



REPUBLIC OF KENYA

EARLY CHILDHOOD DEVELOPMENT
SERVICE STANDARD
GUIDELINES
FOR KENYA
2006

TABLE OF CONTENTS

ABBREVIATIONS/ACRONYMS	iv
FOREWORD	vi
ACKNOWLEDGEMENTS	vii
MEMBERS OF THE TECHNICAL COMMITTEE ON ECD POLICY	viii
1.0 INTRODUCTION AND RATIONALE	1
2.0 SERVICES FOR CHILDREN	1
2.1 VERY YOUNG CHILDREN (0-3 YEARS)	2
2.2 PRE-SCHOOL AGED CHILDREN (4 – 5 YEARS)	2
2.3 CHILDREN IN THE LOWER PRIMARY SCHOOL (6 – 8 YEARS)	2
2.4 CHILDREN WITH SPECIAL NEEDS (CSN)	3
3.0 STANDARDS FOR QUALITY & INCLUSIVE ECD SERVICES	3
3.1 STANDARDS FOR QUALITY SERVICES FOR CONCEPTION TO 3 YEARS	3
3.2 STANDARDS FOR QUALITY SERVICES FOR CHILDREN WITH SPECIAL NEEDS	4
3.3 STANDARDS FOR ESTABLISHMENT AND REGISTRATION OF ECD CENTRES AND TRAINING INSTITUTIONS.....	5
3.4 STANDARDS FOR ECD SERVICE PROVIDERS.....	10
3.5 STANDARDS FOR ECD CURRICULUM AND PEDAGOGY	14
3.6 STANDARDS TO ENSURE EFFECTIVE PARTNERSHIP AND NETWORKING.....	16
4.0 MANAGEMENT, SUPERVISION AND ACCOUNTABILITY OF PROGRAMMES FOR CHILDREN.....	18
4.1 MANAGEMENT OF ECD PROGRAMMES	18
4.2 DIRECTORATE OF BASIC EDUCATION (ECD DIVISION)	18
4.3 ECD MANAGEMENT COMMITTEES	19
4.4 DICECE MANAGEMENT BOARDS	20
4.5 RESOURCE CENTRES	20
5.0 SUPERVISION.....	21
6.0 ACCOUNTABILITY	22
6.1 ACCOUNTING RECORDS.....	22
6.2 MINISTRY OF HEALTH (MOH).....	22
6.3 MINISTRY OF LOCAL GOVERNMENT (MOLG).....	22
6.4 MINISTRY OF GENDER, SPORTS, CULTURE & SOCIAL SERVICES).....	22
6.5 OFFICE OF THE PRESIDENT (OP).....	22

7.0 DISCIPLINE AND APPEALS	23
7.1 DISCIPLINE	23
7.2 APPEALS	24
8.0 MONITORING AND EVALUATION OF ECD PROGRAMMES	24
APPENDIX I	26
CHECKLIST FOR REGISTRATION OF ECD CENTRE / INSTITUTION.....	26
APPENDIX II	27
PROCEDURE FOR ESTABLISHING EDUCATIONAL AND TRAINING INSTITUTIONS.....	27
APPENDIX III	29
CRITERIA FOR APPROVAL OF A CHARITABLE CHILDREN'S INSTITUTION.....	29
APPENDIX IV	30
ECDE APPLICATION FOR REGISTRATION OF EDUCATIONAL AND TRAINING INSTITUTION	30
APPENDIX V	33
REGISTRATION FORM FOR COMMUNITY DEVELOPMENT PROJECTS/ SELF HELP GROUPS	33
APPENDIX VI	35
FORM OF APPLICATION FOR REGISTRATION OF A CHARITABLE CHILDREN'S INSTITUTION	35
APPENDIX VII.....	36
APPLICATION FOR APPROVAL AS MANAGER OF PRIVATE EDUCATIONAL INSTITUTION.	36
APPENDIX VIII.....	39
MONITORING TOOL FOR QUALITY AND STANDARDS ASSURANCE CURRICULUM IN ECD CENTRE	39
APPENDIX IX	43
MONITORING TOOL FOR ECD TRAINING CENTRE	43
APPENDIX X	46
MONITORING TOOL FOR ECD TRAINERS.....	46
APPENDIX XI	49
ECDE CERTIFICATE STUDENTS ASSESSMENT FORM.....	49
APPENDIX XII.....	54
ECDE DIPLOMA STUDENTS ASSESSMENT FORM	54

APPENDIX XIII	56
MONITORING TOOLS FOR CHILDREN WITH SPECIAL NEEDS IN ECD CENTRES	56
APPENDIX XIV	58
GENERAL SCREENING TOOLS FOR CHILDREN WITH SPECIAL NEEDS IN ECD CENTRES	58
APPENDIX XV	63
FORM FOR APPEAL AGAINST REJECTION OF APPLICATION FOR REGISTRATION OF A CHARITABLE CHILDREN’S INSTITUTION	63

ABBREVIATIONS/ACRONYMS

B. Ed	-	Bachelor of Education (degree)
CBOs	-	Community Based Organizations
CIMCI	-	Community Integrated Management of Childhood Illnesses
CSN	-	Children with Special Needs
DBE	-	Director Basic Education
DCS	-	Director Children Services
DEB	-	District Education Board
DEO	-	District Education Officer
DFID	-	Department for International Development
DICECE	-	District Centre for Early Childhood Education
DKIE	-	Director, Kenya Institute of Education
DKISE	-	Director, Kenya Institute of Special Education
DMS	-	Director of Medical Services
DPP	-	Director Policy & Planning
DSDO	-	District Social Development Officer
DTE	-	Director Technical Education
DQAS	-	Director Quality Assurance and Standards
EARS	-	Educational Assessment and Resource Services
ECD	-	Early Childhood Development
ECDC	-	Early Childhood Development Centre
ECDE	-	Early Childhood Development and Education
FBOs	-	Faith Based Organizations
GMP	-	Growth Monitoring & Promotion
GOK	-	Government of Kenya
HEP	-	Hindu Education Programme
ICT	-	Information, Communication & Technology
IIEP	-	Islamic Integrated Education Programme
IMCI	-	Integrated Management of Childhood Illnesses
KIE	-	Kenya Institute of Education

KNEC	-	Kenya National Examinations Council
KNUT	-	Kenya National Union of Teachers
M. Ed	-	Masters of Education (degree)
MOE	-	Ministry of Education
MGSC&SS	-	Ministry of Gender, Culture, Sports & Social Services
MOH	-	Ministry of Health
MOHA	-	Ministry of Home Affairs
MOL	-	Ministry of Labour
MOLG	-	Ministry of Local Government
NACECE	-	National Centre for Early Childhood Education
NFE	-	Non-Formal Education
NGOs	-	Non-Governmental Organizations
NSSF	-	National Social Security Fund
PDE	-	Provincial Director of Education
PSC	-	Public Service Commission
QASOs	-	Quality Assurance & Standards Officers
SDAs	-	Social Development Assistants
SSG	-	Service Standard Guidelines
TSC	-	Teachers Service Commission

FOREWORD

The Government of the Republic of Kenya (GOK) has demonstrated its commitment to the well being of young children by signing various global policy frameworks such as 1989 United Nations Convention on the Rights of the Child (CRC), the 1990 Jomtien World Conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and 2000 Millennium Development Goals (MDGs). These forums underscored the importance of ECD and identified challenges facing ECD sub sector.

To address these challenges the GOK has developed the Sessional Paper No.1 of 2005 on a Policy Framework for Education, Training and Research, which recommended the development of a comprehensive ECD Policy Framework and Service Standard Guidelines.

The Service Standard Guidelines operationalizes the National ECD Policy Framework and the Children Act (2001) by providing specific Service Standard Guidelines, which will ensure that all ECD service providers including parents, communities, CBOs, FBOs, Government Ministries, Multi-lateral and Bi-Literal partners, universities and private sector provide quality accessible and equitable ECD services for young children.

The Service Standard Guidelines recognizes the National Council for Children's services as a co-ordinating body, the MOE as the lead Ministry and other key ministries such as Ministry of Health (MOH), Ministry of Home Affairs (MOHA), Ministry of Gender, Sports, Culture and Social Services (MGSC&SS), Ministry of Local Government (MOLG), Ministry of Finance (MOF) and Office of the President (OP) among others as providers of direct and indirect services for young children.

Strict adherence to the guidelines by all ECD service providers is expected to guarantee the survival, care and holistic development of children from conception to 8 years old.

HON. DR. NOAH M. WEKESA, M.P.
MINISTER FOR EDUCATION

ACKNOWLEDGEMENTS

The ECD Service Standard Guidelines was a product of the experiences, practice and wisdom of various ECD stakeholders at district, provincial and national level.

Participants in stakeholders meetings included representatives of various Government ministries, NGOs, CBOs, FBOs, development partners, ECD teachers and parents. The Ministry of Education, in liaison with other key ministries, institutions and development partners, appointed an Inter-sectoral Technical Committee on ECD Policy to develop and review a comprehensive ECD Policy Framework and Service Standard Guidelines.

Although the Ministry of Education provided funding for the development of the Service Standard Guidelines, UNICEF supported the process. Connie Nyatta of Education Section, UNICEF was constantly available for consultation, financial and technical assistance.

Special thanks go to: Prof. George Godia, who provided professional advice, Director Basic Education Mrs. Mary W. Njoroge, who closely supervised the process, and senior managers of all key Ministries/partners who provided much needed comments. Last but not least I sincerely appreciate the work done by the Technical Committee on ECD policy to produce and edit the document. The Service Standard Guidelines will ensure provision of equitable and accessible quality ECD services in Kenya.

PROF. KAREGA MUTAHI
PERMANENT SECRETARY
MINISTRY OF EDUCATION

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1.0 INTRODUCTION AND RATIONALE

Pursuant to the Government of Kenya's Sessional Paper No.1 of 2005 on A Policy Framework on Education, Training and Research, a Comprehensive Early Childhood Development (ECD) Policy Framework and Service Standard Guidelines have been developed. The Service Standard Guidelines have been developed to ensure that quality services are delivered efficiently and effectively at all times in ECD centers/institutions in Kenya.

These guidelines provide the required standards on establishment, registration, management and supervision of ECD services. These will ensure effective implementation of ECD programmes

For the purpose of these guidelines, an ECD child is a human being from conception to eight years. Every child shall have a right to life, survival and development, parental care, name and nationality, registration at birth, non-discrimination, protection from all forms of abuse¹, education, privacy, leisure and recreation, early stimulation, shelter, proper and adequate nutrition, health care and parental spiritual guidance.

Some young children need extra help and assistance. Special needs education targets vulnerable and disadvantaged children. These children include children with disabilities and children in exceptionally difficult circumstances, such as those living in the streets, child labourers, abused children, those undergoing correctional services, children of nomadic/pastoral communities and displaced/refugee children.

Children are valuable members of society because they are the present and future of our nationhood. Investing in the early years of child growth and development will enhance productivity in social economic status of the child and our country.

In all actions concerning children whether undertaken by public or private social welfare institutions², courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration. (Children Act Section 4 (2) No. 8 of 2001).

2.0 SERVICES FOR CHILDREN

Quality antenatal, delivery and postnatal care have a profound impact on the growth and development of the infant. Most of the brain's pathways for learning

¹ Forms of abuse include drugs, domestic violence, sexual harassment and exploitation, child labour, battering, armed conflict, harmful cultural practices, corporal punishment and segregation
²Social Welfare Institutions Include all centres where children are gathered to receive a service such as education, health, care, play, protection and rehabilitation

and balanced social and emotional functioning are developed during the critical period from pregnancy to age three.

In education, children shall be grouped as follows:

Age (yrs)	½ - 2	3	4	5	6	7	8
Group	Play group	Baby class	Pre-primary I	Pre-primary II	Std. I	Std. II	Std. III

The following are services for the holistic development of ECD children.

2.1 Very young children (0-3 years)

- a) Protection from physical danger.
- b) Adequate nutrition and health care.
- c) Appropriate immunizations.
- d) An adult with whom to form an attachment.
- e) An adult who can understand and respond to their signals.
- f) Things to look at, touch, hear, smell, taste.
- g) Opportunities to explore their world.
- h) Appropriate language stimulation.
- i) Support in acquiring new motor, language and thinking skills
- j) A chance to develop some independence.
- k) Help in learning how to control their own behaviour.
- l) Opportunities to begin to learn to care for themselves.
- m) Daily opportunities to play with a variety of objects.

2.2 Pre-school aged children (4 – 5 years)

All of the above, plus;

- a) Opportunities to develop fine motor skills.
- b) Encouragement of language through talking, being read to, singing.
- c) Activities that will develop a sense of mastery.
- d) Opportunities to learn co-operation, helping, sharing.
- e) Experimentation with pre-writing and pre-reading skills.
- f) Hands-on exploration for learning through action.
- g) Opportunities for taking responsibility and making choices.
- h) Encouragement to develop self-control, cooperation and persistence in completing projects.
- i) Support for their sense of self worth.
- j) Opportunities for self-expression.
- k) Encouragement of creativity.

2.3 Children in the lower primary school (6 – 8 years)

All of the above, plus;

- a) Support in acquiring additional motor, language and thinking skills.
- b) Additional opportunities to develop independence.

- c) Opportunities to become self-reliant in personal care.
- d) Opportunities to develop a wide variety of skills.
- e) Support for further development of language through talking, reading, singing.
- f) Activities that will further develop a sense of mastery of a variety of skills and concepts.
- g) Opportunities to learn cooperation and to help others.
- h) Hands on manipulation of objects that support learning.
- i) Support in the development of self-control and persistence in completing projects.
- j) Support for their pride in their accomplishments.
- k) Motivation for the reinforcement of academic achievement.

2.4 Children with Special Needs (CSN)

All of the above, plus;

- a) Access to rehabilitation services such as counseling, physiotherapy, sign language within the ECD centres and those outside.
- b) Equipment and materials that are adaptive to suit the needs of special needs children as recommended in the disability Act, 2003.
- c) Indoor and outdoor facilities that are adapted to suit the special needs child.
- d) ECD facilities which are friendly to the special needs child.
- e) ECDE centres designed to conform to the provisions in the disability Act 2003.
- f) Curriculum that suits the needs of the special needs child.

3.0 STANDARDS FOR QUALITY & INCLUSIVE ECD SERVICES

3.1 Standards for Quality Services for Conception to 3 Years

- a) Every expectant mother shall access ante- and post-natal services as early as possible.
- b) Men shall actively participate in childcare, including care of the mother in provision of necessary support – financially, emotionally and psychologically.
- c) MOH in collaboration with other ministries shall ensure provision of quality ante- and post-natal services to the mothers and fathers.
- d) MOH shall strengthen programmes for early detection of disabilities of infants and young children.
- e) Maternity leave regulations shall ensure mothers have enough time (90 days without forfeiting their annual leave), to nurture and bond well with their newborns. The PSC, TSC and all the other employment codes of regulations shall be reviewed to allow paternity leave of at least 20 days.
- f) Deliberate efforts shall be put in place to educate men on their important roles in caring for their expectant wives and nurturing for their children by relevant authorities³.

³Relevant Authorities, e.g., Office of the President, MGSC&SS, MOH, MOE, MOHA, MOLG

- g) The Government, parents, community and all institutions dealing with children shall safeguard the rights and welfare of the child.

3.2 Standards for Quality Services for Children with Special Needs

All of the above, plus;

- a) DKIE, DMS, DKISE shall ensure that screening tools for early identification of children with disabilities are developed and distributed for use.
- b) DQAS shall ensure training of personnel working with children with special needs on use of screening tools for identification of children with special needs.
- c) DQAS shall ensure that the children with special needs are given the appropriate intervention as early as possible.
- d) DBE, DMS, DQAS, parents and community shall ensure provision of a conducive environment (both physical and human) to ensure optimum growth and development of children with special needs.
- e) The Government of Kenya (GOK) through MOE shall ensure that there are adequate learning institutions and facilities for children with severe disabilities.
- f) DBE and DQAS shall facilitate development of programmes for training and retraining of all ECD providers and personnel in SNE.
- g) DQAS and Director of Sports shall ensure that CSN have access to recreational facilities and equal access to sporting activities within and outside ECD programmes.
- h) KIE-NACECE, National Children's Council, EARS shall involve parents, service providers and ECD personnel in decision-making, planning, delivery and assessment of children with special needs in ECD centres.
- i) DBE, DQAS, DCS, Commissioner for Social Services and provincial administration shall provide funds for awareness creation and inclusion of all children with special needs.
- j) DQAS shall ensure that teachers and other staff in ECD centres where there are children with special needs maintain individualized education programme for purpose of monitoring the progress of individual child with special needs.
- k) Staff in ECD centres where there are children with special needs shall establish and maintain relationships with families, service providers, policy makers and CBOs to meet the needs of children with special needs.
- l) ECD centres shall have at least one teacher aide to assist children with special needs.
- m) The GOK through DTE shall support parents, communities, and civil societies to ensure production of cheap/affordable assistive aids and devices and make them accessible to the children with special needs throughout the country.
- n) DBE shall undertake to promote expanded use of ICT as a tool for effective learning, management, research and training in ECDE institutions.
- o) MOF shall provide funding to MOE for provision of ICT to institutions dealing with special needs education.
- p) DPM shall ensure that persons with special needs who have relevant qualifications and education shall be given first priority while hiring staff in

special needs institutions, since they will act as role models.

3.3 Standards for Establishment and Registration of ECD Centres and Training Institutions

1. Registration

- a) All institutions offering early childhood services (ECDE, ECD, ECDC, children's homes, day care centres, etc) must be duly registered with the relevant Government authorities.
- b) NFE centres offering services for children 8 years and below shall be registered by MOE.
- c) No registration shall be done for boarding ECD centres for children of 8 years and below.

(Checklist for registration of ECD institution – [Appendix I](#))

2. Procedure for Registration

- a) Guidelines for establishment of an institution and the procedures set by the various Government authorities (MOE, MOHA, MOH, MOGCS&SS, etc) shall be adhered to (See [Appendices II, III](#)).
- b) Existing primary schools (public/community or private) wishing to incorporate ECD education in their institutions will be required to re-register and the fee for re-registration shall apply.
- c) DEB to process application for the registration of an ECD institution within 4 months from date of application and provide a provisional registration certificate.
- d) MOE to process application for full registration within 3 months of receipt of application from DEB if all documents are in order.

3. Registration forms

Samples of registration forms from various departments are attached as Appendices IV, V & VI.

4. Registration fees

Those applying for registration of ECDE institutions will pay to the Ministry of Education a non-refundable fee as follows:

(i) Public /community ECD Centres/NFE Institutions

- (a) Provisional registration: 500.00
- (b) Full registration: Kshs: 500.00
- (c) Re-registration: Kshs. Nil

(ii) Private ECD Colleges

- (a) Provisional registration: Kshs. 10,000.00
- (b) Full registration: Kshs: 5000.00
- (c) Re-registration: Kshs. 5000.00

(iii) Private ECD centres

- (a) Provisional registration: Kshs. 5000.00

- (b) Full registration: Kshs. 5000.00
- (c) Re-registration: Kshs. 5000.00

- (iv) Faith-based Organization ECDE centres (Non-profit making)
 - (a) Provisional registration: Kshs. 2000.00
 - (b) Full registration: Kshs. 2000.00
 - (c) Re-registration: Kshs. 2000.00

- (v) Registration of NFEs
The registration of NFE schools/centres will be done by Ministry of Education.

- (vi) Re-registration
Application for re-registration will be required when: -
 - (i) Providing an additional class.
 - (ii) Introducing a new curriculum or course other than the one originally registered for.
 - (iii) Transferring the school to a new site.
 - (iv) Re-opening a school that has been closed.
 - (v) Changing ownership or management of the school.
 - (vi) Name of the institution changes.

5. ECD Centres

- (a) There shall be no boarding ECDE centres except in cases of children's homes and special needs schools.

- (b) There shall be an adequately trained health teacher (trained in CIMCI) in each ECD centre.

- (c) The minimum acreage for an ECDE centre compound shall be:
 - i. Urban area – 0.125 acre
 - ii. Rural high density – 0.25 acre
 - iii. Rural low density – 0.5 acre

NB: Urban slums could be less than 0.125 acre provided they meet basic conditions of sanitation and health

6. Classroom

- (a) The standard size of an ECD classroom shall be 8 x 6 metres to accommodate a maximum of 25 children. It shall be well ventilated and well lit. It should have proper roofing, windows, doors and flooring (provision of mats where necessary) to protect children from harsh weather.
- (b) Children size chairs and tables should be provided.
- (c) Classrooms shall be accessible for use by children with special needs, and shall have ramps, rails and lower door handles.
- (d) A teacher's chair, table and cupboard shall be available in the ECD

classroom.

7. Toilets/Latrines

- (a) An ECD centre shall have toilets/latrine for boys, girls and teachers, [Toilet-child ratio =1: 25), specially designed for young children.
- (b) There shall be toilet for children with special needs.
- (c) One toilet shall be provided for 12 teachers.
- (d) Pit latrines shall not be less than 6 metres or 20 feet deep and shall be 15 metres (50 feet) away from borehole.

8. Water

ECD centre/institution shall provide safe drinking water to be used in the kitchen, for play activities, drinking and washing hands.

9. Play & Learning equipment

The play and learning equipment shall be age and developmentally appropriate (child size, brightly coloured), adequate, safe and securely fixed to protect children from injury. The materials shall be serviced and maintained once in a term.

10. Outdoor play space

- (a) Outdoor play area must be large enough for the number of children in the centre to play and run around safely.
- (b) Surface of outdoor play area shall be free of sharp objects, harmful plants and discarded materials and equipments. The compound should be regularly cleared and maintained.
- (c) The playground and materials should be adapted for children with special needs.
- (d) The compound shall be fenced off and have lockable gate for the security of the children.
- (e) A compost pit shall be provided and located at furthest corner of the compound and shall be enclosed for the safety of children.
- (f) Where water body is in the compound i.e. swimming pools or bore holes they shall be fenced off and have lockable gate for security of children.

11. Feeding programme

- (a) ECDE centres shall provide children with a snack, preferably enriched porridge at break time. Where the centre is full day, in addition to the snack, lunch comprising balanced diet shall be provided. (Half day: 8.00 a.m. – 12 noon, full day: 8.00 a.m. - 3.00 p.m.).
- (b) The cook and food handlers must have a valid medical certificate from a recognized Government hospital (according to MOH regulations), cover their hair and put on an apron/uniform.

12. Safety and protection of ECD children

- (i) Every ECD centre shall have a list of emergency contacts readily

- available to the staff. It should include telephone numbers of: parent/guardian, fire service department, clinic/hospital and police department.
- (ii) Every ECD centre shall have fire-fighting equipment readily available e.g. fire extinguishers, buckets full of sand, blankets or water.
 - (iii) Every ECD centre shall have a first aid kit with safe drugs. Only teachers trained on first aid shall administer drugs in the First Aid Kit. No other medicines shall be administered to children apart from what is contained in the Kit.
 - (iv) All medicines shall be kept out of children's reach.
 - (v) The ECD centre shall be fenced, have a lockable gate and there shall be no footpath across the centres.
 - (vi) Children shall be escorted to and from the ECD centre by an adult, older sibling 12 years and above.
 - (vii) Parents and teachers shall ensure and adhere to the scheduled arrival and departure times. However, if the parent is not able to collect the child on time, a teacher shall be left to take care of the child until the parent arrives. If the parent does not come the teacher shall try to contact the parent on phone.
 - (viii) Parents shall provide the photographs, names and identification documents of the persons who shall collect/pick the child and nobody else shall be allowed to pick the child from the centre. The parent/guardian shall inform the school/centre in case of changes.
 - (ix) Where transport is provided, the school bus shall have adequate and comfortable seats fitted with child appropriate safety belts for each child.
 - (x) No open vehicle shall be used to transport ECD children. Windows of school transport vehicle shall be fixed above child level.
 - (xi) Vehicle shall be comprehensively insured and regularly serviced and maintained as per manufacturer's guide.
 - (xii) The driver and assistant must have certificate of good conduct.
 - (xiii) The assistant must sit with the children to man the door, escort and ensure children cross the road safely.
 - (xiv) The telephone numbers of the parents and the school shall be displayed inside the bus.
 - (xv) The bus shall display on the outside the name, address and telephone number of the ECD centre/school.
 - (xvi) The school bus or any other vehicle used for school transport shall not exceed speed limit of 60 km/hr.
 - (xvii) The vehicle shall not expose the children to any pornographic material either verbal, audio-visual or print media.
 - (xviii) For all school/ECD centre trips/visits, parents shall give consent and bus shall conform to transport regulations for children. Some parents shall accompany the children.
 - (xix) Any visit outside the country, shall require approval of the District Children's Officer, DEO, DC and parents' consents with attached

- signatures. The applicants shall attach name of all the children, passport numbers, places and date of visit and particulars of accompanying parents and teachers and also the provide information on telephone, name and place of proposed accommodation and duration of stay.
- (xx) There shall be clear explanation of purpose and reasons for the trip and how what is desired cannot be attained in a local trip.
 - (xxi) Where parents are driving there must be a waiting place supervised by an adult. Driving speed inside the centre shall be a maximum of 5 km/hr.
 - (xxii) Anybody driving a vehicle to take or pick/collect a child from the ECD centre shall be above 18 years and have a valid driving license and must not abuse alcohol.
 - (xxiii) Where the ECD centre has electricity, all the sockets shall be blocked to protect the children from electric shock. No electric cables shall be left loose.
 - (xxiv) In case of sickness or serious accidents in the ECD centre, the teacher shall contact the parent/guardian immediately. The centre shall make arrangements with the nearest health facility to provide emergency health care. Details of the arrangement shall be communicated to the parent..
 - (xxv) A centre shall be required to close when there is a threat of outbreak of an epidemic through the advice of a health facility.
 - (xxvi) A child who contracts or is suspected to have contracted a contagious disease (e.g. mumps, measles, chickenpox, ringworms, tuberculosis) shall be expected to stay at home until medical care is given.
 - (xxvii) Caregiver or teacher who contracts a contagious disease shall stay at home until certified healthy by a medical practitioner.
 - (xxviii) When a caregiver/teacher is sick/ill an alternative arrangement must be made to provide care for the children.
 - (xxix) If a teacher/caregiver has been sick for a long time or has a disease that may endanger children, the contract shall be terminated in accordance to existing labour laws.
 - (xxx) Children shall be trained not to touch anybody else's blood, share cutting objects or use any sharp objects.
 - (xxxi) Children shall be trained not to accept food items such as soda, sweets or any gift from anybody without the parent's or teacher's permission.
 - (xxxii) There shall be no smoking, drinking alcohol or use of any illicit drugs in the ECD centre.
 - (xxxiii) No corporal punishment, emotional/psychological abuse shall be applied to children in the centre.
 - (xxxiv) Strangers, idlers, drug peddlers shall not be allowed in the vicinity of the ECD centre compound and environs.

13. Teacher/child ratio

- (a) The teacher-child ratio in ECDE centres/lower primary shall be as indicated below: -
 - (i) Below 2 years – 1:4
 - (ii) 2 – 3 years – 1:10
 - (iii) 3 – 4 years – 1:15
 - (iv) 4 – 5 years – 1:25
 - (v) 5 – 6 years – 1:30
 - (vi) 6 – 8 years – 1:40An assistant teacher shall be required for each of the above groups.

- (b) Teacher : child ratio for ECD special needs children:
 - (i) Autism: 1:1
 - (ii) Deaf blind: 1:1
 - (iii) Cerebral palsy: 1:1
 - (iv) Severely/multiple disabilities: 1:1
 - (v) Visually impaired: 1:15
 - (vi) Physically handicapped: 1:15
 - (vii) Mild mental disability: 1:10
 - (viii) Deaf: 1:12

3.4 Standards for ECD Service Providers

- I. The ECD Teachers/Caregivers
 - (a) Shall be above 18 years.
 - (b) Shall possess at least a certificate in ECD offered by the Government or other institutions authorized by the Government.
 - (c) Shall be registered by the Teachers Service Commission
 - (d) Shall be a person who has genuine concern for the well-being of young children.
 - (e) Shall use Development Progress Assessment tool and Primary School Readiness Assessment tool to monitor the progress of individual child and for transition to Std. 1, respectively.
 - (f) Shall be a person with good communication skills to children, parents and other members of society.
 - (g) Shall be of sound mind and must have valid medical records renewable annually, both professional and support staff.
 - (h) Shall possess a certificate of good conduct and should not have a criminal record.
 - (i) Shall dress decently and be a good role model to the young children.
 - (j) Shall respect the role of parents in bringing up children.
 - (k) Shall respect the culture of people in her/his working environment.
 - (l) Caregivers and other adults shall appreciate that children are born with an inherent ability to learn hence they should be provided with an opportunity to do so at all times and in all situations.
 - (m) Caregivers other than teachers shall undertake a short course on child care by authorised government institutions.

- (n) Untrained ECDE teachers should only act as teacher assistants and should have undergone the five-weeks ECD short-course.
- (o) The Government shall undertake to remunerate at least two teachers in every public ECDE centre.
- (p) The Government shall develop and regularly review a scheme of service for ECDE teachers.
- (q) The Government, through the relevant ministry, shall co-ordinate the training of ECD personnel.

II. The Head teacher

- (a) Minimum academic qualification shall be KCSE D+ or its equivalent.
- (b) Professional qualification: – Relevant pre-school certificate, preferably Diploma in ECDE.
- (c) Shall be in charge of day to day running of the institution.

III. The Manager

- (a) Shall be appointed by the Minister for Education. (See application form at Appendix VII).
- (b) Minimum academic qualification of KCSE D+ or equivalent. In cases where the manager is not a qualified teacher, a qualified teacher should be hired to oversee day to day running of the centre.
- (c) Shall be a professionally trained teacher (minimum ECD Certificate).
- (d) Where the owner is not a professionally trained teacher; she/he should hire a manager who is a professionally trained teacher.

IV. Support staff and other caregivers

The ECD centre/teacher training institution management shall:

- (a) Carry out orientation of all newly employed staff focusing on procedures, rules and regulations of the institution, including these Service Standard Guidelines.
- (b) Avail to the employee all relevant documents including Children Act No.8 of 2001, Public Health Act Cap. 242, Public Code of Ethics and other codes of conduct as per relevant ministries.
- (c) Develop terms and conditions of service that stipulate the behaviour expected of the employees, the role and disciplinary action to be taken in case of misconduct. These should comply with the laid down relevant code of regulations including labour regulations.
- (d) State the benefits of the teachers/ caregivers, e.g., remittance of deductions to NSSF, cooperatives, unions, etc.
- (e) Shall strictly follow Regulations from Ministry of Labour (MOL) on temporary and permanent employment of staff.
- (f) The employee shall be expected to read, understand and sign these regulations upon employment.

V. Trainers of ECD caregivers

- (a) Minimum qualification shall be B. Ed and above, preferably in ECD.

- (b) Must be one level higher in academic and professional qualification than the level he/she is training at (See table below).

Course	Minimum Qualification of Trainer
ECDE certificate	ECDE Diploma and above preferably KIE induction certificate
ECDE Diploma	- B.ED ECDE and above preferably with KIE induction. - B.ED and above preferably with ECDE/KIE induction certificate.

VI. Ministry of Education (DBE-ECDE) officers shall:

- (a) Have minimum qualification of M. Ed preferably in Early Childhood Education.
- (b) Be registered as a teacher.
- (c) Have taught for at least 3 years.
- (d) Be gender sensitive.

VII. Ministry of Education (DQAS/ECDE) officers shall:

- (a) Have minimum qualification of M. Ed in Early Childhood Development and Education or related field.
- (b) Be registered teachers.
- (c) Have taught for at least 3 years.
- (d) Be gender sensitive.
- (e) On recruitment be members of all panels of NACECE Division of KIE.

VIII. Provincial Director of Education's office

- (a) An officer shall be appointed to be in charge of ECD at provincial level.
- (b) The officer shall be the link between the district and the MOE Headquarter.
- (c) The officer shall be a graduate preferably B.Ed (ECD).

IX. Kenya Institute of Education (NACECE) Officers shall:

- (a) Have minimum qualification of Bachelor's degree in education preferably with Masters in curriculum development.
- (b) Be below 45 years on recruitment.
- (c) Be Gender sensitivity.
- (d) Be Computer literate.
- (e) Have taught for at least five years.
- (f) Be registered as a teacher.

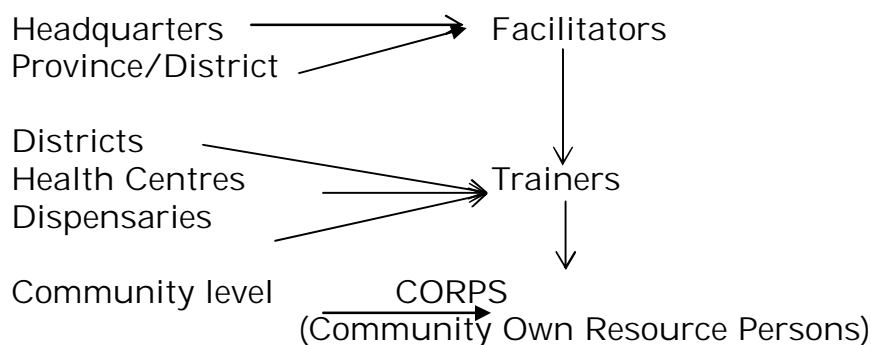
X. DICECE Officers shall:

- (a) Have a minimum qualification of B. Ed and above preferably in ECD.
- (b) Be recruited through interviews by TSC and their posts shall be advertised by TSC nationally.
- (c) On recruitment be 45 years or below.

- (d) Upon recruitment be registered by TSC.
- (e) Upon recruitment undergo a 9-months induction course offered by KIE/NACECE.

XI. Health Service Providers:

- (a) Shall be Degree and Diploma holders – (stationed at MOH headquarters, provincial and district hospitals).
- (b) Shall take charge in different departments.
- (c) Shall have minimum qualification of Diploma with C+ or equivalent.
- (d) Enrolled Nurses shall be holders of Certificate and must have a minimum academic qualification of D+ or equivalent.
- (e) Must be trained according to the MOH laid down guidelines.
NB: *MOH shall undertake to train all health workers on Community Integrated Management of Childhood Illnesses (CIMCI).*
- (f) Nurses– In-charge of a health centres.
- (g) They are the trainers of health workers.
- (h) Dispensaries - Mainly manned by Enrolled Nurses.
- (i) Integrated Management of Childhood Illnesses (IMCI) Training:



XII. Qualification of CORPS

- (a) Respected opinion leaders.
- (b) Settled in the community.
- (c) Good communicator.
- (d) Positive role models.
- (e) A good link between health workers and community.
- (f) Must be willing to give voluntary services.
- (g) One-week training on primary health care with emphasis on community MCI or IMCI.

XIII. Voluntary Children’s officers

- (a) Must be good role models to children.
- (b) Must have high moral integrity.
- (c) Are given two weeks training on children’s rights.
- (d) Must adhere to National Standards for children.
- (e) Must be able to read and write.
- (f) Must be able to interact with the community on issues concerning children.

- (g) Are selected through the Area Advisory Council.
- (h) Are issued with identification cards.
- (i) Must have certificate of good conduct.
- (j) Shall have no record on child abuse.

XIV. District Social Development officers

- (a) District social development officers (DSDOS) are at the district level – employees of MGCSS&S.
- (b) DSDO are graduates trained in sociology/social work.

XV. Social Development Assistants (SDAs)

- (a) They should have D+ or equivalent.
- (b) They are diploma/certificate holders in social work.
- (c) They are based at the location or division level.
- (d) They are county council employees seconded to the department of social services.
- (e) They should be people who are acceptable to the community.
- (f) Shall have good communication skills.
- (g) They should be positive role models.
- (h) They should have high level of integrity.

3.5 Standards for ECD Curriculum and Pedagogy

- (i) ECD Centre Curriculum
 - (a) ECD children shall not be subjected to written examinations and interviews for the purpose of admission to class one.
 - (b) Only the approved ECD syllabus shall be used in ECD centres.
 - (c) Primary I & II syllabuses shall not be used in ECD centres in the country.
 - (d) Learning in ECD shall be holistic in nature.
 - (e) Child centred teaching/learning methodology shall be used in ECD centres
 - (f) ECD curriculum shall inculcate basic life skills among the children.
 - (g) There shall be half day (8.00 a.m. to 12 noon) and full day (8.00 a.m. to 3 p.m.) programmes for children in ECD centres. In full day programme children shall be given adequate time to rest in the afternoon.
 - (h) There shall be no holiday tuition for ECD children.
 - (i) ECD children shall be grouped according to age, interest and ability for learning purposes.
 - (j) Learning in ECD centres shall be activity based hence no subjects will be taught in ECD centres
 - (k) Learning in ECD centers shall be through play.
 - (l) ECD teachers/caregivers shall develop supportive learning environment.
 - (m) ECD teachers/caregivers shall be creative and develop strategies and

- support the learning of every individual child.
- (n) ECD teachers/caregivers shall provide appropriate and adequate learning materials.
 - (o) ECD children shall be given opportunities to manipulate learning materials.
 - (p) ECD teachers/caregivers shall assess individual child's development and progress.
 - (q) The language of the catchment area shall be used in all ECD centres with gradual introduction of other languages.
 - (r) ECD teachers/parents shall give children opportunities for free choice activities and rest.
 - (s) KIE-NACECE shall develop the curriculum/syllabus to be used in all ECD centres in Kenya.
 - (t) KIE-NACECE in collaboration with DQAS shall approve any other ECD curriculum to be used in ECD centres in the country.
- (ii) Teachers'/Trainers' Curriculum
- (a) The MOE, in partnership with approved private teachers colleges, shall offer the following courses through inservice and pre-service modes: -
 - Diploma
 - Certificate
 - Proficiency course
 - (b) The curriculum used in these colleges shall be developed/ reviewed by KIE and certification shall be done by KNEC.
 - (c) NACECE and DICECEs shall continue to offer short course or refresher courses for skill improvement of ECD teachers and trainers.
 - (d) KIE shall develop teacher/trainer curriculum/syllabus for ECD certificate course; syllabus for ECD Diploma course; syllabus for short course for the ECD teachers/trainers.
 - (e) KIE-NACECE shall organize an induction course to familiarize the DICECE trainers with the ECD programme in Kenya. The induction course shall be a 9-months course with residential and field experience components
 - (f) KIE-NACECE shall orientate DICECE officers, ECD teachers and other consumers of any newly developed curricula
 - (g) KIE-NACECE shall facilitate the training of trainers and teachers in the IIEP and HEP.
 - (h) KIE-NACECE shall co-ordinate networking and collaboration among ECD stakeholders in Kenya and the region.
 - (i) KIE-NACECE shall develop an ECD newsletter depicting unique experiences, activities and issues in the ECD programmes.
- (iii) Other Curricula
- (a) KIE-NACECE shall develop curricula for training parents, communities, ECD management committees and education field officers.

- (b) Exam shall be administered by Kenya National Examination Council (KNEC). Certification shall be done by KNEC.
- (c) KIE-NACECE shall develop programmes and conduct short courses on childcare for house helpers and other child minders.

- (iv) **Language of Instruction and Communication**
The language of catchment area (mother tongue) shall be used in all ECD centres for communication and instruction, with gradual introduction of English and Kiswahili.

- (v) **Methodology**
 - (a) Methodology to be used in ECD centres shall be child-centered emphasizing play, participatory, thematic, use of concrete manipulative materials, early stimulation, holistic learning, and adapted for children with special needs
 - (b) Primary 1 & 2 syllabuses shall not be used in ECD centres because the children are not developmentally ready for these syllabuses

- (vi) **Admission and Enrolment in ECD Centres**
 - (a) All children shall be eligible for admission to Std. 1 after their sixth birthday, or if their birthday falls within the first semester (January to March).
 - (b) No interviews shall be conducted for purpose of admission to class one/primary school.
 - (c) Headteacher shall use the child immunization cards/birth certificates for enrolment of ECD children.
 - (d) Entry into Std. I shall be done using the KIE Assessment Tools.

3.6 Standards to Ensure Effective Partnership and Networking

3.6.1 Partnership with Families and Communities

- a) The parents and the local communities shall be responsible for provision of physical facilities, provision of play and learning materials, establishment and learning materials, establishment and sustainability of feeding programmes and GMP (Growth Monitoring Promotion).
- b) The parents and local communities through the ECD management committee shall manage ECD programmes at the grassroots level
- c) At the grassroots level, communities – CBOs, FBOs, NGOs shall support community initiatives in the provision of ECD services
- d) Bi-lateral and Multi-lateral partners shall mobilize partners' resources preferably to a common pool, advocate for ECD issues provide funding, technical and material support, build the capacity of ECD personnel and strengthen linkages and collaborations.
- e) Universities shall link with relevant ministries, institutions and private sector for identification of ECD areas in need of research.

3.6.2 Policy Enforcement

- a) The National Council for Children's Services shall be the overall body to coordinate the implementation of ECD policy
- b) The National Council for Children's services shall appoint a national committee on ECD to oversee the implementation of the ECD policy as per Section 34 of Children's Act (2001) whose membership shall include: Director Basic Education, Director Medical Services, Director Children's services, Commissioner Social Services, Director Department of Sports, Director Kenya Institute of Education, Director Quality Assurance and Standards, representative of private sector, 3 FBOs and NGO Council.
- c) The Government, through the MOHA and MOLG, shall ensure that there are no children of tender ages living in the streets.
- d) Area Advisory Council shall oversee implementation of the policy at district level and may appoint other committees to assist it such as at zonal level to include – DICECE officer, Social Development Assistants, CORPS and Voluntary Children's Officers
- e) The MOE in collaboration with other line ministries and ECD stakeholders shall establish an ECD network, which will enhance sharing of ideas and experiences and maximize resource utilization.
- f) The Ministry of Health shall provide maternal and childcare health services advocacy and primary health care services to families and local communities.
- g) The State Law Office, MOHA and Office of the President shall provide legal services, promote child protection, create awareness on children rights and provide alternative care approaches.

- h) The Ministry of Gender, Sports, Culture and Social Services shall promote traditional cultural values and practices that promote healthy growth and development of children, shall establish and promote community initiatives and advocate for children issues at community level.
- i) The Ministry of Planning and National Development shall mobilize local and international resources to support ECD programmes, ensure sufficient budgetary allocation for ECD, maintain the necessary data on ECD policy formulation and for planning purposes.
- j) The Ministry of Finance shall allocate funds to the ministries for ECD related activities. This Ministry will also provide guidance in the creation of alternative funding.
- k) The Ministry of Local Government shall support the ECD program in their areas by giving finances to be used to buy furniture and equipment for the ECD centres, pay for the salaries and the training of pre-school teachers.
- l) The Ministry of Water and Irrigation shall provide safe and clean drinking water for the ECD centres and families and shall also build capacity in water management and conservation at community level.

- m) Office of the President shall provide security, advocate for ECD issues and register births. This Ministry shall work in collaboration with the Ministry of Agriculture to also ensure food security in the country.
- n) The Ministry of Agriculture shall provide technical services to communities on food production and ensure food security.

4.0 MANAGEMENT, SUPERVISION AND ACCOUNTABILITY OF PROGRAMMES FOR CHILDREN

4.1 Management of ECD Programmes

- a) Every child in pre-primary I & II shall be integrated to basic education by 2010.
- b) Every public and private primary school shall establish a reception class for children aged 4-5 years.
- c) Every child aged 4-5 years shall have access to /attend a reception class in primary school by 2010.
- d) Every child aged 5 years and below shall receive free medical and health care in public health facilities.
- e) The Government shall establish a pre-service ECDE Diploma Course in one of the existing public diploma colleges by 2010 or in one of the existing DICECE Diploma centres.
- f) The Government shall establish an ECD certificate pre-service course in at least one primary teachers college per province by 2010.

4.2 Directorate of Basic Education (ECD Division)

Shall:

- a) Be strengthened in terms of personnel, office equipment and transport in order to ensure efficiency and effectiveness of the ECD programmes at national, district and zonal levels
- b) Be strengthened as a national secretariat for the coordination of ECD programmes.
- c) Ensure timely allocation and disbursement of funds to the districts and other partners as the case may be.
- d) Put mechanisms to ensure networking and advocacy for ECD service providers.
- e) Carry out regular and timely review, development and update ECD policies
- f) Formulate staffing norms for DICECE institutions by December 2007 and review the same every five years.
- g) Ensure timely advertisement, recruitment and selection of ECDE teachers for training
- h) Address administrative issues emanating from the field for better program implementation. Issues shall be addressed within 30 days after receipt.
- i) Provide registration guidelines and register ECDE centres and ECDE

- institutions.
- j) Registration guidelines shall be posted in all DEOs' and PDEs' offices and in the internet.
 - k) Carry out quarterly monitoring & evaluation of the ECDE programmes and document and disseminate report.
 - l) Ensure timely procurement and supply of goods and services for the ECD programme.
 - m) Liase with the Ministry of Health for capacity building of ECD teachers and other personnel on health education.
 - n) Develop national and district data collection and monitoring tools.
 - o) Analyse and document ECD data.

4.3 ECD Management Committees

All ECDE centres shall be managed by a committee. In cases of ECDE centres attached to primary schools, there shall be parents' representative elected by parents of respective classes, namely ECDE reception class, Std. 1, Std. 2 and Std. 3 into the management committee.

The ECD committees shall be responsible for:

- (i) Identifying the needs of ECD services within their communities and developing viable strategies for meeting the same.
- (ii) Mobilizing the parents and local communities to initiate and sustain ECD centres
- (iii) Mobilizing the parents and local communities to support ECD programmes
- (iv) Managing the ECD program
- (v) Recruiting the pre-school teacher and other personnel and ensuring that they are paid.
- (vi) Identifying the local resources that could be used to support the ECD program
- (vii) Fundraising/sourcing for alternative funds for the ECD program
- (viii) Ensuring that the money for the ECD programme is well used
- (ix) Ensuring provision of quality services for the ECD program
- (x) Ensuring that the facilities are well maintained
- (xi) Advocating for the needs and rights of children and the ECD programmes as a whole
- (xii) Creating awareness on the importance of the early years and the ECD programme
- (xiii) Each district, city or municipal council shall have a centre for early childhood education (CICECE/DICECE/MUCECE) to manage the ECDE programmes and to ensure quality within their jurisdiction.
- (xiv) Every ECDE centre shall submit a quarterly return to DEO with a copy to MOE headquarters.

4.4 DICECE Management Boards

4.4.1 Roles

- a) Implementation of the ECDE policy and curriculum
- b) Mobilisation of resources
- c) Ensuring provision of quality and standards in the ECD programmes
- d) Ensuring that the funds available for the programme are well used
- e) Evaluating the effectiveness and the relevance of the ECD programme
- f) Ensure implementation of the fees guidelines
- g) Clarifying the roles of various stakeholders and ensuring that every one of them carries out their responsibilities effectively
- h) Ensuring harmony and good co-ordination among different stakeholders
- i) Ensuring provision of personnel in the ECD programme
- j) Ensuring that the personnel in the ECD programme have good terms and condition of service
- k) Advocating for the needs and rights of children
- l) Creating awareness on the importance of early years and ECD programme
- m) Creating partnerships, networks, linkages within the ECD programme for effective co-ordination and information sharing.
- n) Ensuring the sustainability of ECD programmes including establishing/maintaining resource centres.

4.4.2 Composition of the DICECE Boards

- (i) Host DEO/Director City Education
- (ii) DEOs from Associate DICECE (not more than 2)
- (iii) Host programme officer
- (iv) Representative of Local Authority
- (v) Representative of KNUT
- (vi) One NGOs representative
- (vii) Religious organisation/FBOs
- (viii) Children's Officer (DCO)
- (ix) Provincial Administration
- (x) District QASO
- (xi) District Medical Officer
- (xii) PDE (where diploma is offered)
- (xiii) Educational Assessment and Resource Centre (EARC)
- (xiv) Not more than two persons co-opted by the Board

4.4.3 Term of Office

- a Three (3) years and renewable
- b Appointment by Minister and responsible for Education

4.5 Resource Centres

- (i) KIE-NACECE shall maintain a modern National Resource Centre and a

- library for reference by ECD personnel in the country and the region.
- (ii) DEO (DICECE) shall maintain DICECE Resource Centres for use by ECD personnel in the District
- (iii) Proceeds from these Resource centres both at National and District levels shall support ECD activities.

5.0 SUPERVISION

5.1 The Directorate of Quality Assurance and Standards shall ensure establishment and maintenance of educational standards in the ECD institutions and in its service providers.

5.2 To do this, the Department shall: -

- a) Assess all ECDE Centres attached or detached to the primary school on regular basis.
- b) Assess new ECDE Centres and training institutions for the purpose of registration.
- c) Administer ECD Examinations which are not examined by the Kenya National Examinations Council.
- d) Coordinate and develop a programme to assess ECD teachers undergoing the two-year in-service course.

- e) In-service lower primary teachers, ECD teachers, quality assurance officers and DICECE trainers on smooth transition from ECD to lower primary.
- f) Ensure implementation of ECD curricula for children and ECDE personnel through regular visits to the institutions.
- g) Document quality assurance reports and disseminate the same to the stakeholders after carrying out quality assessment.
- h) Develop, review and administer assessment tools for teachers undergoing ECDE training.
- i) Assess all ECDE training institutions to ensure quality training at least once in every two years.
- j) Ensure school health is maintained by establishing tobacco and drug free environment in the ECDE Centres.
- k) Liaise and network with other service providers departments dealing with ECD children to ensure delivery of quality services.
- l) Organize follow up action on the quality assessment reports.
- m) Analyse pre-school teachers examination results to ensure quality teacher training.
- n) Ensure equipment for children with special needs, e.g., guide rails, ramps and wide toilet doors are available in the ECDE institutions.
- o) Coordinate ECDE panels at the Kenya Institute of Education which are convened to write curriculum materials.
- p) Ensure certification of ECDE teachers undergoing the two-year inservice training on completion of their course.

- q) Vet ECDE curricula and materials being used in the ECD Centres.
- r) Liaise with KIE and ECD Section (Basic) in identifying areas that require research in Early Childhood Development.
- s) Participate in the development of national examinations offered by the Kenya National Examinations Council to ensure quality.
- t) Recommend for closure any ECDE institution which will be found to be a health hazard to the children.
- u) Assess play equipment to ensure safety of the ECDE children.
- v) Establish and enforce standards of school readiness programme.

6.0 ACCOUNTABILITY

6.1 Accounting Records

- (a) All accounting records to be maintained by DICECEs and other Government departments offering services for children
- (b) Money generated during training and from other source to be audited according to the laid down Government regulations

6.2 Ministry of Health (MOH)

Shall ensure that;

- (a) Notification of births is done at birth of child
- (b) MOH shall ensure that all child handlers are well examined and issued with a medical certificate by a GOK clinic.
- (c) MOH shall ensure that children below 8 years access health and nutrition services.

6.3 Ministry of Local Government (MOLG)

- (a) The MOLG in collaboration with Ministry of Lands & Settlement shall provide the land for playgrounds and recreational facilities, as per the bylaws of Local Government.
- (b) MOLG shall ensure that animals (horses, camels, etc,) used by children in recreation facilities shall be inspected by veterinaries and certified as per regulations.

6.4 Ministry of Gender, Sports, Culture & Social Services (MGSC&SS)

The Department of Sports shall ensure that equipment is well maintained in public recreational facilities.

6.5 Office of the President (OP)

Shall ensure: -

- (a) Immediate notification & registration of births for children born both at home and hospital.
- (b) Safety in recreation facilities/equipments - both in schools and in recreational areas.
- (c) That children's play areas and recreation facilities are established away

from adults drinking area, and shall be manned by a responsible adult and shall ensure children leave such facilities before 6 .00 p.m.

- (d) Provincial Administration in collaboration with MOE QASOs and Public health workers shall ensure that play equipment in recreation areas are serviced every three months.

7.0 DISCIPLINE AND APPEALS

7.1 Discipline

- (i) The Director Basic Education with advice from the Director QAS shall close any ECD centre/training institution not using the curriculum approved by KIE.
- (ii) The Director Basic Education shall close any ECD centre/training institution operating without registration
- (iii) Director Basic Education or the Director of Medical Services shall close any centre whose manager/proprietor will not adhere to the laid down guidelines on staffing norms, sanitation and health standards, safety standard and management regulations.
- (iv) A person who abuses and/or neglects a child either at the ECD centre or at home, including denying the child accessing to the centre or school, shall be dealt with as stipulated in section 20 of the Children's Act No. 8 of 2001.
- (v) Any ECD service providers or caregiver who does not give adequate supervision/care to children entrusted to them or fails to report on duty as per laid down code of regulations shall be disciplined according to the relevant code of regulations.
- (vi) A teacher/trainer found with professional misconduct shall be interdicted and disciplined according to the relevant code of regulations.
- (vii) A manager or proprietor employing ECD caregivers/ teachers without a valid certificate of good conduct and valid health certificate shall have committed professional misconduct and shall have their ECD centres/institutions de-registered.
- (viii) An ECD service provider or caregiver found with financial malpractices shall be interdicted pending investigation and further action according to the relevant laid down code of regulations
- (ix) A manager/proprietor/head teacher who subjects children to sit for

academic interviews/examinations for promotion of children to the next level or forces children to repeat grades, the private institutions shall have their ECD centres/institutions de-registered while in the public institutions the head teacher shall be disciplined as a case of professional misconduct stipulated in the laid down code of regulations.

7.2 Appeals

- a) A manager/proprietor wishing to appeal against any action taken against their centre/institution shall appeal in writing to the ministers of respective ministries giving reasons why that action should not stand. See appendix XIV.
- b) ECD service providers employed by the Government shall seek redress as per laid down code of regulations within their ministries
- c) ECD service providers employed by the private employers shall seek redress from the Ministry of Labour as per laid down code of regulations.

8.0 Monitoring and Evaluation of ECD Programmes

- a) Before any new programmes in ECD are launched, a baseline survey shall be carried out by relevant ministries.
- b) DBE in collaboration with KIE-NACECE and DQAS shall periodically evaluate the ECD programme in the districts in order to identify main strengths, challenges and emerging issues.
- c) Other line ministries including MOH, MOHA, MGSC&SS, MOLG shall also evaluate ECD programmes in their respective ministries.
- d) All ECDE centres and training institutions shall be assessed for quality assurance at least twice a year by QASOs.
- e) DICECE trainers shall monitor activities in all ECDE and day care centres in their districts.
- f) QASOs and DICECE trainers shall be expected to compile a report of their assessment/monitoring activities and submit the same to the DEO and headquarters for action.
- g) KIE-NACECE shall monitor curriculum implementation in ECD centres and training institutions
- h) KIE-NACECE shall monitor implementation of modules and materials used for activities related to research, curriculum, school readiness, community mobilization, health and nutrition programmes.
- i) KIE-NACECE shall conduct research and materials development at the National Centre for Early Childhood Education and monitor the same at the district centres.
- j) DICECEs shall conduct research and materials development at the district level. To ensure ownership and sustainability of the ECD programmes, the ECD committees, parents and other community members and service providers shall be trained on how to monitor ECD activities. They shall be expected to conduct action-oriented monitoring

- and evaluation. They shall use the information collected to improve the services for young children.
- k) KIE-NACECE shall monitor DICECE trainers undergoing the induction course during field attachment.
 - l) Director Basic Education shall monitor DICECEs to ensure effective use of resources, both human and material
 - m) QASOs shall monitor to ensure smooth transition from ECDE Centres to lower primary. In addition, QASOs shall ensure ECD and lower primary children are not forced by teachers to repeat classes or drop out of school.
 - n) Children's Officers from Ministry of Home Affairs shall monitor children homes to ensure service standards and welfare of children are adhered to.
 - o) Director Medical Services shall monitor the implementation of IMCI and other primary health care programmes.
 - p) DBE shall regularly track and monitor data collection on ECD programmes at the national and the district levels.
 - q) Management, supervision and accountability of ECD Programme shall be at least once in a year using Monitoring tools (refer to Appendixes VIII – XIII).

APPENDIX I



REPUBLIC OF KENYA

Checklist for Registration of ECD Centre / Institution

1. A copy of the Registration of the institution's Business Name under the Business names Act or A certified copy of the registration of the organization as a Society or Limited Company and a copy of the Memorandum of Association.
2. Duly completed and signed application forms for the institution
3. Duly Completed and signed application forms for the Manager of the institution.
4. A recent full institution inspection report from the DEO's/MEO'S/PDE's Office/AAC/ CDA (stamped & signed)
5. A detailed recent Public health/Sanitary Inspection Report (stamped and signed)
6. Title Deed/Allotment letter or a valid Lease Agreement covering a period of not less than 5 years.
7. Certified copies of professional and academic certificates of all teachers/Manager
8. Certified copies of registration certificates of the teachers with T.S.C.
9. Supporting DEB/AAC/CDA minutes or Extract from the DEB/AAC/CDA or any other authorised body's minutes signed by the Secretary and Chairman
10. Site/Plan/Sketches of the institution approved by relevant authorities showing the existing facilities and future development or extension plans, where applicable.
11. Registration fees (where applicable) as set by relevant ministries payable to the respective Permanent Secretaries Money/Postal orders NOT ACCEPTABLE

RECOMMENDATION

.....

.....

.....

APPENDIX II



REPUBLIC OF KENYA

Procedure for Establishing Educational and Training Institutions

The procedure detailed below will be followed when applying for authority to establish:-

1. Pre-school
2. ECD training college

Stage I

Application to DEB and Local Authority:-

- (a) The applicant will apply to the DEB and relevant Local Authority for permission to establish an Educational Institution in a specific location.
- (b) In support of the application, the applicant will provide the following;
 - (i) Name of the proposed Institution
 - (ii) Name and qualifications of the manager
 - (iii) Land Registration (LR) Number/Leasehold and site plan

Stage II

Approval by DEB to start a Pre-school / ECD Training Institution and issuance of Registration Guidelines.

Stage III

Application for Registration and submission of the forms to the DEB through the DEO.

Stage IV

The DEO, upon receipt of application for registration, shall acknowledge receipt within 14 days.

The DEB shall act on application of registration within four months of receipt of complete documents from applicant.

Stage V

Issuance of provisional registration certificate signed by authorized officer a copy of certificate to be forwarded by DEB to MOE.

Stage VI

The applicant should apply (to MOE through the DEB) for full registration within the 18 months of initial registration. The DEB will forward for recommendation (of the Institution for full registration) to the Minister.

Stage VII

- (a) The Secretary of the DEB shall forward registration documents to MOE headquarters within 2 weeks of decision by DEB.
- (b) From registration desk at MOE Headquarters, an acknowledgement on receipt of documents to be given within two weeks to applicant.
- (c) If all documents are in order, full registration of the institution shall be made within 3 months.

APPENDIX III



REPUBLIC OF KENYA

Criteria for Approval of a Charitable Children's Institution

- 1) Show proof of financial stability and sustainability
- 2) Must have a mission and policy statement
- 3) Adequate premises to meet objectives set out in the mission and policy statement.
- 4) Adequate staffing to meet needs and objectives of the institution.
- 5) If it is a non-Governmental or religious organisation, it must show proof of registration.
- 6) If it is an individual or body incorporated, it must show a list of trustees
- 7) Must accommodate or have capacity to accommodate at least twenty children.

APPENDIX IV



REPUBLIC OF KENYA

ECDE Application for Registration of Educational and Training Institution (TO BE FILLED IN TRIPLICATE)

PART I

1. Proposed Name of Institution _____

2. Address of Institution _____

Telephone: _____

E-mail _____

Fax No. _____

3. Location of Proposed Institution

Province _____ District or Municipality _____

Division _____ Zone _____

Location _____ Sub-Location _____

4. Type/Level of Institution: (Tick as appropriate)

ECDC	
Primary	
College	

5. Sponsor/Proprietor _____

6. Management (Private/DEB/BOG, any other)

7. Address of Sponsor/Proprietor

8. Type of Institution:

ECDE centre

Day - Boys/Girls/Mixed: _____

Training Institution

Boarding – Boys/Girls/Mixed: _____

Day and Boarding - Boys/Girls/Mixed: _____

9. Curriculum to be offered (K.I.E./any other K.I.E. approved)_____

(a) Classes/grade to be catered for _____

(b) Number of streams per Class/Grade _____

(c) Arrangements for persons with special needs. Give details

10. Proposed Maximum number of children/students to be enrolled

NB: *The enrolment to be approved by the Ministry.*

11. Nature of buildings:

(a) Temporary: _____

(b) (i) Permanent: _____

12. In case of re-registration of existing institution:-

(c) Existing Registration Number: _____

(d) Reasons for Re-registration: _____

(e) Children/students Enrolment: _____

13. Declaration by the Applicant:

I hereby declare that I have read the Education Standards Requirements for Registration of ECDE and Training Institution, Ministry of Education and the institution will be conducted in accordance with its provisions, and that of the Education Act Cap 211, 1968 (Revised 1980).

Signed: _____

Full Name _____

ID NO./Passport No.: _____

Designation of Applicant: _____

DATE _____ OFFICIAL STAMP _____

PART II

14. To be completed by the Local Authority:

Recommended/Not recommended (if not recommended, give reasons)

Ref. Min. _____ Town Clerk/Clerk to Council

FULL NAME: _____

Date: _____ Signed/Official Stamp _____

PART III

15. To be completed by the District/Director City Education/Municipal Education Officer

Recommended/Not recommended
(If not recommended give reasons)

Ref. Minute of DEB: _____

FULL NAME: _____

Date _____ signed/Official Stamp: _____

PART IV

16. Decision of the Minister for Education

APPROVED/NOT APPROVED (if not approved give reasons)

Sign/Official Stamp _____ Date _____

REGISTRATION CERTIFICATE ISSUED ON: _____

CERTIFICATE NUMBER: _____

APPENDIX V



REPUBLIC OF KENYA

Registration Form For Community Development Projects/ Self Help Groups

1. Name of the group
2. Physical address of the group
 - Division
 - Location
 - Sub-location
3. The group's vision/objectives;

.....

.....

.....

4. The group's official/committee members

NAME	ID/NO	TITLE	SIGNATURE
1.			
2.			
3.			
4.			
5.			

5. RECOMMENDATIONS
 - Locational CDA/or chairperson SDC

.....

.....
 - Chief of the area (if applicable)

.....

.....
 - Divisional CDA or chairperson DSDC (if applicable)

.....

.....
 - District officer

.....

.....
 - District social development officer

.....
.....
.....

NOTE:

- All applications must be accompanied with minutes duly certified, organization's constitution and the list of the members of the group/ project

OFFICIAL USE ONLY

- Approved Reg. No.
- Date approved
- Make of the approval officers
- Signature

Not approved with the following reasons: -

.....
.....
.....

APPENDIX VI



REPUBLIC OF KENYA

Form of Application for Registration of a Charitable Children's Institution

1. Type of organisation (NGO, Religious, etc) Year of inception
2. Name of institution
3. Physical address Postal address
4. Telephone No E-mail
5. Name of chairman (or person of similar office)
6. Postal address Telephone No.....
7. E-mail
8. Name of person in charge
9. Postal address Telephone No.....
10. E-mail

Does the institution already host children? Yes No

If yes, what is the present capacity? (List total number of children)

..... Boys Girls Total

If no, what is the intended capacity? (List total number of children)

..... Boys Girls Total

-
11. I/We hereby make application for registration as a charitable children's institution. I/We have attached all relevant document and information hereto.
Name Designation
 - Signature..... Date

FOR OFFICIAL USE ONLY

Received by Date

(Name, Designation, Signature)

Application approved: Yes No

APPENDIX VII



REPUBLIC OF KENYA

Application For Approval as Manager of Private Educational Institution

(In Accordance with Education Act Cap 211 1968 (Revised 1980))

To be completed in triplicate by the applicant and forwarded to the District/City/Municipal Education Officer.

PART 1

1. Name: _____
 Identity/Passport No: . _____
 Address (Postal): _____
 E-mail _____ Telephone: _____
 Fax: _____

2. Relevant qualifications and experience

(i) Academic Qualifications (Primary, Secondary, College and University)

NAME OF INSTITUTION	YEARS ATTENDED		QUALIFICATION ATTAINED
	FROM	TO	

(ii) Professional qualifications (College and University)

NAME OF INSTITUTION	YEARS ATTENDED		QUALIFICATIONS ATTAINED
	FROM	TO	

(iii) Work Experience

ORGANIZATION	YEARS WORKED		POSITION/ DESIGNATION
	FROM	TO	

3. Location of Institution: -
 Province _____ District _____
 Division _____ Zone _____
 Location _____ Sub/Location _____

4. Type of Institution (Pre-Primary/Primary/Secondary/College/TIVET, any other) _____

5. Curriculum offered _____

6. I have attached the following documents regarding my qualifications, experience etc.
 (a) Certified Photostat copies of my original certificates (Refer to. No.2 i, ii and iii)
 (b) Any other relevant documents (list them)
 Signed: _____
 Full Name: _____
 Date: _____

7. Name and addresses of two referees (one of whom is an educationist):
 (i) Name _____ Address: _____
 Telephone: _____
 (ii) Name _____ Address: _____
 Telephone: _____

PART II

8. To be completed by the District/Director City Education/Municipal Education Officer after making necessary investigations.

RECOMMENDED/NOT RECOMMENDED (if not recommended, give reasons)

FULL NAME: _____ OFFICIAL STAMP _____

DATE _____ SIGNED _____

PART III

Decision of Minister of Education

Approved/Not approved: (If not approved, give reasons)

DATE _____ SIGN: OFFICIAL STAMP _____

APPENDIX VIII



REPUBLIC OF KENYA

Monitoring Tool for Quality and Standards Assurance Curriculum in
ECD Centre

1. ECD Centre name Registration No.
2. District Location Zone
3. Enrolment: boys girls Total
4. Age ranges: Under 3s 4 yrs old 5 yrs old
5. Average No. of children per class
6. Number of care givers

7. Physical facilities/ Availability	YES	NO	Remarks
• Learning structure (building) available			
• Permanent building available			
• Buildings in good condition			
• Adequate ventilation			
• Class rooms of standard size (8m x 6m)			
• Classrooms with lockable doors			
• Classrooms with lockable windows			
• Indoor space adequate			
• Cemented floor			
Type of roof			Remarks
(i) Ironed			
(ii) Thatched			
(iii) Tiled			
Type of walls			Remarks
(i) Mud			
(ii) Plastered			
(iii) Timber			
(iv) Iron Sheet			
• Type of floor	Yes	No	Remarks
(i) Earthen			
(ii) Cemented			

<ul style="list-style-type: none"> • Type of walls <ul style="list-style-type: none"> (i) Good (ii) Poor 	Yes	No	Remarks
<ul style="list-style-type: none"> • Toilets available <ul style="list-style-type: none"> - Caregivers 	Yes	No	Remarks
<ul style="list-style-type: none"> • Children Toilets <ul style="list-style-type: none"> (i) Suitable toilet aperture (ii) Clean (iii) Enough for boys (iv) Enough for girls 	Yes	No	Remarks
<ul style="list-style-type: none"> • Furniture <ul style="list-style-type: none"> (i) Available (ii) Adequate (iii) Children's suitable size tables (iv) Children's suitable size chairs (v) In good condition 	Yes	No	Remarks
<ul style="list-style-type: none"> • Availability of Administrative Records <ul style="list-style-type: none"> (i) Admission register (ii) Attendance Register (iii) Log Book (iv) Fees Register (v) Visitors Book (vi) Ledger Books (vii) Attendance Register (viii) Inventory Books (ix) Cash Book (x) Receipt Books 	Yes	No	Remarks
<ul style="list-style-type: none"> • Professional Records Available <ul style="list-style-type: none"> (i) Progress Records (ii) Daily Programme of Activities (iii) Termly Programme of Activities (iv) Health Records 	Yes	No	Remarks
8. ECD Curriculum Availability	Yes	No	Remarks
<ul style="list-style-type: none"> • KIE ECD syllabus/guidelines 			
<ul style="list-style-type: none"> • Learning corners/centres 			
<ul style="list-style-type: none"> • Indication of theme teaching 			
<ul style="list-style-type: none"> • Developmental Progress Ass. Records 			
<ul style="list-style-type: none"> • Other approved syllabus (specify..) 			
<ul style="list-style-type: none"> • Learning manipulative materials 			
9. Physical/Psychomotor materials/equipment	Available	Not Avail.	Remarks
<ul style="list-style-type: none"> • Fixed equipments 			
<ul style="list-style-type: none"> • Play materials 			
<ul style="list-style-type: none"> • Fixed play equipment in good condition 			
<ul style="list-style-type: none"> • Soft landing for slides 			
10. Teaching Learning Methods	Yes	No	Remarks

<ul style="list-style-type: none"> • Child centered 			
<ul style="list-style-type: none"> • Teacher centered 			
<ul style="list-style-type: none"> • Children motivated through reinforcement 			
<ul style="list-style-type: none"> • Children guided on the expected behaviour 			
11. Cordial Relationships	Observed	Not observed	Remarks
12. Health and Nutrition	Yes	No	Remark
<ul style="list-style-type: none"> • Are there GMP services offered at the centre? • If yes, are health cards for all children available? • Does the nearest health centre work with teachers to provide these services? • If GMP activities are carried out in the centre do parents in the neighbourhood bring children for immunization and other medical services? • Do the children appear healthy and energetic or are there children who appear malnourished? • Does the centre have a feeding programme? • If yes, is the food prepared at the centre • If food is brought from home are there storage racks in the ECD centre • If food is prepared at the centre, is there a kitchen? • Does the kitchen have lockable kitchen doors and windows • Is the kitchen well-ventilated? • Do the children take ten o'clock snack? • Is the porridge enriched? • If enriched specify ingredients used • Is lunch offered at the ECD centre • In your opinion, is the lunch made of a balanced diet • Are there alternative arrangements for children who cannot eat the foods provided due to allergies or other reasons? • Does the kitchen have non-leaking roof • Are drying racks available • Is the Cook clean and neat • Are Health certificates available for the cook • Do you deworm children at the centre? 			

<ul style="list-style-type: none"> • Are the deworming tablets provided by staff of a nearby health centre? • Do you deworm children twice a year (If not specify) • If a child is sick at the centre, do you call the parents? • In cases of emergency do you have parental consent to take children to the hospital? 			
<p>13. Feeding programme</p>	<p>Yes</p>	<p>No</p>	<p>Remarks</p>
<ul style="list-style-type: none"> • Are the utensils cleaned properly? • Is the feeding process orderly (washing hands, all children served, no pushing, small babies helped to feed)? • Are children allowed to enter the kitchen? • Is a first aid kit available? • Is there a resting place for the children (full day ECD centers) • Are there sleeping facilities? 			
<p>14. Play ground</p>	<p>Yes</p>	<p>No</p>	<p>Remarks</p>
<ul style="list-style-type: none"> • Is play space adequate? • Is the playground well kept? • Is the playground fenced? • Is the grass/bushes cut? • Are there sharp and dangerous object? • Are there holes and pits on the playground? • Are there playgroup fixed equipments? • Are the equipments appropriate sizes for ECD children? • Are the equipments regularly serviced and maintained? • Is there a soft landing place for slides? • Are the swings at low level for ECD children? • Are there adequate play equipment for the number of children at the centre? 			

APPENDIX IX



REPUBLIC OF KENYA

Monitoring Tool for ECD Training Centre

Institution Name: _____

Address: _____ Tel: _____

District: _____ Division: _____

Date of Registration: _____ No. of streams: _____

1 Courses offered:

Course	Qualification	Male	Female	Total

2 Physical facilities

	Condition
Total number of classes	
Total number of toilets Female/Male	
Total number of dormitories	
Total number of offices	

3 Trainers details

NAME	Qualification	Duties	Course taught
1			
2			
3			
4			
5			

4 Financial Records

Receipt Book Yes () No (); Cash Book Yes () No ();

Fees register Yes () No ();

Remarks: _____

5 Administrative Records

Admission Register Yes () No (); Class Register Yes () No ();

Legal documents: -

TSC Code of Ethics Yes () No (); Employment Act Yes () No ()

Others: _____

6 Training documents

Syllabuses Yes () No (); Guidelines Yes () No (); Modules Yes () No ();

Lesson Plans Yes () No (); Scheme of work Yes () No ();

Record of Work Yes () No ();

Remarks: _____

7 Feeding Programme

Available Yes () No (); Standard Yes () No ();

Remarks: _____

8 Training equipments

TYPE			
Office Equipment			
Materials for training			

9 Students' Coverage

Standard Yes () No (); Below standard Yes () No ();

10. Materials made by students

Attractive (); Suitable (); Adequate (); Durable (); Safe ();

Tidy (); Special Needs user friendly ();

11. Curriculum coverage

Curriculum suitability in school: - Good () Average (); Below average ()

Poor ();

Remarks: _____

Trainer-trainees relationship: - Good () Average (); Below average ()

Poor ();

Remarks: _____

Employer co-operation: - Good () Average (); Below average () Poor ();

Remarks: _____

Materials equipment made usefulness in school: - Good () Average ();

Below average () Poor ();

Remarks: _____

12 . Accommodation facilities

Meals - Good () Average (); Below average () Poor ();

Remarks: _____

Hostels/Dorms - Good () Average () Below average () Poor ();

Remarks: _____

Water and sanitation - Good () Average () Below Average () Poor ();

Remarks: _____

APPENDIX X



REPUBLIC OF KENYA

Monitoring Tool for ECD Trainers

Trainer's Name: _____ TSC No. _____

Qualification: _____ Grade: _____ Sex _____ Age _____

Name of Institution: _____ District: _____

Course taught: _____ Units: _____

Time: _____ Date: _____

(Tick (3) as appropriate)

- 1 Schemes: Available () ; Suitable () ; Unsuitable () ; Relevant () ;
Unsuitable () ; Not available () ; Not relevant () ; Up to date () ;
Not up to date () ;
Remarks: _____
- 2 Lesson Plans: Available () ; Suitable () ; Relevant () ; Unsuitable () ;
Not available () ; Not relevant () ; Up to date () ; Not up to date () ;
Remarks: _____
- 3 Reference Material: Available () ; Not available () ; Suitable () ; Unsuitable () ;
Remarks: _____
- 4 Teaching/learning materials: Available () ; Not available () ; Suitable () ;
Not suitable () ; Safe () ; Not safe () ;
Remarks: _____
- 5 Teacher-student relationship: - Good () Average () ; Below average () Poor () ;
- 6 Introduction: Relevant () ; Suitable () ; Not relevant () ; Not suitable () ;
- 7 Lesson Development: - Good () Average () Below average () Poor () ;

8 Conclusion: - Good () Average () Below average () Poor ()

9 Records:

Register () Progress record () Record of work ()

Remarks: _____

10 Administrative Records

Admission Register Yes () No (); Class Register Yes () No ();

Legal documents: -

TSC Code of Ethics Yes () No (); Employment Act Yes () No ()

Others: _____

11 Training documents

Syllabuses Yes () No (); Guidelines Yes () No (); Modules Yes () No ();

Lesson Plans Yes () No (); Scheme of work Yes () No ();

Record of Work Yes () No ();

Remarks: _____

12 Feeding Programme

Available Yes () No (); Standard Yes () No ();

Remarks: _____

13 Training equipments

Type			
Office Equipment			
Materials for training			

14 Students' Coverage

Standard Yes () No (); Below standard Yes () No ();

15 . Materials made by students

Attractive (); Suitable (); Adequate (); Durable (); Safe ();

Tidy (); Special Needs user friendly ();

16 . Curriculum coverage

Curriculum suitability in school: - Good () Average (); Below average ()
Poor ();

Remarks: _____

Employer co-operation: - Good () Average (); Below average () Poor ();

Remarks: _____

Materials equipment made usefulness in school: - Good () Average ();

Below average () Poor ();

Remarks: _____

17 . Accommodation facilities

Meals - Good () Average (); Below average () Poor ();

Remarks: _____

Hostels/Dorms - Good () Average () Below average () Poor ();

Remarks: _____

Water and sanitation - Good () Average () Below Average () Poor ();

Remarks: _____

Monitoring Officer's Name:

Designation:

Date:

Signature:

APPENDIX XI



REPUBLIC OF KENYA

ECDE Certificate Students Assessment Form

Teacher/caregiver's Name Index No.

Academic level Teaching experience

Name of ECD centre/school

Address Sponsorship/management

District Division Zone

1. ENROLMENT

Age	Regular		Special Needs children		
	Boys	Girls	Boy	Girls	Total
Under 3 years					
4 years					
5 years					
6 years					
Total					

2. Training institutions (DICECE)

3. Theme

4. Sub-theme

5. Activity Area

6. Learning Environment

(i) Learning took place in a: Permanent (), Semi-permanent () class

(ii) Class condition: Adequate space 8m x 6m () Good Ventilation () Good lighting () Can be swept () Good roof () Lockable doors() Good windows () Poor ventilation ()

Remarks: _____

(iii) Store: Permanent () Semi-permanent () Safe () Well maintained ()

Remarks: _____

(iv) Kitchen: Available () Not Available () Well Maintained () Lockable doors ()
Cooking facility – Safe & suitable () Not suitable () Safe () Hygienic ()
Personnel tidy and clean () Water Available ()

Remarks: _____

(v) Play ground: Adequate space () Even and safe () Play equipment available
() Equipment: Safe () Suitable () Adequate ()

Remarks: _____

(vi) Sanitation facilities: Girls () Boys () Teachers () Suitable () Safe ()
Child-size () Water: Available () Not available ()

Remarks: _____

(vii) Water source: Piped () Tank () Borehole () Well () River () Spring ()
Available inside the ECD () Available outside ECD centre ()

Remarks: _____

(viii) Furniture: Suitable table () Suitable chairs () Available cupboards ()
Furniture are safe () Furniture not safe ()

Remarks: _____

(ix) Mats/carpets: Available () Safe () Well maintained () Not available ()
Available not used () Not suitably used () Water: Available () Not
available ()

Remarks: _____

(x) Office: Good size () Small but adequate () None () Table & chairs
available () Remarks: _____

7. Preparations

(i) Syllabus/ECD Guidelines (KIE): Available () Used () Not used ()

Remarks: _____

(ii) Reference Books: ECD relevant () Irrelevant to ECD child () Activity Books
()

Others: _____

Remarks: _____

- (iii) Daily programmes and lessons plans: Available () Suitable () Relevant ()
Relevant to the scheme () Up to date ()

Remarks: _____

8. Lesson Presentation and Development

- (i) Introduction of the activities: Arouse interest () Suitable () Linked to
previous activities () Relevant to theme ()

Remarks: _____

- (ii) Grouping of children: Ability grouping () Interest grouping ()
Activity () Interest grouping () Age group ()

Remarks: _____

- (iii) Methodology: Participatory () Child-centered () Play activities ()
flexibility ()

Remarks: _____

- (iv) Child teacher interaction: Good child level talk () Soft tone () Unsuitable
tone () Teacher interest in children's play () Good child level talk ()
Social interaction () child contact good () Poor child contact ()

Remarks: _____

- (v) Teaching/learning materials: Adequate () Suitable () Relevant ()
Safe () Used by children ()

Remarks: _____

- (vi) Children participation in ongoing activities: All participated () A few ()
Some groups () Gender balanced ()

Remarks: _____

- (vii) Teachers learning monitoring: Checking () Assessing () Observing ()
Marking () Correcting () Recording ()

- (viii) Conclusion of activities: Summary of the activities () Display of
children's work done in the lesson/activity () Clearing and tidying up ()
) Poems () Song related to activity ()

Remarks: _____

- (ix) Teaching/learning resources: Available () Not available () Suitable ()
Not suitable () Safe () Not safe () Adequate () high quality ()
Made from locally available materials () Special child friendly ()

Remarks: _____

- (x) Display: Teachers Work: Suitable () Relevant () Current () Correct eye
level () Safe () Tidy () Well organized () Well maintained () Well
organized corners () Themes relevant ()

- (xi) Children's Work: Available () Tidy () Current () Safe () Themes
relevant () Reflect schemes ()

9. Records

- (i) Admission Register () Class Register () Log Book () Visitor's Book ()
Health Records () Inventory () Staff and Committee Minutes Books ()

Remarks: _____

- (ii) Financial Records: (Tick (3) if available and (X) if unavailable)

Cash book () Receipt Books ()

- (iii) Curriculum Records: (Tick (3) if available and (X) if unavailable)

Children's Progress record () Records of work () Time table () Individual
Child Programme ()

Remarks: _____

- (iv) Ledgers: (Tick (3) if available and (X) if not available)

Permanent () Stock ledger () Others ()

10. General Condition:

- (i) Environment: Clean () Tidy () Safe () Dirty () Untidy () Unsafe ()

Remarks: _____

- (ii) Children: Clean clothes () In uniform () Clean hair () Short nails ()

Clean body ()

Remarks: _____

- (iii) Teacher: Well groomed () Presentable () Cheerful ()

Remarks: _____

- (iv) ECD Centre and compound: Safe () Unsafe () Well-maintained () Not
well-maintained () Well organised () Not well organised () Good set up

() Poor setup () All water bodies fenced () Play equipments safe ()
Equipment not safe ()

Remarks: _____

11. Community Involvement and Participation - (Tick (3) if available and (X) if not available)

Teacher's role in involving the community in ECD activities

- (i) Collection of material () Teaching Sunday school () Women group members () Youth group member () Community clean up ()

Remarks: _____

- (ii) Feeding programme

Cooking utensils () Fuel () Safe () Away from classes ()

Has water () Hygienic () Safe food()

Remarks: _____

- (iii) Physical facilities provided: (Tick (3) as appropriate

Community () Private () Local Government () Church () Company ()
NGOs ()

Remarks: _____

- (iv) Water provision: Provided: Parents () Community () Management ()

Remarks: _____

12. General Remarks

Additional Remarks

- (i) Areas of improvement: Planning () Material () Physical facilities ()
Kitchen () Menu () Teaching () Management () Material display ()
Children's work () toilets () Financial management () Time management
() Record keeping () Reference () Playgrounds () Registration Issues ()
) Reference books () methods ()

Remarks: _____

Total Marks:

Assessor's Name:

Designation: Station

Date: Signature:

APPENDIX XII



REPUBLIC OF KENYA

ECDE Diploma Students Assessment Form

Name of candidate Registration No

Centre/school Class

Training center/Institution

Date Time Assessment (I, II, III)

ITEM	ACTIVITIES	ASSESSOR'S REMARKS	MARKS AWARDED
Preparation	Scheme of Work (10 marks) <ul style="list-style-type: none"> • Available • Relevance • Suitability • Use • Objectives – SMART 		
	Lesson plan (10 marks) <ul style="list-style-type: none"> • Available • Trainee centred • Relevance • Suitability and use 		
Presentation	Introduction (5 marks)		
	Lesson development (35 marks) <ul style="list-style-type: none"> • Teacher child interaction • Involvement of children in learning activities • Methods used (participatory) theme based • Sequencing of activities • Mastery of content 		
	Conclusion (5 marks)		

ITEM	ACTIVITIES	ASSESSOR'S REMARKS	MARKS AWARDED
Personal Presentation	(10 marks) <ul style="list-style-type: none"> Teacher's confidence Teacher's warmth Grooming Gender sensitivity Language Teacher's initiatives 		
Records Availability/Use	(10 marks) <ul style="list-style-type: none"> Progress Records Health Records Attendance Register Record of work Timetable Neatness of records 		
Materials	(10 marks) <ul style="list-style-type: none"> Appropriateness Safety Relevance Durability Adequacy Improvisation/innovativeness Display of materials 		
Classroom management	(10 marks) <ul style="list-style-type: none"> Classroom organization/display Cleanliness Class control and discipline Children's work/display Time management 		
	Additional remarks		
	TOTAL (100 Marks)		

Name of Assessor Signature

Station and address of Assessor

.....

Name of trainer Signature

Filled in Triplicate

- Original to Teacher
- Duplicate to College
- Triplicate to Assessor

(Do not indicate marks on the trainee's copy)

APPENDIX XIII



REPUBLIC OF KENYA

Monitoring Tools for Children with Special Needs in ECD Centres

	Question	Answer	
		Yes	No
2.1	<p>Institutional Management Tools</p> <p>Does the school have the following:</p> <ol style="list-style-type: none"> 1. Persons with Disabilities Act (2003) 2. Kenya National Disability Policy (2004) 3. Policy On Special Needs Education for children with Disabilities 4. Does the school keep a record of children with Special Needs 		
2.2	<p>Human Resource Management</p> <p>What is the teacher/pupil:</p> <ol style="list-style-type: none"> 1. Ratio for children with Special Needs Education as per the recommendation in the standard guidelines 2. Do the teachers have any special training on handling children with Special Needs? 3. Does the school identify children with Special Needs as recommended in the standard guidelines? 4. Do the teacher work closely with the assessment centre/and parents of children with SNE? 5. Is the support/staff/children with Special Needs ration as recommended in the standard guidelines? 		
2.3	<p>Curriculum Implementation</p> <ol style="list-style-type: none"> 1. Are all students who attain less treated like high attaining learners? 2. Are a variety of home language and sign language make positive contribution to learning? 3. Does the school have teaching learning materials for use by children with different disabilities? 4. Is the work of all children displayed within the school and in their classrooms? 5. Does the staff discriminate against mainstream children and Special Needs children in Curriculum implementation? 6. Does the school have individual education programme for children with special needs? 		

2.5	<p>Institutional Community Relations</p> <ul style="list-style-type: none"> • Does the community participate in maintaining ECD centers where there are children with Special Needs? • Are parents of children with Special Needs involved in the running of the school? • Are parents of children with Special Needs consulted on academic programmes of their children? 		
2.6	<p>Student Welfare and Development</p> <ul style="list-style-type: none"> • Are there separate latrines/toilets for boys/girls with Special Needs? • Is there safe water that is accessible for children with Special Needs? • Are there skill based Health Education for children with Special Needs? • Does the ECD centre have access to Health personnel in order to deal with the needs of children with disability as they arise? • Does the centre have guidance and counseling service for abused children with special needs and their parents? • Are the recreation programmes accessible to children with Special Needs in ECD centre? • Are all the children in ECD expected to attend classes together irrespective of their disabilities? • Are the needs of the Deaf and Blind considered in sign language and Braille communication? 		

Monitoring Officers Name _____

Designation _____ Sign _____

Date _____

APPENDIX XIV



REPUBLIC OF KENYA

General Screening Tools For Children With Special Needs in ECD Centres

Ref No: _____
Date: _____
Place of Screening: _____
Child brought by: _____

1. BACKGROUND INFORMATION

Name: _____

Name child is called at home/school: _____

Sex: Male Female Age: _____ Date of birth: _____

Child's residential address: _____

Parents/Guardian

Father's full name _____ Age _____

Educational Level _____

Occupation _____

Permanent Address _____

Telephone Number _____ E-mail _____

Mother's full name _____ Age _____

Educational Level _____

Occupation _____

Permanent Address _____

Telephone Number _____ E-mail _____

Guardian's full name _____ Age _____

Educational Level _____

Occupation _____

Permanent Address _____

Telephone Number _____ E-mail _____

Physical Location of child

District _____
 Location _____ Name of chief _____
 Sub Location _____ Name of Ass. Chief _____
 Village/Estate _____
 Ethnic Group _____ (Nationality if not Kenyan) _____

Educational Background

Is the child enrolled in school? Yes/No _____

If Yes,

- Name of school _____
- Address _____
- Telephone No. _____
- Class/Form _____
- Type of school
 - Regular school _____
 - Inclusive school _____
 - Special Residential school _____
 - Integrated programme
 - § Resource room _____
 - § Special class _____
 - § Small home _____
 - § Inclusion class _____
 - Charitable home (specify) _____
 - Borstal/approval school _____
 - Non-formal education _____
 - Rehabilitation / vocational training _____
- If not in school, why? _____

2. CHILD'S COMPLAINTS/PROBLEMS

SOURCE	COMPLAINTS/PROBLEM (S)*
Parents/Guardians	
Teacher	

Child	
Significant others	

* Whenever possible get as much information from the child.

Summary of Complaints

The complaints is/are:

For how long?

(i) Visual difficulties	<input type="checkbox"/>	_____
(ii) Motor/Musculoskeletal Difficulties	<input type="checkbox"/>	_____
(iii) Joint pains	<input type="checkbox"/>	_____
(iv) Other health impairments (specify)	<input type="checkbox"/>	_____
(v) Hearing difficulties	<input type="checkbox"/>	_____
(vi) Mentally challenged	<input type="checkbox"/>	_____
(vii) Psychosocially different	<input type="checkbox"/>	_____
(viii) Communication difficulties	<input type="checkbox"/>	_____
(ix) Specific learning difficulties (Learning disabilities)	<input type="checkbox"/>	_____
(x) Multiply challenged	<input type="checkbox"/>	_____
(xi) Cerebral Palsy (C.P.)	<input type="checkbox"/>	_____
(xii) Others (specify) _____		

Does the child suffer from any known chronic health conditions?

	YES	NO
(i) Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Cancer	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Asthma	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Sickle cell anemia	<input type="checkbox"/>	<input type="checkbox"/>
(v) Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>
(vi) HIV/AIDS	<input type="checkbox"/>	<input type="checkbox"/>

(vii) Others (specify) _____

The observations made in musculoskeletal system are: -

	YES	NO
(viii) Can sit without support	<input type="checkbox"/>	<input type="checkbox"/>
(ix) Can walk without support	<input type="checkbox"/>	<input type="checkbox"/>
(x) Can stand without support	<input type="checkbox"/>	<input type="checkbox"/>
(xi) Fall often	<input type="checkbox"/>	<input type="checkbox"/>
(xii) Controls body movement properly	<input type="checkbox"/>	<input type="checkbox"/>
(xiii) Can hold a pen	<input type="checkbox"/>	<input type="checkbox"/>
(xiv) Any problems with speech?	<input type="checkbox"/>	<input type="checkbox"/>
(xv) Any problems with movements?	<input type="checkbox"/>	<input type="checkbox"/>
(xvi) Any problem with posture?	<input type="checkbox"/>	<input type="checkbox"/>
(xvii) Has all the limbs?	<input type="checkbox"/>	<input type="checkbox"/>
(xviii) Any wasted muscles?	<input type="checkbox"/>	<input type="checkbox"/>
(xix) Unusual head size?	<input type="checkbox"/>	<input type="checkbox"/>
(xx) Has all the limbs?	<input type="checkbox"/>	<input type="checkbox"/>

(xxi) Any problem with posture?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

(xxii) Any frequent fractures?

<input type="checkbox"/>	<input type="checkbox"/>
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Findings _____

.....

.....

Consenting Person

Name:

Signature:

Date:

Recommendtion:

.....

Referral:

Use the referral form provided.

APPENDIX XV



REPUBLIC OF KENYA

Form for Appeal Against Rejection of Application for Registration of a Charitable Children's Institution

To: The Minister for Home Affairs
Nairobi

I/We the undersigned, on behalf of (*name of organisation*), wish to appeal against the decision of the Director rejecting our application for registration as a charitable children's institution (*attach copy of application*) communicated to me/us by a letter attached herein dated on the following grounds:

(State grounds for appeal)

Name of Chairman (or person of similar office):

Signature:

Address:

Name of Person In charge:

Signature:

Address:

Date:

For more information visit www.edu.go.ke or contact
Ministry of Education
Directorate of Basic Education
P O Box 30040
NAIROBI

Tel. No. 020-318581