



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION**

**NATIONAL PRE-PRIMARY EDUCATION POLICY**

**AUGUST, 2017**



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## **ACRONYMS**

- ASAL**- Arid and Semi-Arid Lands
- CBOs** – Community Based Organizations
- CRC** - Convention on the Rights of the Child
- DICECE**- District Center for Early Childhood Education
- EARC**- Education Assessment Resource Center
- EFA** - Education for All
- FBOs** -Faith Based Organizations
- GER**- Gross Enrollment Rate
- GMR**- Global Monitoring Report
- IM** - Instructional Materials
- KHA** - Kindergarten Headmistress's Association
- KICD**- Kenya Institute of Curriculum Development
- M&E**- Monitoring and Evaluation
- MOE** - Ministry of Education
- NER**- Net Enrolment Rate
- NGOs** -Non Governmental Organizations
- O&M** - Operation and Maintenance
- TSC**- Teachers Service Commission
- UNESCO** – United Nations Educational, Science and Cultural Organization
- UNICEF** - United Nations Children's Fund
- SDGs** - Sustainable Development Goals

## **FOREWORD**

The Constitution of Kenya, 2010 provides the rights of every child including education as enshrined in the Bill of Rights. Article 53 of the Constitution highlights key fundamental rights of the child such as right to a name and nationality from birth; free and compulsory basic education; basic nutrition, shelter and health care; and to be protected from abuse, neglect, harmful cultural practices and all forms of violence. Additionally, Article 54 guarantees the right to access educational institutions and facilities for all children with disability.

The Constitution obligates the state to take measures and ensure that young children access age and developmentally appropriate education. In addition, the state is required to put in place affirmative action to ensure that minorities and the marginalized groups are provided with special opportunities in educational and economic fields to enhance equity and inclusiveness.

Furthermore, Kenya has ratified international protocols aligned to upholding fundamental human rights and freedoms. Accordingly, Kenya has ratified the Sustainable Development Goals. Goal 4 obligates governments to ensure the provision of inclusive and equitable quality education and promote lifelong learning opportunities for all. Most importantly, target 4.2 of this goal commits to ensure that by 2030 all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

The Government of Kenya recognizes the importance of Pre-primary education as critical in the realization of Education for All (EFA) Goals, Sustainable Development Goals and the Kenya Vision 2030 aspirations. Similarly, the World Fit for Children Conference in 2002 called for every child to have a good start in life that lays sound foundation in preparation for entry into primary school cycle and for lifelong learning.

This Education Sector Policy is intended to align the provision of Early Childhood Development Education and training to the Constitution of Kenya, 2010; the Kenya Vision 2030 and other International protocols. The policy also provides a frame of reference to the County Governments in their endeavour to ensure quality and relevant pre-primary education services in line with the Fourth Schedule of the Constitution. The schedule assigns the National Government the functions of Education Policy, Standards, Curriculum, Examinations and granting University Charters while assigning the County Government the functions of Pre-primary education, village Polytechnics, home crafts centres and child care facilities.

The development of this policy is in line with numerous policy frameworks amongst; the National Children's Policy (2010), Sessional Paper No. 1 of 2005 and the Sessional Paper No. 14 of 2012. The Children's Policy assigns responsibilities to ensure Survival, Development, Participation and Protection rights of the child to specific departments of Governments including Education, health and children's services. This Policy reaffirms the commitment of the government of Kenya to provide quality services for all children. It is my hope therefore, that implementation of this policy will ensure enhanced access, quality, equity, inclusivity and efficient management of Pre-primary Education services.



**FRED MATIANG'I, PhD, EGH**

**CABINET SECRETARY**



## **PREFACE**

The Ministry of Education (MOE) in collaboration with County Governments, UNICEF and Early Childhood Development and Education service providers have developed this pre-primary education policy through a participatory process.

The purpose of this Policy is to align pre-primary education to the Constitution of Kenya 2010, the Basic Education Act 2013, Sustainable Development Goals, the demands of the Kenya Vision 2030 as well as the current trends in education. The Policy makes reference to the National Early Childhood Development Policy (2008), Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors, the National Children's Policy (2010) and the National Education Sector Plan of 2013-2018.

This Policy offers guidance to all service providers to ensure quality and holistic pre-primary education services. Effective implementation of this Policy will guarantee access to inclusive, quality and equitable services through enhanced financing and efficient management of pre-primary education services. This is imperative since the holistic growth and development of all Kenyan children remains an urgent priority development agenda for National and County Governments.

It is anticipated that all education stakeholders shall establish mechanisms to ensure effective implementation of the aforesaid statements to enhance access to equitable, inclusive quality care and early learning of Pre Primary Children.

A word of thanks is extended to the Director General for ably steering the development of this policy.



**Dr. Belio R. Kipsang, CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT OF BASIC EDUCATION**

## **ACKNOWLEDGEMENT**

The development of this Policy has been made possible through collaboration with the County Governments and support from various partners. The Ministry of Education is grateful to UNICEF (Kenya Country Office) for the immense support both financial and technical in the development of the Policy. In addition, MOE wish to appreciate the contributions made by various Civil Society Organizations, World Bank, Parents, Communities, Teachers and other stakeholders.

My profound gratitude goes to the Director, Early Childhood Education, Director, Policy, Partnerships and East African Community Affairs, Director Primary Education for initiating the process and guiding the development of this Policy. I also wish to thank the technical officers drawn from MOE, KICD, the Council of Governors, Ministry of Health, Department of Children's Services, Department of Civil Registration and other institutions who participated in the development of this Policy. Special appreciation goes to the many County Governments officers whose views particularly during county forums were indeed invaluable.

Finally, I would like to commend the Technical Team for their commitment, substantive guidance, advice and unwavering support demonstrated during the development of this Policy.



**MASESE, ROBERT N. M., OGW**  
**AG. DIRECTOR GENERAL**

## DEFINITION TERMS

The following terms are defined in the context of this policy

<b>Basic Education :</b>	Means the educational programmes offered and imparted to a person in an institution of basic education and includes Adult basic education and education offered in pre-primary educational institutions and centres
<b>Best practices :</b>	Mechanisms, approaches or methods of designing and implementing pre-primary or childcare services that have been found through research or experience as the “best” ways to achieve desired outcomes
<b>Cabinet Secretary:</b>	The cabinet Secretary for the time being responsible for matters relating to Education and Training.
<b>Caregiver:</b>	Is a person or persons who provides direct care and supports young children's development.
<b>Childcare facility :</b>	Any registered place where or in which childcare services are offered at any time to children under five years of age.
<b>Child friendly environment:</b>	An environment that is safe, emotionally secure, psychologically enabling and safeguards children rights.
<b>County Education Board:</b>	A board established as an agency of the National Government to oversee provision of education and training at the county to serve the relevant county under section 17 of Basic Education Act.
<b>Curriculum:</b>	All planned programmes and activities offered in a learning institution.
<b>Developmentally Appropriate:</b>	Interventions or services that are suitable for individual's child age and developmental level.
<b>Early learning</b>	Activities and experiences provided to young children to facilitate acquisition and development of basic concepts, competencies, values and attitudes.

<b>Early Stimulation</b>	Opportunities, experiences and appropriate activities provided to young children to arouse their senses and support their mental, language, social and emotional development.
<b>Early Childhood Development:</b>	The physical, cognitive, language, social and emotional development of a child from pre-natal up to age eight (8).
<b>Early intervention</b>	A range of services designed to enhance the development of children with disabilities or at risk of developmental delay.
<b>Holistic development</b>	Development of children in all aspects i.e. health, physical, social, emotional, language and mental development.
<b>Inclusion</b>	The principle of enabling all children, regardless of their diverse abilities, to participate actively in regular learning settings.
<b>Pre-Primary Education:</b>	Early stimulation and early learning for children before entry to grade one.
<b>Special Needs Education</b>	Special educational programmes which are designed for children with disabilities including gifted and talented.
<b>Stakeholder:</b>	A person, group or organization that has interest or concern in pre-primary education programmes.

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## **EXECUTIVE SUMMARY**

The Ministry of Education in consultation with County Governments, development partners and key stakeholders were involved in the development of this pre-primary education policy. In this policy, pre-primary education refers to the elements of care, early stimulation and early learning experiences provided to children before entry to grade one. This policy focuses specifically on the education and training services for children attending pre-primary school, their teachers and other child care givers.

The development of this policy was informed by the need to provide quality, equitable, inclusive and relevant pre-primary education services to enable children attain the highest requisite age appropriate competencies in their cognitive, affective, social-emotional and psychomotor domains. The policy is divided into five main sections.

Section one provides the background information that includes the importance of pre-primary education in developing foundational skills and competencies that are critical for school readiness. It gives a situational analysis of pre-primary education highlighting the roles played by the Education, Health, Childcare and Protection sectors. It further points out the salient challenges facing the sector which include inadequate infrastructure, low public participation, low levels of advocacy and quality, sensitization, weak governance and accountability structures. The section also outlines the vision, mission, goal, scope, rationale and the stakeholder analysis in the provision of pre-primary education services. Legal and policy framework for early childhood education services both local and international are also highlighted in this section.

Section two analyses the thematic areas that are addressed in the policy statements and strategic interventions. The thematic areas identified include access, equity and inclusion, quality and relevance, sector governance and accountability as well as research, monitoring and evaluation.

Section three delineates the institutional framework for the implementation of pre-primary education services at National, County, Sub-county, and school/center level. Section four highlights issues of finance and partnerships. Lastly, section five provides a statement on policy review.

## **1.0 INTRODUCTION**

### **1.1 Background to the Pre-Primary Education Policy**

The Government of Kenya takes cognizance of Pre-primary education as a crucial foundation stage for primary education, character formation and lifelong learning. This is in line with the Sustainable Development Goal (SDG) Number 4. Target 2 which obligate States to ensure that all children access quality early childhood development, care and pre-primary education so that they are ready for formal schooling. Pre-primary education provides opportunities for children to enhance their cognitive, social, moral, spiritual, emotional and physical development as well as aesthetic aspects.

Empirical studies attest to the importance of investing in a child's early years for optimal realization of their potential in learning and development. Children who participate in quality and relevant pre-primary education programmes are better prepared for primary education. Moreover, quality pre-primary education programmes not only improve school readiness but also result in reduced repetition, dropout rates and increased learning achievements. on the other hand, limited access to pre-primary education and/ or low quality pre-primary education services significantly disadvantage children and diminish their learning trajectory. In spite of this critical importance, investment in pre-primary education by the government, parents and community has been inadequate often affecting access, quality and equity of services. Increasing investments in quality and cost effective pre-primary education model is therefore imperative. Development of this policy is therefore necessitated by the need to ensure provision of quality pre-primary education services in the dispensation of the devolved government system in Kenya.

This policy addresses the overarching national objectives with regard to the provision of care, early learning and early stimulation services and programs in child care facilities and pre-primary institutions. It delineates the functions of National and County Governments as well as the roles of other stakeholders in the provision of pre-primary

education services. In addition, it addresses the challenges experienced in the operationalization of the National ECD Policy Framework (2006) and aligns pre-primary education provision to the devolved system of government under the Constitution of Kenya, 2010. In line with the Constitution, the policy underscores the child's best interests as paramount in every matter concerning the child, recognizes and respects parents as the primary care givers.

This policy provides a standardized frame of reference for the County Governments in dispensing their constitutional mandate of ensuring access to quality child care and pre-primary education. It also provides mechanisms for funding, linkages in research, monitoring and evaluation. In essence, effective enforcement of this policy will ensure appropriate quality child care and pre-primary education services to all children.

This Policy takes cognizance of the broad Early Childhood Development services which include and not limited to education, healthcare, hygiene, nutrition, parental care and protection, provided by different stakeholders. In this light, the Ministry of Education is committed to coordinate line ministries, county governments and other key partners that provide services to young children, in the review of the national early childhood policy of 2006 to come up with an integrated early childhood policy.

## **1.2 Situation Analysis**

### **1.2.1 Policy Context**

The Government of Kenya is committed and recognizes the importance of investing in the early years of the child. In 2006 the Ministry of Education in collaboration with other line ministries and stakeholders developed the first National Early Childhood Development Policy Framework. The policy framework was designed to provide a frame of reference and a co-ordination mechanism that explicitly defined the roles of various stakeholders, including parents, communities, Government Ministries, Agencies, Development Partners and other stakeholders. In addition, Service Standard



Guidelines were developed in an effort to operationalize the ECD Policy Framework. However, implementation of the policy framework was ineffective due to various challenges and competing priorities.

Kenya has ratified the Sustainable Development Goals (SDGs). The SDG4, target 2 obligates governments to ensure that, by 2030 all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Similarly, SDG 4 also calls for the building and upgrading of education facilities that are safe, non-violent, inclusive and gender sensitive. Furthermore, Kenya also adopted Agenda 2063, 'The Africa we Want' that requires all states to expand universal access to quality early childhood education.

The Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya calls for provision of Health and Nutritional support to children attending day care centers and learning institutions; and Free and Compulsory Pre-Primary Education for all children.

Other initiatives that support the provision of Early Childhood Education services in Kenya include:

- a) The National School Health policy (2009) that calls for integration of health and nutrition in Early Childhood Development Education (ECDE).
- b) Provision of Community Support Grants to targeted areas (ASALs and Pockets of Poverty) to revamp the provision of Early Childhood Development Education services in ASAL.
- c) Provision of Capitation grants in FY2012/13 for all public pre-primary schools that supported provision of instructional materials and augmented Early Childhood Development Education teachers' remunerations.
- d) Training policy for Early Childhood Development Education teachers and other personnel especially the introduction of external evaluation and certification of Early Childhood Development Education teachers by the Kenya National Examinations Council.

The Presidential Circular No. 1 of 1980 mandated MOE to coordinate all functions of the Early Childhood Education in the country. The Ministry established management and coordination structures in the Directorates of Basic and Quality Assurance for the provision of Early Childhood Development Education services as well as the National Centre for Early Childhood Education in 1984. In 1985, District Centres for Early Childhood Development Education (DICECEs) were established in all the districts and were coordinated by the District Education Offices (DEO). The purpose of these two structures was to develop the Early Childhood Development Education curriculum, localize the curriculum, train teachers and mobilize local communities to support Early Childhood Development Education programmes as well as to offer necessary supervision. It is worth noting that, with devolution, the functioning of these essential structures created a gap which this policy seeks to address.

### **1.2.2 Legal Context**

This policy is anchored on the provisions in the existing National legal frameworks, relevant international protocols and conventions which include:

**The Constitution of Kenya 2010**, Article 43 on the Economic and Social Rights guarantees every person the right to education as well as the right to access adequate housing and reasonable standards of sanitation, while Article 53 provides free and compulsory basic education to all children, basic nutrition, shelter and health care; protection from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labor; parental care and protection.

The fourth schedule Articles 185(2), 186(1) and 187(2) distributes functions between the National Government and County Governments. The national Government is mandated to develop educational policies, curriculum, maintain standards and

examinations as well as training and capacity building of personnel's, while the County Government is mandated to oversee Pre-Primary Education (PPE) and Child Care Facilities (CCF) including the hiring of the Pre-Primary Education Teachers and Assistants. Article 189(2) provides for cooperation between the National Governments and County Governments in performing the functions and exercising powers in the provision of proximate and easily accessible services.

**The Universal Declaration of Human Rights (UDHR) 1948** provides a framework for a common standard of achievements for human rights for all peoples and all nations.

**The International Convention on Civil and Political Rights (ICCPR) 1966** which provides for recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

**International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966**, Article 10 provides special measures for care and education of dependent children

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

**The Children's Act (2001)** stipulates the rights of children and identifies the right holders and duty bearers in ensuring the achievements of these rights.

**The Convention on Rights of Persons with Disabilities (2006)** guarantees persons with disabilities the right to enjoy their rights including early education.

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

**The Basic Education Act (2013)** operationalizes the Constitution by providing for access to free and compulsory quality Basic Education to All children.

**The National Children's Policy (2010)** assigns responsibilities to ensure Survival, Development, Participation and Protection rights of the child

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

### **1.2.3 Health and Nutrition Context**

The Constitution of Kenya provides for the right of every person to the highest attainable standard of health. The health of a child in early years is very critical in determining proper growth and development. The health and nutrition status is a significant determinant of the child's holistic development and the learning ability. Early childhood has been identified as a period when the brain develops rapidly and hence appropriate health, nutrition, early education and care must be provided to ensure a better and healthy future for the child. Such holistic approach that integrates adequate nutrition, good health care, early stimulation, early learning, communication and security, physical, mental and social emotional dimension is recognized as constituting the foundation of proper growth and development of children.

Empirical studies have shown that, quality pre-primary education programmes impact on the health of the child not only in childhood but also later in adulthood. Pre-primary education centers are important and effective forums for promoting learners' health and health education during early childhood. Early Childhood Development Education programs provide opportunities for the provision of specific health and nutrition interventions such as vaccinations, deworming, and vitamin supplementation, referrals for treatment, screening and better health seeking behaviors among others. Furthermore, availability of clean water, promotion of hand washing and proper sanitation at the pre-primary schools positively impact on the health of a child deterring waterborne diseases and infections.

Additionally, pre-primary education services with integrated parenting programmes have revealed reduction in the likelihood of young children experiencing abuse; neglect and violence at home, thus reducing the likelihood of mental health problems. The

nutritional supplementation offered at the pre-primary education schools has been shown to reduce stunting and increase learner's cognitive abilities. Subsequently, children who participate in quality pre-primary education programmes that integrate health and nutrition have improved health that translate to greater school attendance promoting development and learning. They are also likely to pay attention and be ready for primary school and to learn better than those who don't access pre-primary education programmes.

The Government in the Sessional Paper No. 1 of 2005 recognized the importance of integrating child health and nutrition in the Early Childhood Development Education programme. The Kenya Demographic and Health Survey, 2014, revealed that the status of child health and nutrition has improved. Nationally, infant Mortality Rate (IMR) reduced from 69/ 1000 in 2003 to 39 /1000 live births in 2014 and Under-Five Mortality Rate (U5MR) reduced from 90/1000 in 2003 to 52 /1000 live births in 2014. With regard to vaccinations, KDHS 2014 shows that, immunization coverage has improved with 78 per cent of children fully vaccinated nationally. Pre-primary Teachers usually conduct basic health checks and keep records such as growth monitoring, immunization, children with allergies and other illnesses. In cases where children have missed some immunizations, they ask the parents to take them to health Centre for necessary advice or action.

Malnutrition remains a serious problem in Kenya, especially among impoverished households. Stunting has decreased from 36 percent in 2003 to 26 percent in 2014 (KDHS, 2014). According to KDHS, wasting has also declined from 7 percent in 2003 to 4 percent in 2014. The proportion of underweight children declined from 16 percent in 2003 to 11 percent in 2014. There is also disparity in levels of stunting across gender (with more stunted boys than girls) and across urban and rural divide (with high stunting rate (29%) in rural compared to 20% in the urban areas). Nutritional supplementation has

been shown to reduce stunting and enhance cognitive ability. A mother's education influences the under-5 mortality rate in Kenya. Children of uneducated mothers are 46% more likely to die before age 5 than those whose mothers have higher than secondary level of education. To enhance the school readiness and child's health the government remains committed to address malnutrition especially at pre-primary level. At present, some centers provide center based feeding programme, carry from home programme while others do not have any programme.

#### **1.2.4 Pre-primary Education Sub-Sector Performance**

Pre-Primary Education continues to receive a lot of attention in government policies and programmes. The government initiatives have led to remarkable improvement in access to pre-primary education services across the country. This is manifested in increased enrolment in pre-primary education from 2.71 million in 2012 to 3.2 million in 2016 representing an increase of 10.2%. The enrollment for girls rose from 46.8 per cent to 53.24 per cent whereas enrolment for boys increased from 48.2 per cent to 51.8 per cent over the same period representing a gender parity index of 1.05. Participation rates in pre-primary education also improved tremendous with Gross Enrolment Rate (GER) increasing from 69.4 per cent in 2012 to 76.6 percent in 2016; while NER in the sector increased from 66.9 per cent in 2013 to 74.9 per cent in 2016. On teacher training levels, the total number of pre-primary education teachers rose from 101,062 in 2013 to 107,187 in 2015. The number of trained pre-primary education teachers increased by 9.8 per cent from 83,814 (13,854 male and 69,960 female) in 2013 to 97,717 (15,366 male and 82,351 female) in 2016.

In spite of the tremendous achievements in access and equity in pre-primary education, provision of quality services in the sector remains a challenge as characterized by shortage of instructional and plays materials, high pupil teacher ratio, and inappropriate teaching methods among others. Smooth transition from pre-primary to grade one is a

major challenge due to the use of academic testing and disharmony between the two environments. There is inadequate balance of summative and formative assessment of learning outcomes at pre-primary education level.

To enhance access to equitable and inclusive preprimary education to marginalized and disadvantaged groups, pre-primary education have been expanded to cover, Dugsi, Madrassa centers and mobile pre-primary centers. MOE launched the Kenya School Readiness Assessment Tool (KSRAT) in December, 2015 for smooth transition to grade one. This tool also provides a harmonized learning environment between the pre-primary and the lower primary schools. In addition, the Kenya Institute of Curriculum Development has developed an Early Childhood Development and Education Progress Assessment Tool for formative assessment at all levels of early childhood education

### **1.2.5 Child Care and Protection Services**

Children exposed to violence, abuse and neglect are more likely to suffer from psychological problems including stress as well as internalizing and externalizing behaviors. This has been shown to affect the learners' self-regulatory and executive functioning which are key school readiness skills. The Constitution of Kenya, 2010, the Basic Education Act (2013), the Children's Act 2001, United Nations Convention on the Rights of the child and the African Charter on the Rights and Welfare of the Child provide for child rights and identify responsibilities for children. In this regard, all teachers, caregivers and child protection officers are obliged to ensure that every child enjoys their prescribed rights in all settings and are well trained on their responsibilities as per their evolving capacities.

In spite of the commitments enshrined in the legal documents, the child's right to protection and care especially in the childcare facilities and pre-primary is hampered by shortage of appropriate play and learning materials, unsafe learning environment, insecurity (trafficking, kidnapping, and molestation), far distances to pre-primary

education schools, shortage of appropriate sanitation facilities and poor childcare practices among others. Teachers' capacity to handle learners with special needs is inadequate. The Pre-primary education teachers should be well trained on the developmental needs and milestones in order to carry out early identification of children with special needs and disabilities as soon as possible and provide a supportive environment so that every child can achieve optimum physical, cognitive, emotional and social development. Children need to safely explore their environment through manipulation of objects so as to discover, understand and appreciate their world. Teachers and other stakeholders should ensure safe learning environments that will provide each child with adequate opportunities to experiment, explore dialogue, discover, reflect and apply new knowledge, skills and attitudes.

All children should have a right to access adequate and appropriate leisure, recreation and play for their holistic development. Therefore, pre-primary education schools should ensure maximum enjoyment of each category of rights by every child and also an effective prevention and response strategy to child care challenges. In this respect, there is need for development and implementation of child safety and protection guidelines for all pre-primary education schools.

### **1.2.6 Challenges facing Pre-Primary Education Provision in Kenya**

#### *a) Legal and Policy Framework*

Early Childhood Development and Education has been defined and applied differently due to lack of a clear legal framework. The National ECD Policy Framework of 2006 and subsequent Service Standards Guidelines were neither disseminated nor implemented due to programmatic issues.

#### *b) Coordination, Linkages and Partnerships:*

Early Childhood Development services are provided by many players without clear multi-sectoral coordination structures. The proposal in the Service Standard Guidelines



of establishing a National Committee for Early Childhood Development housed at the Department of Children's Services to oversee coordination and implementation of the National Policy Framework was ineffective due to lack of ownership and inadequate technical capacity. As a result, there has been duplication of efforts, lack of synergy and inefficient use of resources leading to low quality services.

c) *Resources*

The pre-primary education programmes have been inadequately resourced in terms of financial, human capital and physical resources. Moreover, there are regional disparities in the distribution of resources and pre-primary education schools especially in Arid and Semi-Arid lands (ASALs) urban informal settlements and pockets of poverty.

- *Financial limitation:* Low budgetary allocation at both levels of government, lack of provision for capitation grants at the pre-primary level, support grants for children with special needs as well as infrastructure support grants. This is compounded by the inability of parents to meet the cost of pre-primary education services.
  
- *Physical/ Infrastructure facilities:* Most pre-primary schools have inadequate physical facilities as well as play/learning materials and assistive devices for children with special needs; unfriendly environment, inadequate clean safe water, and sanitation facilities.
  
- *Human Resources development-* pre-primary education over the years been faced by inadequate personnel with requisite skills to handle holistic care and support for pre-primary learners (including children with special needs). Lack of a scheme of service for pre-primary teachers and other personnel in the subsector has resulted in poor remuneration, low staff morale and high attrition of trained teachers.

d) *Quality and Relevance*

Challenges affecting quality and relevance of pre-primary education include: poor

learning environments, inappropriate curriculum delivery methods, inadequate teaching and learning materials, inadequate supervision and monitoring of curriculum delivery; low teacher motivation and high teacher attrition. In addition, poverty and poor economic growth hampers the sustainability of pre-primary education.

e) *Governance and Accountability:*

There are weak management structures and lack of regulatory framework at all levels of pre-primary education provision including unclear linkages between various institutions/organizations that provide and/or manage pre-primary education. There is low community awareness on their roles in the provision of quality pre-primary education.

f) *Access*

A significant proportion of children are not accessing pre-primary education in spite of it being critical in laying the foundation for performance in the subsequent levels of education. This situation is mainly attributed to: low budgetary allocation, low parental and community awareness on the importance of pre-primary education, cost of pre-primary education, inadequate pre-primary schools within reach especially in rural areas, inadequate and inappropriate infrastructure and sanitation facilities, engagement of unqualified personnel, high turnover of personnel and lack of structured feeding program.

g) *Attitudes towards Gender and Special Needs Children*

There are instances of discrimination and stereotyping of children on the basis of gender, special needs and those with early or delayed developmental challenges, due to cultural practices hence hindering participation.

h) *Health and Nutrition*

There is inadequate integration of health and nutrition services in pre-primary and childcare programmes sometimes leading to health and nutritional disorders and poor feeding practices. Poor child health hinders effective participation of children in pre-primary education.

*i) Child abuse, neglect and exploitation:*

Family and household poverty, effects of HIV&AIDS and social economic activities predispose children to violence, abuse, neglect, exploitation hence minimizing their chances of participating in pre-primary education.

*j) Insecurity, conflict and disaster*

Ethnic clashes, cattle rustling, terrorist attacks and natural calamities adversely affect and disrupt children's participation in pre-primary education whenever they occur.

### **1.3 Rationale for Developing the Pre-Primary Education Policy**

The purpose of developing this policy is to align provision of pre-primary education to the demands of Constitution of Kenya (2010), the aspirations of the Kenya Vision 2030, the provisions of the Basic Education Act, 2013, Sessional Paper No. 14 of 2012 on Reforming Education, Training and Research Sector in Kenya and the requirements of the Sustainable Development Goal Number 4, Target 2. The Constitution of Kenya (2010) shared the functions of the provision of pre-primary education between the National Government and the County Governments.

This Policy is also aligned to the global consensus on investing in the early years of life. During the early years, fundamentals of children's emotional, intellectual, social and physical development are well established through provision of care, good health, nutrition and stimulation to all young children and it is during this period when the brain develops rapidly. Investment in pre-primary education therefore, has significant impact on the subsequent development and achievement. The benefits that accrue from solid early investments include improved child health and nutrition; increased returns to educational investment resulting from better learning outcomes; reduced dropout and repetition rates; reduced inequality and increased returns to economic investments resulting from improved adult productivity and great gender equity. A child's early learning experiences provide a window of opportunity to address inequalities and

improve quality of life.

This policy addresses the challenges experienced in the implementation of the National ECD Policy Framework (2006) by providing a coordinated frame of reference for pre-primary education service providers. In addition, it takes cognizance of the National Children's Policy (2010) and the National Plan of Action for children 2015-2022, which defines the roles of different stakeholders in the provision of children's services in terms of survival, developmental, participation and protection rights.

#### **1.4 Vision**

Holistic pre-primary education for sustainable development

#### **1.5 Mission**

To provide, promote and coordinate the delivery of quality and relevant pre-primary education services for lifelong learning and sustainable development

#### **1.6 Goal**

To ensure every child has access to equitable, inclusive and quality pre-primary education services.

#### **1.7. Guiding Principles**

This policy is anchored on the following guiding principles:

- a) Quality and equitable pre-primary education services
- b) Respect to the rights and welfare of the child.
- c) Inclusiveness
- d) Integrity, transparency and accountability
- e) Public participation
- f) Non-discrimination and protection
- g) Developmental appropriateness
- h) Child friendliness.

### 1.8 Scope of Application

This Policy applies to all Children in pre-primary education institutions and their parents, caregivers, teachers, support staff and managers. It also applies to pre-primary education training institutions, National and County Governments as well as state and non-state actors and local communities that engage in the provision of Early Childhood Development and Education.

### 1.9. Stakeholder Analysis

There are various stakeholders participating in the provision of pre-primary education services including Parents, Communities, National and County governments, the Private Sector and Faith Based Organizations (FBOs) among others. The role of stakeholders is to participate in the development of policies, promote and support pre-primary education, supply goods and services and identify and promote peaceful coexistence initiatives. The analysis of roles of the different stakeholders is presented in the table below.

<b>Essential Package Component</b>	<b>Responsible</b>	<b>Responsibility</b>
Nutritional Support	Department of Agriculture both at National and County levels	Food crop production
	Department of Livestock both at National and County levels	Production of livestock products (eggs, meat, milk)
	Department of Fisheries both at National and County levels	Production of fish products

	Department of Health both at National and County levels	Nutritional education at health facility & community level Medical treatment of malnutrition in young children Sanitation promotion e.g. latrines to prevent worm infestation, predisposing children to malnutrition Child deworming programmes
	Department of Education both at National and County levels	Nutritional education at the school Deworming and growth monitoring
	Non-State Actors	Nutrition programmes Food security programme
Maternal and Child Health Services	Department of Health both at National and County levels	Provision of preventive, promotive, curative and reproductive maternal and child health services; Integration of care for child development (CCD) messages and interventions into relevant health activities; Integrated Management of Childhood Illnesses (IMCI) Treatment of survivors of SGBV Prevention and management of childhood disabilities and chronic health conditions Screening and referral to relevant institutions; Support provision of supportive devices.
	Non-State Actors	Maternal and child care programmes Support child care development activities

Support for Primary Caregivers	Department of Children Services both at National and County levels	Parental education on parenting skill and positive discipline
	Non-State Actors	Parental education on parenting skill and positive discipline
Stimulation for Development and Early Learning	Parents Primary caregivers	Actively encourage the child to play with caregivers, toys and other children for cognitive development Provision of safe play materials that stimulate all senses and a conducive environment for play
	Ministry of Health both at National and County levels	Support integration of care for childhood development(CCD) interventions and messages including identification of common developmental challenges and delays
	Child care centers	Create a conducive environment that encourage child play Actively encourage the child to play with caregivers, toys and other children for cognitive development Provide stimulating safe play materials Ensure children's safety and security
	Department of Civil Registration	Registration of children and issuance of birth certificates to determine age and parentage - secure identity for children.
	Department of education	Actively encourage child play with caregivers/teachers, toys and other children for cognitive development Provide a conducive and stimulating play environment

Social Services	Department of Civil Registration	Birth registration
	Department of Social Services both at National and County levels	Household livelihoods and economic strengthening e.g. through cash transfer programmes targeting poor households with vulnerable children
Child Protection	Department of Children Services both at National and County levels	Child protection services e.g. child rescue Identification and placement of children with special needs including those with hidden diseases in children's homes
	Department of Justice	Prevention and mitigation of child abuse, neglect, and exploitation. Law enforcement against offenders
	Department of Administration both at National and County levels	Child protection services e.g. case identification and mitigation
	Non-State Actors	Child protection services Creating awareness on the rights of children Advocacy on importance of pre-primary education services and adequate budgetary allocation at National and County levels
Early Childhood Education	County Department of Education	Pre-primary education programmes



Research in early childhood and education	Universities/Research Institutions	Conduct research on matters affecting children, families and learning institutions to inform implementation of early childhood programmes and provision of services.
	Department of Education both at National and County levels	Conduct needs assessment on pre-primary education, Monitor and evaluate implementation of programmes and services in pre-primary education
	Non-State Actors	Participate in the monitoring and evaluation of early childhood development education programmes. Provide financial and technical support Advocacy on frequent research and implementation of findings

## **2.0 POLICY STATEMENTS AND STRATEGIES**

This chapter provides policy statements and strategies on issues affecting provision of pre-primary education which are categorized into Access, Equity and Inclusion, Quality and Relevance, Governance and Accountability and Research, Monitoring and Evaluation.

### **2.1 ACCESS**

#### **2.1.1 Goal**

The overall goal is to enhance access to quality relevant pre-primary education services to all children aged 4-5 years.

#### **2.1.2 Policy Statement**

The Government at both national and county levels shall ensure that all children access pre-primary education services.

#### **2.1.3 Strategies**

To implement this policy, the County Governments in collaboration with the National Government and other stakeholders shall adopt the following strategies:

1. Create awareness on the importance of pre-primary education and promotion of child's rights and welfare;
2. Allocate adequate recurrent and development budgetary support to finance pre-primary education services;
3. Construct child friendly pre-primary education centres within reasonable reach of children
4. Mobilize adequate resources through public and private mechanisms to support provision of quality pre-primary education programmes
5. Enforce free and compulsory Pre-primary education;

6. Ensure integration of child protection, health education and nutrition services in pre-primary education programmes i.e.
  - a) Promote prevention, early detection and treatment of common non-communicable diseases and conditions;
  - b) Promote access to and uptake of preventive interventions for childhood illnesses;
  - c) Promote growth monitoring activities.
  - d) Promote Child care, safety and security

## **2.2 EQUITY AND INCLUSION**

### **2.2.1 Goal**

To ensure equity and inclusion in pre-primary education provision to all children with special focus on those with special needs and the marginalized, disadvantaged and vulnerable children.

### **2.2.2 Policy statement**

The Governments at both national and county levels in collaboration with stakeholders shall ensure that the provision of pre-primary education services and facilities to all children are equitable and inclusive with special focus on the hard to reach, marginalized and those with special needs.

### **2.2.3 Strategies**

To implement this policy, the County Governments in collaboration with the National Government and key stakeholders shall:

1. Mobilize and sensitize communities on the importance of Pre-primary education;
2. Enhance advocacy against cultural beliefs and practices that hinder access to early childhood education;
3. Establish mechanisms and programs to ensure provision of pre-primary education services to young children during emergencies;
4. Establish mechanism of ensuring that orphans and Most Vulnerable Children (MVCs) access pre-primary education;
5. Ensure appropriate learning environment and instructional materials to all

- children with special focus on those with special needs and marginalized;
6. Integrate early identification of children with special needs in the teacher training curriculum;
  7. Establish mechanisms for early identification and interventions for children with special Needs;
  8. Establish and strengthen Education Assessment Resource Centres (EARC) to promote assessment and placement of young children with special needs;
  9. Ensure all pre-primary schools have safe, inclusive and developmentally appropriate environments and play /learning materials;
  10. Collaborate with law enforcement agencies to ensure adequate care and protection of young children.

## **2.3 QUALITY AND RELEVANCE**

### **2.3.1 Goal**

The goal is to ensure that children aged 4 and 5 access quality and relevant pre-primary education services that equip them with developmentally appropriate competencies to realize their full potential.

### **2.3. 2 Policy Statement**

The Government at both national and county levels in collaboration with other stakeholders shall;

- i) Establish integrate, improve and maintain quality pre-primary education services in pre-primary schools.
- ii) Ensure that the pre-primary education curriculum in place provides relevant competencies and developmentally appropriate content for sustainable development.
- iii) Ensure adherence to educational standards for pre-primary schools.

### **2.3.3 Strategies**

2.3.3.1 To implement this policy, the National Government in consultation with the

County Governments and key stakeholders shall:

1. Integrate pre-service pre-primary teacher training in existing primary teacher training colleges;
2. Review and align the pre-primary education curriculum with current trend and approaches to ensure child centered services;
3. Develop Service Standard Guidelines for all pre-primary education levels ;
4. Develop a competency based progress assessment tool for pre-primary education;
5. Develop a scheme of service for pre-primary teachers;
6. Build the capacity of pre-primary education programme officers, teachers and other caregivers;
7. Build capacity of Education Standards Quality Assurance Officers for effective supervision of pre-primary education curriculum implementation;
8. Strengthen classroom support and supervision systems;
9. Streamline and coordinate training of pre-primary education teachers and personnel;
10. Ensure pre-primary teacher education includes Kenyan sign language, braille and other communication formats;
11. Implement the National curricular for the pre-primary learners and teacher trainees. Any other curriculum shall be vetted and approved by KICD;
12. Register trained and qualified pre-primary teachers ;
13. Ensure seamless transition of learners from pre-primary to Grade 1;
14. Improve or establish County pre-primary education resource centers for personnel capacity enhancement and research;
15. Ensure provision of age appropriate care and protection;
16. Integrate ICT programmes in pre-primary education accreditation and professional development of teachers.

2.3.3.2 The County Government in collaboration with key stakeholders shall:

1. Adopt and implement the national pre-primary teacher scheme of service;
2. Develop a scheme of service for personnel in pre-primary education;
3. Ensure provision of appropriate physical facilities, play and learning resources to support learning in pre-primary schools including children with special needs;
4. Monitor implementation of KICD approved curricula in all pre-primary education schools;
5. Coordinate multi- sectorial partnerships in the provision of pre-primary education;
6. Ensure smooth transition of children from pre-primary to primary school;
7. Establish mechanism that ensure provision of nutritious meals, clean adequate water and appropriate sanitation facilities including child friendly toilets for boys and girls and hand washing facilities;
8. Ensure all personnel working in pre-primary schools are certified and registered by relevant government institutions;
9. Establish model pre-primary schools with safe and developmentally appropriate classrooms, playground, kitchen, toilets and hand washing facilities.

## **2.4 GOVERNANCE AND ACCOUNTABILITY**

### **2.4.1 Goal**

To strengthen institutional frameworks for effective leadership and management of pre-primary education.

### **2.4.2 Policy statement**

The County Government in collaboration with the National Government shall establish a strong governance and accountability structure of management to support implementation of the pre-primary education programmes.

### **2.4.3 Strategies**

To implement this policy, the County Government in consultation with key stakeholders shall:

1. Enforce legislation to safeguard the rights of children;
2. Adapt the national pre-primary education guidelines;
3. Promote and coordinate stakeholder participation;
4. Keep abreast with modern trends and best practices in pre-primary education;
5. Strengthen institution based quality assurance in pre-primary education;
6. Develop a communication strategy on pre-primary education;
7. Enforce registration of pre-primary schools, child care facilities and teacher training institutions;
8. Ensure that pre-primary education institutions are audited by a certified authority;
9. Develop an efficient and reliable pre-primary education management information system;
10. Publish an annual pre-primary education status report;
11. Institute mechanisms and conditions for accreditation;
12. Institute capacity building programmes for school managers.

## **2.5 RESEARCH, MONITORING, EVALUATION AND REPORTING**

### **2.5.1 Research**

#### **2.5.1.1 Goal**

To generate evidence based information for policy and decision making.

#### **2.5.1.2 Policy statement**

The Governments at both national and county levels shall collaborate with relevant research institutions to enhance research in pre-primary education to inform policy and promote best practices.

### **2.5.1.3 Strategies**

To implement this policy, the National and County Governments shall:

1. Create an enabling environment for research in pre-primary education;
2. Establish linkages and collaboration in research with other institutions and organizations;
3. Develop a reporting framework for pre-primary education research findings;
4. Establish a feedback system for stakeholder engagement;
5. Publish research findings through different media;
6. Utilize research findings in decision making and developing appropriate interventions;
7. Integrate data management and utilization;
8. Ensure Measuring of quality early learning and quality outcomes.

### **2.5.2 Monitoring, Evaluation and Reporting**

#### **2.5.2.1 Goal**

To strengthen monitoring, evaluation and reporting systems for improved pre-primary Education.

#### **2.5.2.2 Policy Statement**

The Government at both national and county levels shall ensure regular monitoring and evaluation of pre-primary education.

#### **2.5.2.3 Strategies**

The implement this policy, the National and County Governments shall:

1. Develop and implement a monitoring, evaluation and reporting framework for pre-primary education;
2. Utilize the monitoring and evaluation report to improve the quality of pre-primary education;
3. Document best practices and lessons learnt;
4. Compile data for pre-primary education (schools, teachers and infrastructure).



### **3.0 INSTITUTIONAL FRAMEWORK**

This chapter prescribes the institutional framework that guide management and coordination of pre-primary education sector at the national, county, sub-county, ward level.

#### **3.1.1 National level**

The Cabinet Secretary in charge of education has appointed the Director-Early Childhood Education to strengthen systems and structures to support county government in planning and delivery of quality pre-primary education. The role of the directorate is to offer technical advice to the National and County governments and provide policy directions in the implementation of pre-primary education programmes across the country. The directorate shall work with other Directorates dealing with pre-primary education and Teacher Education.

#### **3.1.2 County level**

At the County level, the County Executive Committee (CEC) Member in charge of education shall be responsible for the management and coordination of pre-primary education. A County Early Childhood Education Committee (CECEC) shall be established comprising of line ministries, key departments and other stakeholders in the county. The pre-primary education committee shall be chaired and housed by the CEC Member in charge of Education. The county shall establish an Early Childhood Development Directorate with the mandate of:

- a) Liaising with the Director, Early Childhood Education (MOE) on matters of policy;
- b) Establishing and supporting county based governance structure to manage pre-primary education services that are equitable and all-inclusive;
- c) Strengthening coordination, linkage and collaboration with key stakeholders, that is, Early Childhood Development service providers; the private sector, government agencies, development partners among others;
- d) Development of strategies and budgetary plans for resource mobilization to

- ensure quality service delivery;
- e) Building the capacity of pre-primary education service providers on management and strategic leadership;
- f) Development and enforcement of regulations which hold management bodies individually and collectively responsible for appropriate use of pre-primary education resources;
- g) Ensuring only approved pre-primary education curricula and programmes are implemented;
- h) Ensuring pre-primary education quality standard guidelines are adhered to;
- i) Instituting measures to enhance participation by parents, community and other stakeholders;
- j) Establishing administration and management structure at the sub county ward and center levels;
- k) Ensuring establishment of BOM at the pre-primary education level.

## **4.0. FINANCING AND PARTNERSHIP IN PRE-PRIMARY EDUCATION**

### **4.1 Financing**

The Sessional Paper No.14 of 2012 calls for the mainstreaming of Early Childhood Development Education as part of basic education and therefore integrates preprimary children in the primary school cycle. For this to happen there is need to intensify capacity building to provide adequate quality pre-primary education facilities. On the contrary, the Kenya Constitution, 2010 devolved the function of pre- primary and child care facilities to the county governments. In the past, pre- primary education was provided by numerous stakeholders including the government, local communities', religious organizations, local NGOs and private individuals. Due to fragmented coordination, the pre-primary education provision is therefore compromised and faces challenges that will require concerted efforts to progressively address. To effectively deliver pre-primary education services the government proposes to develop strong partnerships with stakeholders that include the Private sector and development partners to finance pre-primary education.

In the past, Early Childhood Development and Education (ECDE) was allocated inadequate budget. The low public investment on ECDE affected provision of quality pre-primary education programmes. This policy proposes various mechanisms of financing pre-primary education in the areas of:

- a) Infrastructure (renovation and construction);
- b) Teacher training and recruitment (pre-service and in-service);
- c) Provision of instructional and safe play materials;
- d) Research and regulatory framework;
- e) Quality assurance and assessment;
- f) Social mobilization and advocacy;
- g) Training and recruitment of other key support personnel including caregivers.

#### **4.1.1 Goal**

To ensure adequate funding to deliver quality and integrated pre-primary education services

#### **4.1.2. Policy Statement**

The National Government shall provide funds for: Policy review, curriculum development, teacher training and evaluation, quality assurance and standards and capacity building of key county ECDE personnel. The County Governments shall provide adequate and sustainable financial resources for the support of pre-primary education.

#### **4.1.3. Strategies**

The County Government in collaboration with the National Government and key stakeholders shall:

1. Create subsidies for pre-primary education services and equipment;
2. Institute children trust fund for pre-primary education across counties;
3. Mobilize parents and community to assist in provision of pre-primary education services;
4. Provide support grants for teachers and support staff in the pre-primary education;
5. Determine and review the unit cost of providing pre-primary education;
6. Establish and maintain an efficient NEMIS for pre-primary education data to support planning and budgeting pre-primary programmes;
7. Provide capitation grants for children in public pre-primary schools;
8. Provide infrastructure support grants to pre-primary schools;
9. Provide special need support grants to public pre-primary schools;
10. Subsidize training costs for pre-primary teachers and assistants;
11. Adopt any other cost saving and income generating activities(IGA) in pre-primary schools;
12. Support to publishers to provide quality curriculum support materials;
13. Support private funding streams from philanthropies, trust funds, corporates and other donors to enhance access to quality pre-primary education programmes.

## **4.2 Public-Private Partnerships**

In order to improve the quality of pre-primary education there is need to strengthen partnerships with the relevant stakeholders including NGO's, CBOs, the Private Sector and Donors. Effective implementation of pre-primary education requires rapid information exchange mechanisms, systems, recognition and linkages. In the past, the pre-primary education sector was predominantly in the hands of the private sector and communities with MOE mainly developing the curriculum and instructional materials. Other Government agencies like Ministry of Health and NCCS have also targeted the pre-primary education cohort by providing health and social protection services. However, these services have been provided without a comprehensive coordination, linkage and collaboration framework.

### **4.2.1. Goal**

To promote partnerships and linkages in order to enhance access and improve quality of service provision in pre-primary education.

### **4.2.2. Policy Statement**

The Government at both national and county levels shall ensure effective coordination and collaboration of pre-primary education stakeholders.

### **4.2.3. Policy Strategies**

To implement this policy, the National and County Governments shall:

- Develop and implement inter-agency coordination and consultation frameworks for purposes of creating synergy and coherence in the provision of quality pre-primary education;
- Strengthen collaboration and linkages with key stakeholders, that is, pre-primary education service providers, the private sector and development partners to enhance access and quality pre-primary education. Key strategies to be adopted include:

- a) Support capacity building for pre-primary education service providers and programs;
- b) Complement Government efforts in mobilizing resources to support pre-primary education;
- c) Carry out advocacy on pre-primary education;
- d) Support capacity development and awareness raising plans for county legislation to promote greater investment in pre-primary education;
- e) Provide moral and spiritual guidance;
- f) Provide support to children with special needs (those living with disability, orphans and most vulnerable children);
- g) Build and strengthen inter-disciplinary and multi-sectoral linkages and collaboration;
- h) Provide psychosocial support to the most vulnerable children.

## **5.0 POLICY REVIEW**

This Policy shall be reviewed from time to time to ensure that it remains relevant to changing national and international demands in provision of pre-primary education services. The reviews shall incorporate emerging issues and trends.

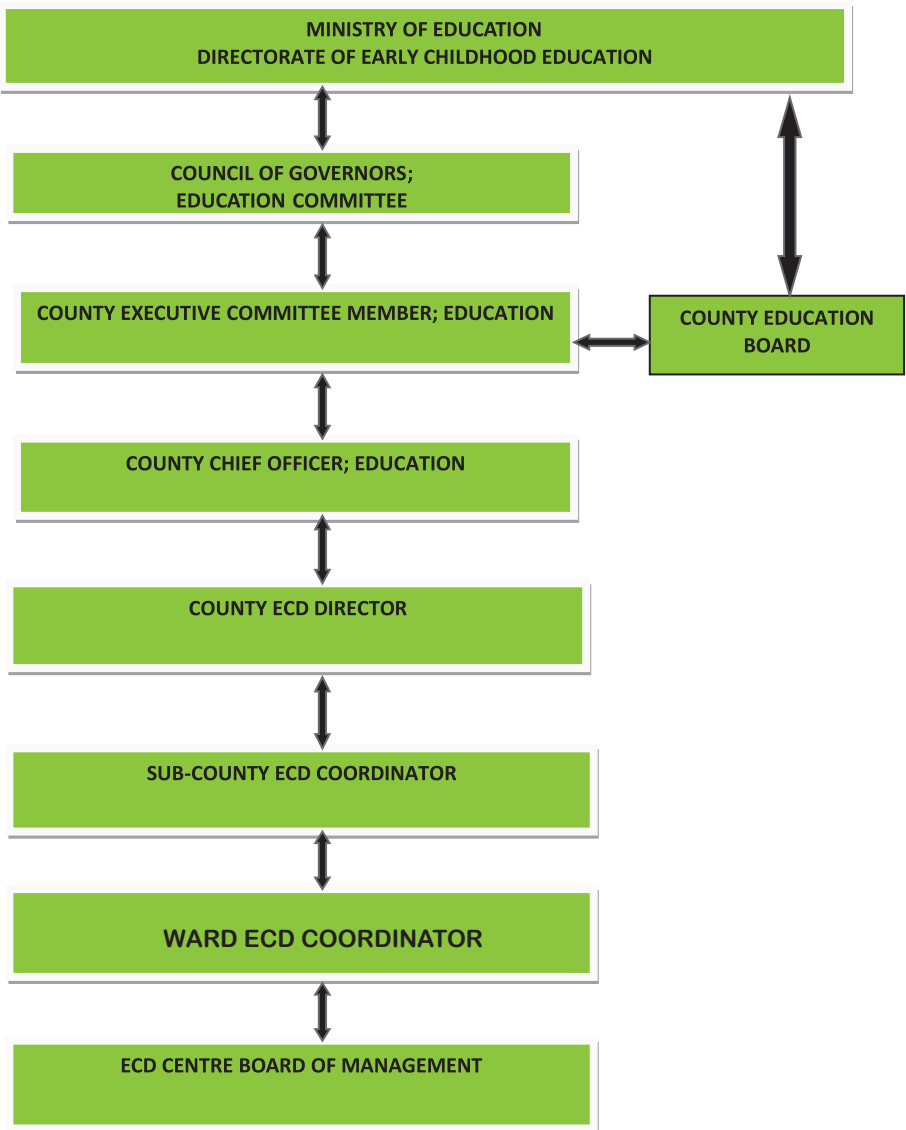
**ANNEX I: ROLES AND RESPONSIBILITIES OF KEY PARTNERS IN THE PROVISION OF PRE-PRIMARY EDUCATION**

S/N	Thematic Area	Key Activities	Responsible
1	Access to quality pre-primary education services	<b>Construction of pre-primary education centres within the locality</b> <ul style="list-style-type: none"> <li>· provision of capitation grants</li> <li>· community sensitization</li> <li>· alternative provision of pre-primary education services such as mobile schools and clinics</li> <li>· rehabilitation of pre-primary education centres infrastructure</li> </ul>	<b>County Governments Non-State Actors</b>
2	Equity and Inclusion	<b>Advocacy for the rights of the child, importance of investing in early years</b> <ul style="list-style-type: none"> <li>· Provision of appropriate infrastructure and I/M</li> <li>· Strengthen EARCs</li> <li>· Implement voucher system</li> </ul>	<b>County Governments Non-State Actors</b>
3	Equality and Relevance	<b>Curriculum development and review</b> <ul style="list-style-type: none"> <li>· Approval of curricular and curriculum support materials</li> <li>· Capacity building for the pre-primary education personnel</li> <li>· Provision of relevant curriculum support materials</li> <li>· Integration of ICT in learning</li> <li>· Strengthen supportive supervision and mentoring</li> <li>· Conduct research to improve quality and relevance of instructions</li> </ul>	<b>National Government</b>

4	<p><b>Sector Governance and Accountability</b></p>	<ul style="list-style-type: none"> <li>· <b>Enforce policy and programmes across the multi-sectors including health, education, nutrition, water, sanitation, labour and finances.</b></li> <li>· <b>Capacity building of pre-primary education managers</b></li> <li>· <b>Establishment of management structures</b></li> </ul>	<p><b>National government County Government Non-State Actors</b></p>
5	<p><b>Research, monitoring and Evaluation</b></p>	<p><b>Funding of research</b></p> <ul style="list-style-type: none"> <li>· <b>Dissemination and implementation of research findings</b></li> <li>· <b>Strengthening link between research, monitoring, evaluation and reporting in the field of pre-primary education</b></li> <li>· <b>Registration and accreditation of institutions</b></li> </ul>	<p><b>County Governments National Government Non-State Actors</b></p>



**ANNEX II: PRE-PRIMARY EDUCATION CO-ORDINATION FRAMEWORK**



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