekow, MP and seconded by Sen. Mary Seneta, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with the Governors from -
 - a. Mandera County
 - b. Makueni County
 - c. Kericho County and
 - d. Meru County

to deliberate on the ECDE landscape in the County.

6. Any other business
7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/407/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

The confirmation of Minutes of the previous meetings were pending to a later date.

MIN. NO./SEN/EDU/408/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

There were no matters arising from the minutes of the previous meeting.

MIN. NO./SEN/EDU/409/2020

**MEETING WITH THE COUNTY
GOVERNMENTS**

1) Kericho County

1. The Committee was informed that Kericho County would be represented in the meeting by Ms. Lily Ngok, the County Executive Committee Member (CECM) in charge of Education, Culture, Social Services, Sports and Youth Affairs.
2. The CECM presented a report to the Committee on establishment of the ECDE centres in the Kericho County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
3. The Committee observed that ECDE centres are insufficient in the County, the established centres lack requisite number of classrooms and that there are as many as 70 learners in some of the established centres. Out of 800 classrooms that have been constructed by the Kericho County Government, only 500 of them have been equipped with requisite furniture;
4. The Committee further observed that ECDE teachers in Kericho are paid Kshs. 15,000 irrespective of their qualifications and that they have all been placed under three year renewable contracts as long as they meet the minimum conditions. However, the contracted teachers are supposed to earn a gratuity at the end of their contracted term or if and when they retire.

2) Mandera County

5. The Committee was informed that Mandera County would be represented in the meeting by Izzudin Abdullahi, the County Executive Committee Member (CECM) in charge of Education, Culture, Tourism and Sports;

6. The CECM presented a report to the Committee on establishment of the ECDE centres in the County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
7. The Committee was informed that before devolution, there were only four (4) ECDE centres in Mandera County and currently there are over three hundred (300) ECDE centres in the County;
8. The Committee observed that ECDE enrolment has been increasing over the years in the County as a result of the School Feeding Programmes and in the Financial Year 2020/2021, the county government has set aside Kshs 63m for the School Feeding Programmes;
9. The Committee further observed that the ECDE teachers are also deployed to teach in other classes in most schools due to shortage of teachers in the county following intermittent attacks mostly targeting teachers.

3) Makueni County

10. The Committee was informed that Makueni County would be represented in the meeting by Dr. Naomi Makau, the CECM in charge of Education, Sports and ICT;
11. The CECM presented a report to the Committee on establishment of the ECDE centres in the County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
12. The Committee observed that ECDE teachers are paid Kshs. 10,000 for DICECE Certificate, Kshs 14,000 for Diploma holders and Kshs 20,000 for those with Bachelor's Degree. Further, all ECDE teachers are on a three year renewable contracts;
13. The Committee was further informed that the Makueni County Government has set aside Kshs. 20m for School Feeding Programmes and that there is a kitchen garden in each of the ECDE centres to support the school feeding programmes.

4) Meru County

14. The Committee was informed that Meru County Government would be represented by Linner Nkirote Kailanya, the CECM in charge of Education, Technology, Gender, Culture and Social Development;

15. The CECM presented a report to the Committee on establishment of the ECDE centres in the County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
16. The Committee was informed that Meru County Government provides milk in form of school feeding programme, two days in a week due to financial constraints and budgetary cuts by the County Assembly. The School feeding programme requires approximately Kshs 280m. However, the Meru County Government is partnering with Non-Governmental Organisations (NGOs) to provide school feeding programmes in the remote parts of the county;
17. The Committee was informed that the Meru County Government has not employed any ECDE teacher since 2017. However, replacements are periodically done in centres where shortage occur due to natural attrition. Further, all ECDE teachers are placed in Job Group D and are paid a uniform salary of Kshs. 21,625/-.

MIN. NO./SEN/EDU/410/2020

ANY OTHER BUSINESS

The Committee the Committee was informed that the Report on the Petition on delayed opening of Njiru Secondary School was ready for Committee consideration and adoption.

MIN.NO./SEN/EDU/411/2020

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1100hrs. The next meeting would be by notice.

SIGNED.....

.....DATE.....09/11/2022..

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

**MINUTES OF THE 61st SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 12th
NOVEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM
AT 0900HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 6. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 7. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 8. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 9. Hon. Sen. Mary Y. Seneta, MP | - Member |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Malcom Ngugi | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/426/2020

PRELIMINARIES

The meeting was called to order at 0910hrs and the proceedings were opened with a word of prayer said by the Chairperson.

MIN. NO./SEN/EDU/427/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Falhada Dekow, MP and seconded by Sen. (Dr.) Agnes Zani, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with governors from the following counties-
 - a. Machakos;
 - b. Nyamira;
 - c. Siaya;
 - d. Kisumu; and
 - e. Migori

to deliberate on the Early Childhood Development Education (ECDE) landscape

6. Any other business
7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/428/2020**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

The confirmation of the minutes of the previous meeting was pending to the next Committee meeting.

MIN. NO./SEN/EDU/429/2020**MATTERS ARISING**

There were no matters arising from the minutes of the previous meeting.

MIN. NO./SEN/EDU/430/2020**MEETING WITH GOVERNORS****I. MACHAKOS COUNTY**

1. The Committee was informed that Machakos County would be represented in the meeting by Ms. Ruth Nduku, the County Executive Committee Member (CECM) in charge of Education, Skills Training and Social Welfare;
2. The CECM presented a report to the Committee on establishment of the ECDE centres in the Machakos County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
3. The Committee was informed that the Machakos County Government has partnered with Non-Governmental Organisations to provide school feeding programmes, and make sure that learners have sufficient facilities for learners with special needs and disabilities;
4. The Committee was informed that all primary schools are supplied with water tanks and they will be following the guidelines issued by the Ministry of Health when schools re-open.
5. The Committee observed that all the ECDE teachers are paid a flat rate of Kshs. 18,540/- and there is a collaboration with the Kenya Institute of Curriculum Development to conduct training on the Competence Based Curriculum.

II. NYAMIRA COUNTY

6. The Committee was informed that Nyamira County would be represented in the meeting by Ms. Gladys Momanyi, the County Executive Committee Member in charge of Education who was accompanied by Mr. Vincent Mokuu, the Chief Officer in the same department;
7. The CECM presented a report to the Committee on establishment of the ECDE centres in the Nyamira County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;

8. The Committee was informed that there is no school feeding programme in Nyamira County and that the ECDE teachers are engaged on three year contractual terms at a pay of Kshs. 14,550 for Certificate holder and Kshs 17, 550 for Diploma holders.

III. SIAYA COUNTY

9. The Committee was informed that the Siaya County Government would be represented in the meeting by Mr. Omiti, a Director of ECDE in the County Department of Education, Youth Affairs, Gender and Social Services;
10. The Director presented a report to the Committee on establishment of the ECDE centres in the Kericho County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
11. The Committee was informed that ECDE teachers are paid Kshs 15,647 flat rate and are currently serving under contractual terms.
12. The Committee observed that the Siaya County Government faces the following challenges amongst others; late exchequer releases, inadequate skills and competencies, budget cuts by the County Assembly, inadequate staffing, cumbersome procurement processes and low level of technology uptake.

MIN. NO./SEN/EDU/431/2020

ANY OTHER BUSINESS

There was no other business

MIN.NO./SEN/EDU/432/2020

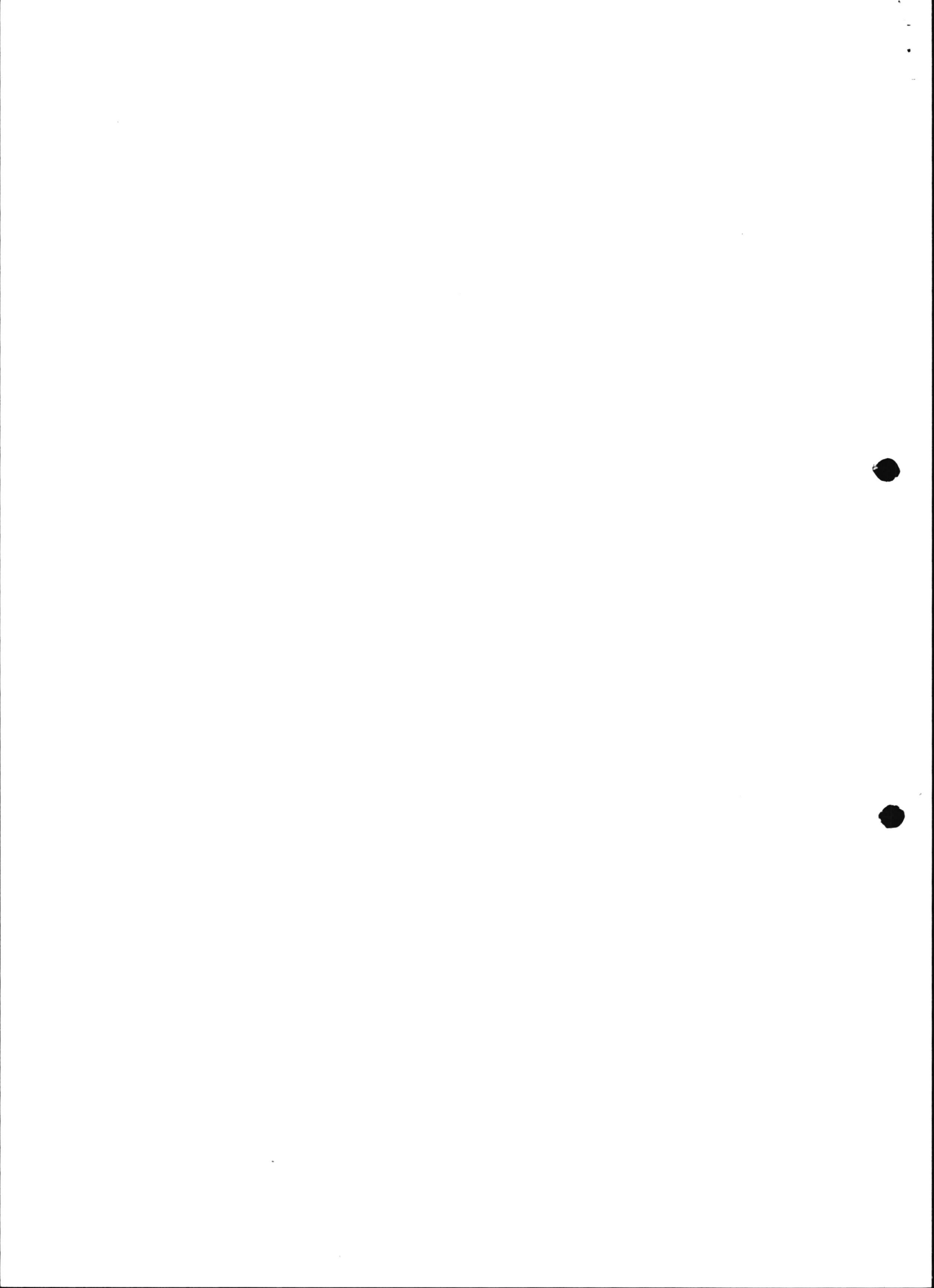
**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1100hrs.
The next meeting would be by notice.

SIGNED.....

.....DATE...16/11/2020.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



**MINUTES OF THE 64th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 19th
NOVEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM
AT 0900HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 4. Hon. Sen. Mary Y. Seneta, MP | - Member |

IN ATTENDANCE

- | | |
|-------------------------|---|
| 1. Hon. Cecilia Mbuthia | - Deputy Governor, Nyandarua County |
| 2. Sarah Ndegwa | - Chief Officer, Department of Education,
Nyandarua County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Malcom Ngugi | - Legal Counsel |

MIN. NO./SEN/EDU/447/2020

PRELIMINARIES

The meeting was called to order at 0910hrs and the proceedings were opened with a word of prayer said by Sen (Dr.) Agnes Zani, MP.

MIN. NO./SEN/EDU/448/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Fred Outa, MP and seconded by Sen. (Dr.) Agnes Zani, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with governors from the following counties
 - a. Kajiado
 - b. Narok
 - c. Nakuru and
 - d. Nyandarua

to deliberate on the Early Childhood Development Education (ECDE) landscape.

6. Any other business
7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/449/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

Confirmation of the minutes of the previous meeting was pended to the next Committee meeting.

MIN. NO./SEN/EDU/450/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

There were no matters arising from the minutes of the previous meeting since their confirmation was pended

MIN. NO./SEN/EDU/451/2020

**MEETING WITH THE
GOVERNORS**

1. The Committee was informed that Governors from the counties of Narok, Kajiado, Nakuru and Nyandarua had been invited to the Committee meeting to deliberate on the ECDE landscape in their counties.

Nyandarua County

2. The Committee was informed that the Nyandarua County Government would be represented at the meeting by Hon Cecilia Mbuthia, the Deputy Governor who would be accompanied by Ms. Sarah Ndegwa, the Chief Officer in the County Department of Education.
3. The Chief Officer presented a report to the Committee on establishment of the ECDE centres in the Nyandarua County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
4. The Committee observed that the Nyandarua County Government has not recruited ECDE teachers since 2014/15 Financial Year and there are currently 386 ECDE teachers in the County. However, the Committee was informed that the County Government is in the process of recruiting 200 ECDE teachers.
5. The Committee was informed that the ECDE teachers are engaged on contractual terms and are paid Kshs. 10,000 per month. Further, there is no ECDE Teachers' Schemes of Service.
6. The Committee was informed that school meals are provided three times a week. However, from 2020/21 Financial Year, the school feeding programme will be under capitation to ensure sustainability.
7. The Committee was also informed that there is a Nyandarua County Assessment Centre at *Engineer* to assess and identify the requirements for learners with special needs and disabilities.

MIN. NO./SEN/EDU/452/2020

ANY OTHER BUSINESS

The Committee was informed that Kajiado CECM in charge of Education was having difficulties linking virtually for the meeting and the other two counties, Nakuru and Narok, had not yet joined the meeting.

MIN.NO./SEN/EDU/453/2020

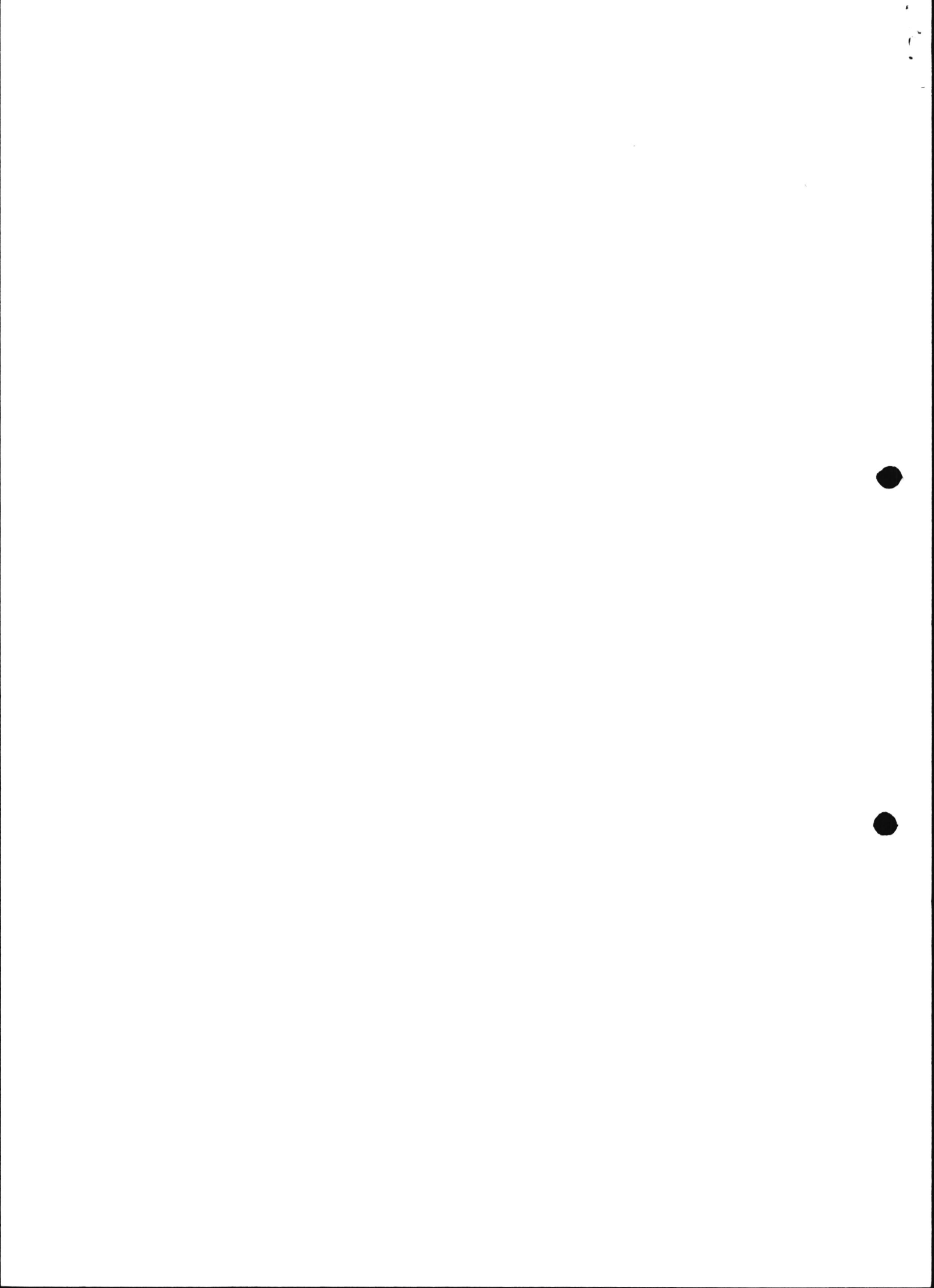
**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1000hrs. The next meeting would be by notice.

SIGNED.....

.....DATE.....23/11/2020.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



**MINUTES OF THE 66th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON WEDNESDAY, 25th
NOVEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM
AT 0900HRS.**

PRESENT

- | | |
|--|----------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. Fred Outa, MP | - Member |
| 3. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 4. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|---------------------------|
| 1. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 2. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 3. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 4. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 5. Hon. Sen. Mary Y. Seneta, MP | - Member |

IN ATTENDANCE

- | | |
|----------------------------------|---|
| 1. Hon. (Dr.) Hillary Barchok | - Governor, Bomet County |
| 2. Juliana Yegon
County | - CECM, Education, Bomet
County |
| 3. Jeremiah Ole Ncharo
County | - CECM, Education, Kajiado
County |
| 4. Simon Langat
Bomet County | - Chief Officer, Education,
Bomet County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Malcom Ngugi | - Legal Counsel |
| 3. Fiona Wanjiru | - Legal Intern |
| 4. Simon Muinde | - Audio Officer |

MIN. NO./SEN/EDU/461/2020

PRELIMINARIES

The meeting was called to order at 0910hrs and the proceedings were opened with a word of prayer said by Sen. Fred Outa, MP.

MIN. NO./SEN/EDU/462/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Falhada Dekow, MP and seconded by Sen. Fred Outa, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with the Governors from
 - a. Kitui County;
 - b. Kajiado County;

- c. Garissa County; and
 - d. Bomet County
- to deliberate on the ECDE landscape in the country
- 6. Any other business
 - 7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/463/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

This Agenda was pended to the next Committee meeting.

MIN. NO./SEN/EDU/464/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

There were no matters arising from the minutes of the previous meeting since their confirmation was pended to the next meeting

MIN. NO./SEN/EDU/465/2020

**MEETING WITH THE
GOVERNORS**

KAJIADO COUNTY

1. The Committee was informed that Kajiado County Government would be represented in the meeting by Mr. Jeremiah Ole Ncharo, the CECM in charge of Education.
2. The CECM presented a report to the Committee on establishment of the ECDE centres in the Kajiado County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
3. The Committee was informed that there is a school feeding programme in form of porridge in the Kajiado County which has been very instrumental in ensuring the high ECDE enrollment. Indeed, this Financial Year, the County Government has set aside Kshs 40m and procurement of porridge is usually done in advance;
4. The Committee was informed that Kajiado County has implemented the Draft ECDE Teachers' Scheme of Service. All ECDE teachers are employed on permanent basis and are their pay is segregated as; Certificate holder basic pay of Kshs. 23,000, the Diploma holders Kshs. 25, 000 and Degree holders Kshs. 30,000. However, there are very few degree holders currently employed in the County;
5. The Committee was informed that the County however faces challenges related to insufficient water supply, insufficient WASH facilities and insufficient resources;

BOMET COUNTY

6. The Committee was informed that Bomet County would be represented by Hon. (Dr.) Hillary Barchok, the Governor who was accompanied by Ms. Juliana Yegon and Mr. Simon Langat from the County Department of Education;
7. The Chief Officer, Mr. Simon Langat presented a report to the Committee on establishment of the ECDE centres in the Kajiado County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
8. The Committee was informed that ECDE teachers in Bomet County are paid as follows; Certificate holders Kshs. 13,930, Diploma holders Kshs 17,000 and Degree holders Kshs 21,000
9. The Committee was informed that the county government has partnered with the Kenya Red Cross to produce hand sanitisers in readiness for school re-opening. Further, the County Government has ensured that every ECDE centre is linked to a well-equipped dispensary, and there are water harvesting programmes already in place to ensure there is sufficient water in schools;
10. The Committee was informed that there is no school feeding programme in the County. However, there are plans to provide milk and fortified porridge to learners and Kshs 123m will be needed to implement the school feeding programme.
11. The Committee was informed that the County Government has developed an ECDE policy which stipulates the staffing requirements, school feeding programmes, provides details on the establishment of ECDE centers and provision of teaching and learning materials.
12. The Governor proposed that there is need to place the ECDE teachers under the TSC to address disparities and discrepancies in terms of remuneration and capacity building.

MIN. NO./SEN/EDU/466/2020

ANY OTHER BUSINESS

There was no other business

MIN.NO./SEN/EDU/467/2020

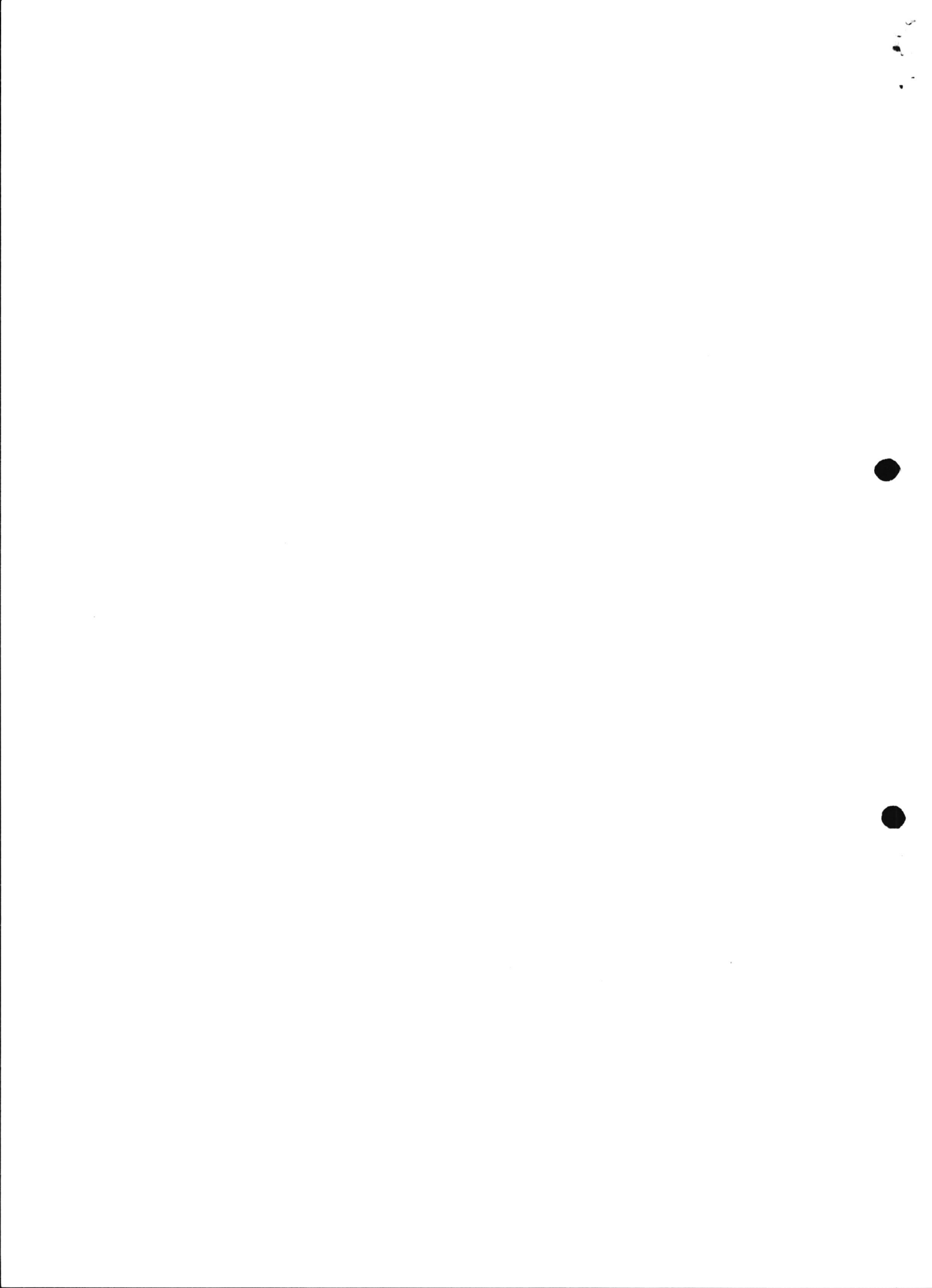
ADJOURNMENT AND DATE OF THE NEXT MEETING

There being no other business, the meeting was adjourned at 1040hrs. The next meeting would be by notice.

SIGNED.....

.....DATE....28/11/2020...

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



**MINUTES OF THE 69th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON WEDNESDAY, 2nd
DECEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM
AT 0900HRS.**

PRESENT

- | | |
|--|--------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 4. Hon. Sen. Mary Y. Seneta, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

IN ATTENDANCE

- | | |
|----------------------------|---|
| 1. Hon. Charity Ngilu, EGH | - Governor, Kitui County |
| 2. Hon. Joseph Kiuna | - CECM, Education, Nakuru County |
| 3. Hon. John Ngari Kiamati | - CECM, Education, Embu County |
| 4. Ms. Agnetta Peter | - Chief Officer, Kitui County |
| 5. Mr. Jamleck Maina | - Chief Officer, Nakuru County |
| 6. Ms. Milicent Anyango | - Director, Directorate of ECDE,
Nakuru County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Malcom Ngugi | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/482/2020

PRELIMINARIES

The meeting was called to order at 0908hrs and the proceedings were opened with a word of prayer said by the Vice- Chairperson Sen. (Dr.) Agnes Zani, MP.

MIN. NO./SEN/EDU/483/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Dr. Gertrude Musuruve, MP and seconded by Sen. Fred Outa, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with governors from the following counties
 - a. Nakuru
 - b. Kitui
 - c. Uasin Gishu and

d. Embu
to deliberate on the Early Childhood Development Education (ECDE) landscape.

6. Any other business

7. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/484/2020

**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

Confirmation of Minutes of the previous meeting were deferred to the next Committee meeting.

MIN. NO./SEN/EDU/485/2020

**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

There were no matters arising from the Minutes of the previous meeting since the confirmation of the minutes was deferred.

MIN. NO./SEN/EDU/486/2020

**MEETING WITH THE
GOVERNORS**

1) NAKURU COUNTY

1. The Committee was informed that Nakuru County would be represented in the meeting by Mr. Joseph Kiuna, the CECM in-charge of Education who was accompanied by Mr. Jamleck Maina, the Chief Officer, Education and Ms. Milicent Anyango, the Director ECDE.
2. The CECM and his team presented a report to the Committee on establishment of the ECDE centres in the Nakuru County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
3. The Committee was informed that Nakuru County does not provide any school feeding programme and that the request to allocate resources to the programme has not been successful for the last two Financial Years;
4. The Committee was informed that the County has domesticated the ECDE Teachers' Scheme of Service development by the Council of Governors in collaboration with TSC, SRC and UNICEF. Further, there are 266 teachers employed on contract and only 13 teachers are on permanent terms. Additionally, there are plans to recruit an additional 166 teachers.
5. The Committee was informed that all ECDE teachers are placed under job group F and are remunerated according to the advice from the SRC at Basic Salary Kshs 19,000/-.

6. The Committee was informed that Nakuru County government is developing the county policy for learners with special needs and disabilities. Further, the County has ensured that there is a friendly environment in all ECDE centers to cater for learners with special needs and disabilities.

2) KITUI COUNTY

7. The Committee was informed that the County Government of Kitui would be represented by the Governor. Hon. Charity Ngilu, who would be accompanied by Ms. Agnetta Peter, the Chief Officer in the Department of Education;
8. The Governor presented a report to the Committee on establishment of the ECDE centres in the Kitui County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
9. The Committee was informed that there are 2160 ECDE teachers in the county who are paid as casual labourers at Kshs 10,380, are not captured in the county government payroll and there is no ECDE Teachers' Scheme of Service;
10. The Committee was further informed that the County does not have any school feeding programme and there are no plans to initiate any school feeding programme, instead the county government is working on strategies to ensure food security for all residents
11. The Committee was informed that the ECDE landscape faces challenges related to vastness of the county, low budgetary allocation and inadequate infrastructure.

3) EMBU COUNTY

12. The Committee was informed that Embu County would be represented in the meeting by Mr. John Ngari Kiamati, the CECM in charge of Education in the County;
13. The CECM presented a report to the Committee on establishment of the ECDE centres in the Embu County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
14. The Committee was informed that there are 128 models classes in Embu County and all ECDE centers have been installed with 12,000 Liters water tanks to ensure there is constant supply of clean water;

15. The Committee was informed that all ECDE centers have community based school feeding programmes where members of the public provide ingredients and pay the cooks employed in the schools to prepare meals. Further, the County Government provides milk three times a week;
16. The Committee was informed that Embu County Government had secured curriculum designs from the KICD and was also utilizing materials and expertise provided by the Kenya Literature Bureau (KLB);
17. The Committee was informed that all ECDE teachers in Embu County are employed on permanent basis and Diploma holders are paid Kshs. 36,000 inclusive of commuter and house allowances.
18. The Committee was informed that the County Government however faces challenges related to inadequate budgetary allocation, delayed exchequer releases and lack of ECDE capitation.

MIN. NO./SEN/EDU/487/2020

ANY OTHER BUSINESS

There was no other business

MIN.NO./SEN/EDU/488/2020

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1100hrs.
The next meeting would be by notice.

SIGNED.....

....DATE...07/12/2020....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

**MINUTES OF THE 70th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 3rd
DECEMBER, 2020 ON ZOOM ONLINE MEETING PLATFORM
AT 0900HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 1. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 2. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 3. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 4. Hon. Sen. Mary Y. Seneta, MP | - Member |

IN ATTENDANCE

- | | |
|-------------------------|--------------------------------|
| 1. Hon. Samuel K. Tunai | - Governor, Narok County |
| 2. Mr. James wa Mugo | - Chief of Staff, Narok County |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Malcom Ngugi | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |

MIN. NO./SEN/EDU/489/2020

PRELIMINARIES

The meeting was called to order at 0908hrs and the proceedings were opened with a word of prayer said by the Chairperson Sen. (Dr.) Alice Milgo, MP.

MIN. NO./SEN/EDU/490/2020

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. Dr. Agnes Zani, MP and seconded by Sen. Fred Outa, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters Arising from Minutes of the Previous Meeting
5. Meeting with governors from the following counties
 - a. Uasin Gishu and
 - b. Narokto deliberate on the Early Childhood Development Education (ECDE) landscape.
6. Consideration of the Report from the Ministry of Education on the Statement sought by Sen. Samson Cherargei on Non-payment of Teachers serving under the Schools' BOM in Nandi County
7. Any other business
8. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/491/2020**CONFIRMATION OF MINUTES
OF THE PREVIOUS MEETING**

Confirmation of Minutes of the previous meeting were deferred to the next Committee meeting.

MIN. NO./SEN/EDU/492/2020**MATTERS ARISING FROM
THE MINUTES OF THE
PREVIOUS MEETING**

There were no matters arising from the Minutes of the previous meeting since the confirmation of the minutes was deferred.

MIN. NO./SEN/EDU/493/2020**MEETING WITH THE
GOVERNORS****1) NAROK COUNTY**

1. The Committee was informed that Narok County would be represented in the meeting by Hon. Samuel K Tunai, the Governor, Narok County Government, who was accompanied by Mr. James wa Mugo, the Chief of Staff, Narok County Government;
2. The Governor presented a report to the Committee on on establishment of the ECDE centres in the Narok County, the enrolment of ECDE learners, factors and criteria used to determine how ECDE centres are developed and measures taken to ensure that ECDE learning environment is adequately resourced with learning and play materials;
3. The Committee was informed that ECDE centers in Narok County are developed within 5 kilometres, some are domiciled within the public primary schools while majority others are independent centers;
4. The Committee was informed that the Narok County government inherited 82 ECDE teachers from the defunct county councils. All 1219 ECDE teachers are currently employed on contractual terms but there are plans to put them on permanent and pensionable basis;
5. The Committee was informed that ECDE teachers are paid as follows, Certificate holders, Kshs 19,000, Diploma holders Kshs. 25,000 and Bachelor Degree holders Kshs 40,000.
6. The Committee was further informed that the Narok County government does not provide any school feeding programme.

MIN. NO/SEN/EDU/494/2020**STATEMENTS**

1. The Committee was informed that a report from the Ministry of Education on the Statement sought by Sen. Samson Cherargei, MP on Non-payment of Teachers serving under the Schools' BOM in Nandi County had been received.

2. The Committee observed that the report did not indicate whether the BOM teachers in Nandi County specifically had been paid. It was a general report.
3. The Committee resolved to invite Sen. Samson Cherargei during the Committee meeting to confirm the status of the payment in light of the response from the Ministry of Education.

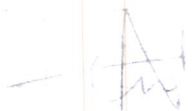
MIN. NO./SEN/EDU/495/2020 ANY OTHER BUSINESS

The Committee was informed that 'Elimu Yetu', a Non-Governmental Organization concerned about education at the grassroots had expressed an intention to have a breakfast meeting with the Committee to explore areas of interlinkages and collaboration

**MIN.NO./SEN/EDU/496/2020 ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1030hrs. The next meeting would be by notice.

SIGNED.....



.....DATE.....07/12/2020.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

MINUTES OF THE 32nd SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION HELD ON FRIDAY, 11th JUNE, 2021 ON ZOOM ONLINE MEETING PLATFORM AT 0900HRS.

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 5. Hon. Sen. Mary Y. Seneta, MP | - Member |
| 6. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 7. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 8. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 9. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |

IN ATTENDANCE

- | | |
|-------------------------|--|
| 1. Dr. Sarah Ruto | - CAS, Ministry of Education |
| 2. Hon. Mutahi Kahiga | - Governor, Nyeri County |
| 3. Hon. Ndegwa Wahome | - Chairperson, County Assemblies Forum |
| 4. Silvester Mulambe | - Director, Policy and Partnerships, MoE |
| 5. Ms. Agnes M. Ngonyo | - Education Specialist, UNICEF |
| 6. Selestine Mirumbe | - Deputy Director of Education, MOE |
| 7. Cavin Anyuor | - Teachers Service Commission |
| 8. Samuel Muraya | - Council of Governors Secretariat |
| 9. Moses Abiero | - Programs Manager, AfCEN |
| 10. Ms. Caroline Gaita | - Executive Director, Mzalendo Trust |
| 11. Ms. Margaret Wawira | - Project Manager, EACHRights |
| 12. Ms. Wawira Njiru | - Food 4 Education Foundation |
| 13. Joseph Wakisongo | - <i>Elimu yetu Coalition</i> |

SENATE SECRETARIAT

- | | |
|---------------------|---------------------------|
| 1. Mwanate Shaban | - Clerk Assistant |
| 2. Humphrey Ringera | - Research Officer/Clerk |
| 3. Malcom Ngugi | - Legal Counsel |
| 4. Winnie Atieno | - Audio Officer |
| 5. Njeri Manga | - Media Relations Officer |
| 6. Eric Kipng'eno | - Personal Secretary |
| 7. Abdallah Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/200/2021

PRELIMINARIES

The meeting was called to order at 0900hrs and the proceedings were opened with a word of prayer said by the Committee Vice-chairperson, Sen. (Dr.) Agnes Zani, CBS, MP.

MIN. NO./SEN/EDU/201/2021**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. (Dr. Agnes Zani, CBS, MP and seconded by Sen. Mary Seneta, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Consideration of the Early Childhood Development Education (ECDE) Inquiry Report; objectives of the inquiry and reports from the Ministry of Education and Council of Governors
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/202/2021**CONSIDERATION OF THE
ECDE INQUIRY REPORT;
OBJECTIVE, AND REPORTS
FROM THE STAKEHOLDERS**

1. The Committee was informed that education system has evolved over time and most importantly recently as a result of promulgation of the Constitution in 2010, the enactment of the Basic Education Act, 2013 and review of various policy documents to align the curriculum with the national priorities led to publication of the Basic Education Curriculum Framework (BECF);
2. The Committee was informed that the cost of training a teacher and/or a learner with disability should be borne by the state;
3. The Committee was further informed that there is a need to find out the ECDE needs and resource requirements and consider creating a conditional grant to augment the efforts of the Council of Governors;
4. The Committee observed that the newly enacted Early Childhood Education Act, No. 3 of 2021 will pave way for comprehensive reforms in the provision of pre-primary education across all counties;
5. The Committee further observed that to mitigate challenges facing ECDE sub-sector there is need for coordinated interventions by both levels of government and all education stakeholders to implement the much needed reforms.

MIN. NO./SEN/EDU/203/2021**ANY OTHER BUSINESS**

There was no other business.

MIN.NO./SEN/EDU/204/2021

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

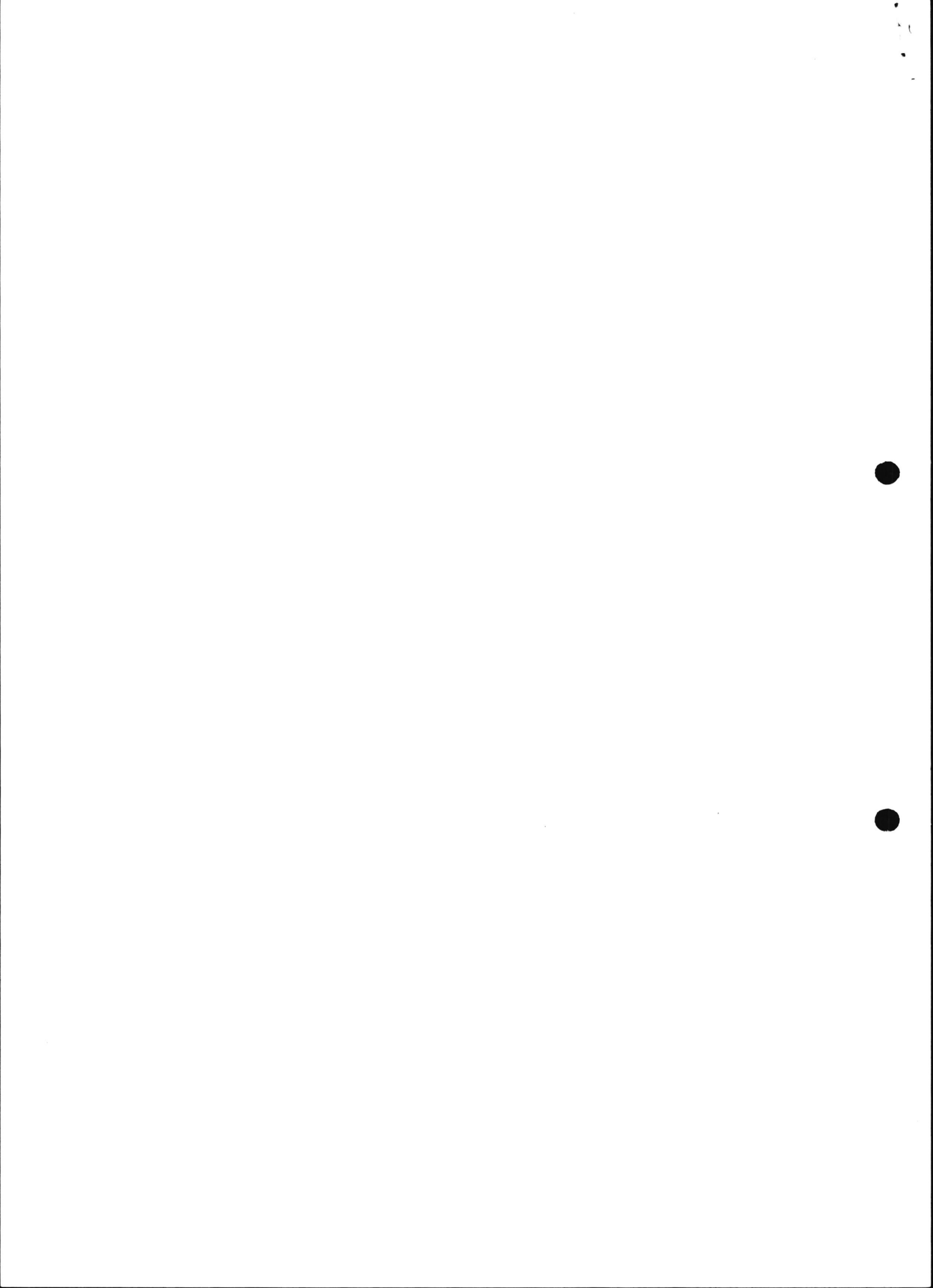
There being no other business, the meeting was adjourned at 1040hrs.

SIGNED.....



....DATE....12/06/2021.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



(033)

MINUTES OF THE 33rd SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION HELD ON FRIDAY, 11th JUNE, 2021 ON ZOOM ONLINE MEETING PLATFORM AT 1100HRS.

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 5. Hon. Sen. Mary Y. Seneta, MP | - Member |
| 6. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 7. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 8. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 9. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |

IN ATTENDANCE

- | | |
|-------------------------|--|
| 1. Dr. Sarah Ruto | - CAS, Ministry of Education |
| 2. Hon. Mutahi Kahiga | - Governor, Nyeri County |
| 3. Hon. Ndegwa Wahome | - Chairperson, County Assemblies Forum |
| 4. Silvester Mulambe | - Director, Policy and Partnerships, MoE |
| 5. Ms. Agnes M. Ngonyo | - Education Specialist, UNICEF |
| 6. Selestine Mirumbe | - Deputy Director of Education, MOE |
| 7. Cavin Anyuor | - Teachers Service Commission |
| 8. Samuel Muraya | - Council of Governors Secretariat |
| 9. Moses Abiero | - Programs Manager, AfCEN |
| 10. Ms. Caroline Gaita | - Executive Director, Mzalendo Trust |
| 11. Ms. Margaret Wawira | - Project Manager, EACHRights |
| 12. Ms. Wawira Njiru | - Food 4 Education Foundation |
| 13. Joseph Wakisongo | - <i>Elimu yetu Coalition</i> |

SENATE SECRETARIAT

- | | |
|---------------------|---------------------------|
| 1. Mwanate Shaban | - Clerk Assistant |
| 2. Humphrey Ringera | - Research Officer/Clerk |
| 3. Malcom Ngugi | - Legal Counsel |
| 4. Winnie Atieno | - Audio Officer |
| 5. Njeri Manga | - Media Relations Officer |
| 6. Eric Kipng'eno | - Personal Secretary |
| 7. Abdallah Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/205/2021

PRELIMINARIES

The meeting was called to order at 1100hrs and the proceedings were opened with a word of prayer said by the Committee Vice-chairperson, Sen. (Dr.) Agnes Zani, CBS, MP.

MIN. NO./SEN/EDU/206/2021**ADOPTION OF THE AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. (Dr. Agnes Zani, CBS, MP and seconded by Sen. Mary Seneta, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Consideration of the Early Childhood Development Education (ECDE) Policies in Kenya
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/207/2021**CONSIDERATION OF THE ECDE POLICIES IN KENYA**

1. The Committee was informed that the National Pre-Primary Education Policy aligns pre-primary education to the Constitution, the Basic Education Act, 2013, Sustainable Development Goals (SDGs), and the demands of the Kenya Vision 2030;
2. The Policy offers guidance to all service providers to ensure quality and holistic pre-primary education services. Its effective implementation would guarantee access to inclusive, quality and equitable services through enhanced financing and efficient management of pre-primary education services;
3. The implementation of ECDE policies in Kenya faces challenges related to weak linkages between National government and County government in the provision of ECDE services, widespread poverty tampering the quality of sustainable ECDE programmes, and high attrition of teachers due to poor remuneration and working conditions;
4. The Committee was informed that ECDE centres are faced by inadequate physical facilities and there is a lack of a common National Scheme of Service for teachers at ECDE level.
5. The Committee was further informed that Digital Literacy has been integrated in teacher training curriculum and further that the Kenya Institute for Special Education (K.I.S.E.) has identified areas to be integrated in all teachers training programmes so that graduating teachers are able to identify different abilities of all learners;
6. The Committee observed that there is need to harmonise the county ECDE policies with the National Pre-Primary Education Policy and establish how long the transition phase ought to have taken for the inherited policies; and

7. The Committee **resolved** to pursue the Ministry of Education to ensure that provision of ECDE is standardised across the country through establishing quality standards and undertaking rigorous monitoring and evaluation.

MIN. NO./SEN/EDU/208/2021

ANY OTHER BUSINESS

There was no other business.

MIN.NO./SEN/EDU/209/2021

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1330hrs.

SIGNED.....DATE.....
(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



(035)

**MINUTES OF THE 35th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON SATURDAY, 12th
JUNE, 2021 ON ZOOM ONLINE MEETING PLATFORM AT
0900 HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Fred Outa, MP | - Member |
| 4. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 5. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 6. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 7. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 8. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 9. Hon. Sen. Mary Y. Seneta, MP | - Member |

IN ATTENDANCE

- | | |
|------------------------|--|
| 1. Hon. Ndegwa Wahome | - Chairperson, County Assemblies Forum |
| 2. Silvester Mulambe | - Director, Policy and Partnerships, MoE |
| 3. Ms. Agnes M. Ngonyo | - Education Specialist, UNICEF |
| 4. Selestine Mirumbe | - Deputy Director of Education, MOE |
| 5. Cavin Anyuor | - Teachers Service Commission |
| 6. Samuel Muraya | - Council of Governors Secretariat |
| 7. Moses Abiero | - Programs Manager, AfCEN |
| 8. Ms. Caroline Gaita | - Executive Director, Mzalendo Trust |
| 9. Ms. Margaret Wawira | - Project Manager, EACHRights |
| 10. Ms. Wawira Njiru | - Food 4 Education Foundation |
| 11. Joseph Wakisongo | - <i>Elimu yetu Coalition</i> |

SENATE SECRETARIAT

- | | |
|---------------------|---------------------------------|
| 1. Mwanate Shaban | - Clerk Assistant |
| 2. Malcom Ngugi | - Legal Counsel |
| 3. Winnie Atieno | - Audio Officer |
| 4. Njeri Manga | - Media Relations Officer |
| 5. Eric Kipng'eno | - Personal Secretary |
| 6. Abdallah Bore | - Sergeant-at-Arms |
| 7. Mary Wanyama | - DFA |
| 8. Humphrey Ringera | - Research Officer/Clerk |

MIN. NO./SEN/EDU/215/2021

PRELIMINARIES

The meeting was called to order at 0900hrs. and the proceedings were opened with a word of prayer said by Sen. (Dr.) Gertrude Musuruve, MP.

MIN. NO./SEN/EDU/216/2021**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. (Dr. Agnes Zani, CBS, MP and seconded by Sen. (Dr.) Getrude Musuruve, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. **Consideration of the School Meals Programmes; Comparative Studies.**
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/217/2021**CONSIDERATION OF THE
SCHOOL MEALS
PROGRAMMES; COMPARATIVE
STUDIES**

1. The Committee was informed that school meals are considered an important safety net for vulnerable children from food-insecure households and communities. There is strong evidence that school meals have multiple benefits, not only to the child but also to the community such as increased school enrolments and attendance as well as a significant and positive contribution to reducing hunger and to nutritional intake;
2. The Committee was further informed that some county governments have come up with School Feeding Policies derived from the National Pre-Primary Education Policy;
3. The Committee observed that different school feeding programs in the counties provide food to ECDE learners while they are attending school in form of breakfast, snack, and/or lunch. These meals also vary in the quantity of food provided and in their nutritional content. Some county governments provide fortified porridge, while majority provide milk. However, all the county governments do not have a school feeding program.
4. The Committee observed that the resources for implementing the School Feeding Programmes are insufficient and are further compromised by reallocation of funds by the county assemblies;
5. The Committee further observed that there is need to-
 - a. support the development of the School Meals Policy and ensure inclusion of ECE;
 - b. support integration and implementation of the National School Meals Policy;
 - c. develop a framework for enhancing partnerships and collaborations to ensure there is synergy towards provision of school meals;

- d. support scale-up on nurturing care framework in ECDE to address the holistic needs of children including nutrition and childcare services.
6. The Committee **resolved** to-
- a. ensure that the Ministry of Education has fast tracked the development and finalization of the School Meals Policy;
 - b. provide oversight and accountability to ensure that ECDE allocative decisions and resources are utilized for the intended purposes;
 - c. advocate for sustainable models of school feeding that integrates all key stakeholders and support capacity building in creating evidence-based budgeting for school feeding programs that address key issues on budget ring-fencing;
 - d. collaborate with the Civil Society Organizations and Community Based Organizations to track the school feeding programmes outcomes and indicators.

MIN. NO./SEN/EDU/218/2021

ANY OTHER BUSINESS

There was no other business.

MIN.NO./SEN/EDU/219/2021

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1030hrs.

SIGNED.....

.....DATE.....12/06/2021.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)



**MINUTES OF THE 22nd SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON TUESDAY, 19th APRIL, 2022
AT THE WHITESANDS BEACH RESORT AND SPA, SEBULE
CONFERENCE HALL, MOMBASA COUNTY AT 1130HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 6. Hon. Sen. Mary Y. Seneta, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 7. Hon. Sen. Fred Outa, MP | - Member |
| 8. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 9. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |

SENATE SECRETARIAT

- | | |
|------------------------|---|
| 1. Mwanate Shaban | - Clerk Assistant I |
| 2. Humphrey Ringera | - Research Officer |
| 3. Florence Waweru | - Hansard Officer/ Clerk Assistant |
| 4. Victor Kimani | - Audio Officer |
| 5. Hussein Ali Salat | - Parliamentary Budget Officer |
| 6. Njeri Manga | - Media Relations Officer |
| 7. Alice Nanyama | - Secretary (DCom) |
| 8. Josephine Galsaraco | - Office Assistant |
| 9. Athaman Ramadhan | - Intern (DCom) |
| 10. Johana Macharia | - Directorate of Finance and Accounting |
| 11. Abdalla Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/119/2022

PRELIMINARIES

The meeting was called to order at 1136hrs and the proceedings were opened with a word of prayer said by the Chairperson, Sen. (Dr.) Alice Milgo, MP.

MIN. NO./SEN/EDU/120/2022

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. (Dr.) Gertrude Musuruve, MP and seconded by Sen. (Dr.) Agnes Zani, CBS, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Consideration of Committee Report on the Inquiry into the ECDE landscape in the Country
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/121/2022

**CONSIDERATION OF THE
COMMITTEE ON THE INQUIRY INTO
THE ECDE**

1. The Secretariat presented the revised and amended draft report on the inquiry into the Early Childhood Development Education (ECDE) landscape in the country;
2. The Committee considered the draft report and unanimously adopted it. The report was proposed by Sen. (Dr.) Gertrude Musuruve, MP and seconded by Sen. Iman Falhada Dekow, MP.

MIN. NO./SEN/EDU/122/2022

ANY OTHER BUSINESS


There was no other business.

MIN.NO./SEN/EDU/123/2022

**ADJOURNMENT AND DATE OF THE NEXT
MEETING**

There being no other business, the meeting was adjourned at 1330 hrs.

SIGNED.....



.....DATE.....26/04/2022.....

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)