

MURANG'A COUNTY GOVERNMENT

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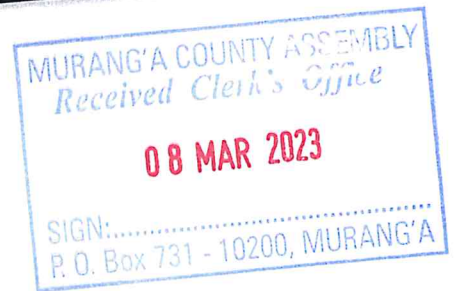
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Wednesday, March 08, 2023

DEPARTMENT OF EDUCATION & TECHNICAL TRAINING.

The Clerk
Muranga County Assembly



RE: SUBMISSION OF DOCUMENT

The above subject refers,

Attached is the document as agreed on the meeting held on 1st Feb 2023 in Nairobi.
Between the Assembly Education committee and Department of Education.

- 1) Murang'a County Early Childhood Development, Education and feeding policy 2023.



HON. FAITH W. NJOROGE

CEM – EDUCATION & TECHNICAL TRAINING

CA HBRC
list in the OP
[Signature]
9/3/23

Murang'a County Government

Department Of Education And Technical Training



Murangá County Early Child Development, Education & Feeding Policy 2023

Abstract

*A county where every child has access to vibrant and quality early
childhood development irrespective of social status*

Vision carrier : County Executive Committee

Process owner : C.E.C Education and Technical Training

Developed : October 2022

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Fore word

Murang'a County Government is cognizant of the importance of the early years of the child development and the benefits of investing in it. We look at this stage as a period of rapid brain

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development, largely influenced by environmental experiences, fastest period of growth and development in all aspects and when all windows of opportunities are open to children. In addition, this period allows for early identification of both challenges and potentials in young children and their possible early interventions.

Proponents of human capital theory show a strong correlation between early learning, education outcomes and socio-economic growth which indicates that giving children strong foundation and raising their levels of school readiness, increases their chances of succeeding in school and boosts their potential for higher incomes and improved standards of life in their later years. Evidence from various parts of the world indicates that countries with high growth rate are those with some of the most strong early childhood development, care and education programmes.

The purpose of this framework is to develop guidelines and interventions that will sustain and consolidate the gains Murang'a County has made over the years, propose strategies for mobilization of resources to support this sector, effectively coordinate provision of services, harmonize implementation of early childhood development, care and pre-primary education programmes in line with principles of devotion, lay emphasis on integrated approach to delivery of quality services, enhance sector governance, promote accountability, and expand county oversight in measuring performance.

One of the key critical areas of emphasis in this policy is promotion of inclusivity and integration towards development and protection (safety) of all children in Murang'a County, including the hard-to-reach children who require a combination of policy, management and service interventions to succeed.

To consolidate the gains we have made and address gaps identified, this policy advocates for a strong public-private partnership which will be quite useful in involving all stakeholders in financing, delivery and management of early childhood development services and programmes.

I therefore wish to call upon all Members of the County Assembly, county officials, stakeholders, development partners, private sector players, faith based organizations and civil societies to support this innovative and integrated policy framework for child development in Murang'a County.

H.E. Irungu Kangata
Governor -Murang'a County

Acknowledgement

This ECDE Policy Framework for Murang'a County was developed through extensive consultations with and reflections on experiences and practices of various stakeholders (state and non-state) within the county. Agencies and actors consulted included county government departments, NGOs, CBOs, FBOs, as well as representatives of ECDE teachers and parents.

The County Department of Education and Technical Training, in liaison with local partners, appointed a technical committee to lead the development of this policy. Towards this end, we acknowledge support from Kenya Dairy Board who availed financial and technical support to this committee through-out the process.

We also wish to thank the following members of the inter-agency technical committee for the Murang'a County ECDE policy framework.

1. Chief Officer - Health and Sanitation
2. Chief Officer - Agriculture
3. Chief Officer - Cooperatives
4. Director - Budgets
5. Director - Education Programmes

Special appreciation should go to Director Education Programmes who reviewed the draft policy and led the writing of the final version.

Last but not the least, we acknowledge staff members from my department for providing all required information that aided this process, participating in the strategy, visioning meetings and for making all efforts to see this process through.

CECM, Education and Technical Training Murang'a County Government

CHAPTER ONE : INTRODUCTION AND BACKGROUND

1.1 Rationale and for integrated and comprehensive policy framework and the importance of early years of development

The Kenya constitution (2010).....

The World Conference on Education for All (EFA) held in Jomtien, Thailand (1990) articulated the significance of the early years as the foundation for the life of an individual. This was reaffirmed in the World Education Forum held in Dakar, Senegal (2000) and again corroborated in the recent UN Special General Assembly on Sustainable Development Goals - SDGs held in New York (2015).

Early childhood refers to the first six to eight years of life, which is acknowledged as the most crucial period, when the rate of development is very high and foundations are laid for cumulative lifelong learning and human development. There is growing scientific evidence that the development of the brain in the early years is a pathway that affects physical and mental health, learning and behavior throughout life cycle.

Early childhood development, care and pre-primary education gives an indispensable foundation for lifelong learning and human development, and has critical impact on success in basic education (primary and secondary). It therefore becomes imperative for Murang'a County to accord priority attention to early years and invest adequately by providing commensurate resources.

The environmental experiences during this period are significant in influencing one's life and are known to either enhance or inhibit realization of one's potential in life. This is also the fastest period of growth and development in all aspects. The development of the brain is most rapid in the early years.

By the second year of life the brain of the child is 70% of an adult brain. By six years of age it reaches 90% of its adult weight and size. In addition, by the end of six years the brain of the child has developed maximum connections, more than an individual will require in a lifetime. All that is left is to make these connections permanent through providing early stimulation and quality care.

All the "critical windows of opportunity" are open during this period. These are the periods when children are able to learn and acquire certain knowledge, skills and attitudes very quickly

with minimal effort. Parents, other caregivers and teachers need to make use of this period in order to maximize children's holistic development and, therefore, their potential in life.

This is the period when the brain is most malleable and also highly impressionable. Environmental influences, especially care, nurture and stimulation, have the greatest impact on the brain.

This is the period when it is very easy to mould the character of children by inculcating social norms, values and habits as well as regulation and control of emotions. This is a vital period for ensuring proper physiological growth and a crucial period for significant health and nutrition interventions to put the child on the right track for life.

Investing in young children is both a right and a major contributor to breaking poverty cycles as contained in the Education For All (EFA) and Millennium Development Goals (MDGs) set out by UNESCO (2011a: 29).

Learning begins before a child first walks into a classroom and has great potential for growth and development. regrettable. A child born in the developing world has a four out of ten chance of living in extreme poverty, and relative poverty stubbornly persists in a number of developed countries (UNESCO 2007: 12).

In both contexts, children from disadvantaged groups have the most to gain from early childhood development, care and pre-primary education – and the most to lose from being excluded.

Early intervention is crucial, since the skills developed in early childhood form the basis for future learning and labour market success, making early childhood a critical time of human capital accumulation (Naudeau et al., 2011: xiii).

Against this background, MURANG'A County fully recognises the benefits of investing in the early years of child development and proposes interventions aimed at:

(i) Providing opportunities for early identification and intervention of vulnerable children, especially those with special needs and ensures that these children maximize their potentials and contribute according to their talents.

(ii) Increasing productivity and contributes to human resources that are more productive because children who are exposed to such experiences have better success in school and hence grow up to get better paying jobs when they enter the labour market.

(iii) Enhancing enrolment and transition in primary schools on equal grounds and improving education chances for disadvantaged children e.g. girls, children with special needs and children living with disability to proceed to primary school and higher levels of formal education.

(iv) Providing opportunities for mobilizing and empowering parents and local communities to raise children who are healthy and who will grow up to be productive and to contribute effectively to their families, communities and the county.

Considering the aforementioned importance of early childhood care and education, MURANG'A County would reap many benefits by investing in early childhood development, care and pre-primary education as stated in the National Early Childhood ECDE Policy Framework for (Kenya 2006).

These benefits include:-

- (a) Early identification and intervention.
- (b) Enhanced enrolment in primary schools on equal grounds.
- (c) Increase productivity
- (d) Cost savings for both the families and the nation.
- (e) Reduction of poverty
- (f) Reduction of social inequalities
- (g) Improved chances for the girl child
- (h) Improved moral values in the community
- (i) Improved family welfare;
- (j) Increased opportunities for parental and community empowerment.

In order to put ECDE in focus, the Ministry of Education came up with Sessional Paper No. 14 of 2012 and National Education Sector Plan (NESP 2014-2018), both of which have clearly vouched for pre-school children by making a commitment that it will provide free and compulsory pre-primary education for all 4-5 year olds in Kenya.

The Government is committed to provide health and nutritional support for 0-5 year olds attending day care centres (Republic of Kenya, 2012b). To continue showing concern towards education and care for young ones in Kenya, parliament enacted an important legislation; Basic Education Act No. 14 of 2013 that for the first time recognized ECDE as a significant level in provision of basic education.

On its part, vision 2030 and second midterm plan Of 2013/2017 considers education of Kenyan children as a critical sector in the social pillar and stimulus towards industrialization.

MURANG'A County Government in recognition of its central role in realization of a sustainable pre-primary school feeding programme is desirous of committing the necessary resources to have healthy and motivated children and at the same time create conducive environment for learning.

1.2 Importance of a comprehensive policy framework

- (a) There is need to develop a policy framework to guide the activities of the various partners in the provision of services for young children. Policy framework is the most important instrument for advocacy, for ensuring provision of quality services and for harnessing resources and other support for young children. Once developed this policy framework will become the guiding road map that all those providing services for young children must adhere to. In addition, the policy framework will guide the County Government in its commitment of resources to programmes for infants and young children.
- (b) Currently, various partners provide services for young children in MURANG'A County. Every one of these partners has its own policies to guide its activities. Consequently, there exist many policies all targeting infants and young children which are scattered across sectors and partners. There has been little coordination of all these different policies.

Consequently, there has been duplication, poor utilization and gaps in the provision of resources, hence compromising the provision of services for young children. There is need, therefore, to amalgamate and harmonize all policy guidelines to ensure better coordination in the provision of services and better utilization of resources.

1.3 Purpose of this Policy Framework

(a) Reaffirms the commitment of Murang'a County Government to provide integrated services for holistic development of all children, along the continuum, from the prenatal period to eight years of age.

It lays down the way forward for an integrated and comprehensive approach towards ensuring a sound foundation, with focus on child development, protection, care and early learning, for all children (0-8 years) in MURANG'A County.

(b) Forms the springboard from which other sector policies may be strengthened, developed or reviewed, particularly in areas of child rights, participation, protection, health, nutrition, early learning, play, stimulation, water, sanitation and social services. These sector policies are crucial in providing standards and guidelines for ensuring provision of quality services for all children in their early years.

(c) Regulate provision of services for children in the county with a view of providing broad guidelines for co-ordination and harmonization of quality services across sectors operating in Murang'a County and to guide the activities of various partners in the provision of services for young children in the county.

(d) Amalgamates and harmonizes policy statements from other departments in the county for better coordination in the provision of services and better utilization of resources.

e) Bridge gaps in the existing policy guidelines and legal documents; and provide legal framework on which service provision would be hinged.

Chapter Two : POLICY VISION, SCOPE AND GUIDING PRINCIPLES

2.1 Policy Vision

A county where every child has access to vibrant and quality early childhood development irrespective of social economic circumstances.

2.1.1 Policy Goal

To continuously improve access, equity and quality services for all children in MURANG'A from conception to 8 years.

2.1.2 Policy Objectives

More specifically, the objectives of the policy include:

1. To mobilize resources to provide quality services to all children in Murang'a County
2. To provide quality services to all children in the county including children with disabilities
3. To promote and strengthen partnerships and collaboration among all stakeholders involved in provision of services and programs for children.
4. To provide standards and quality assurance guidelines (benchmarks) to enhance quality and efficiency in collaboration with other relevant government institutions like ESQAC, public health operating in the county
5. To establish and maintain Early Childhood Development Management Information System for reference and planning
6. To provide management structure for implementation of ECDE programmes in the County for better service provision.
7. To establish adequate and equipped Child Development Resource Centres to cater for capacity development of service providers and assessment of children with special needs for proper placements.

2.1.3 County Government Mission and Mandate

Towards this vision, the responsible County department's mission and mandate will be to:

- 1) To promote inclusive, equitable and contextualised opportunities for promoting optimal development and active learning capacity of all children below 8 years of age.
- 2) Improve pathways for a successful and smooth transition from care and informal education provided at home to centre-based programmes and thereafter ensures transition and school readiness or school-age provision by facilitating an enabling environment through appropriate systems, processes and provisions across the county.
- 3) Work in partnership with other stakeholders to create enabling environments, provide policy and technical leadership, resource and coordinate implementation and delivery of all programmes and interventions arising from this policy.
- 4) To provide, through coordinated partnerships, quality and integrated services for the holistic development of children in Murang'a County

2.1.4 Implementation of the Policy Framework

Implementation will be guided by the following factors:

- (i) A multi sectoral and interdisciplinary approach will be used in the implementation of this policy framework and a service standard guideline shall be developed for Murang'a County government.
- (ii) Both human and financial resources from the county government of Murang'a and various partners will be optimally utilised to increase efficiency and effectiveness in the implementation of the programme.
- (iii) There will be continuous advocacy on this policy framework and other sector policies to create awareness for the need to invest in ECDE services across the county
- (iv) The policy will be implemented based on CIDP strategic plans and annual operational plans based on identified priority areas for proper utilization of funds and other resources available.

2.2 Policy Scope

This policy and actions arising from it, intend to cover all programmes and provisions for children from prenatal to eight years of age, which cater for needs of children in all domains of development i.e. physical, motor, language, cognitive, socio- emotional, and creative and aesthetic appreciation; and ensure synergy with protection, water, sanitation, health and nutrition aspects at all levels.

These will cover developmental priorities for each subset within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate pre-school education for 3 to 6 year olds with a more structured and planned school readiness component for 6 to 8 year olds.

2.2.1 Getting Children Ready for School through Centre Based Care and Stimulation (4-6 years)

Pre-school programmes should benefit from linkages and cross-cutting interventions with focus on 4-6 year olds. This should lay the foundation for primary education, taking care of small children, and provides space for health assessments and growth monitoring, nutrition

and child development. It will help to build resilience, stimulation, confidence and increase transition to class 1 in local primary schools.

The county should support ECDE centres attached or within public primary schools. And such centres should rely largely on use of age appropriate and locally available resources and materials. Implementation of this policy may be one of the most strategic leaps for Murang'a County Government as it targets the most vulnerable age and affects every household.

Though infants and young children need the comfort and security of their families as they grow older, they also need the company of their peers - other children. Group play with their peers provides them with opportunities to gain social skills and learning experiences.

This underscores the importance the County attaches to centre based ECDE programmes attached to public primary schools or pre-schools in affiliated communities.

These opportunities help children become school ready, preparing them to make that critical leap into primary school. Pre-school activities should be designed to address the holistic needs of children- supporting their physical, cognitive, social and emotional development.

2.2.2 Making Local Schools Ready for Children – Working with Primary Schools to Ensure Smooth Transition (6-8 years)

Transition between ECDE and primary sub sectors happens largely between 6 and 8 years, taking from 1 to 6 years. The experience overtime indicates that parents often want to keep their children longer in ECDE centres because of the care, health and welfare support they are accorded at these centres.

As mentioned earlier in this policy, the county government seeks to develop a strong strategy to deal with or manage this phase of transition in all public primary schools in the county.

This should be an area of interest in all annual plans so that all the issues to do with overlaps and transition from home-based care, ECDE centres and primary schools are addressed, through a child friendly school approach.

In conclusion, this policy is thus applicable to all early childhood development, care and preprimary education programmes and related services in public, private and voluntary sectors in all settings within the county that are offered to children under 8 years.

2.2.3 Benchmarking County Policy against International standards.

Both the World Education Forum (May 2015) in Incheon Korea (Education 2030: Towards inclusive and equitable quality Education and lifelong learning for all) and 70th UN Summit of September 2015 in New York (Transforming Our World, the 2030 Agenda for Sustainable Development outlined 17 SDGs and 169 targets), reaffirmed the World's commitment towards early childhood development through 2 key targets namely:

- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

These targets should further inform the scope of this policy.

2.2.4 Policy Coverage and Target Groups:

This policy will seek to reach out to and cover the following targets and target groups;

- (a) This policy targets all children, including the vulnerable and marginalized, from conception to eight years of age within Murang'a County. Within this age range, there are four definitive categories: conception to birth, birth to three years, three to six years, and six to eight years. Although these children all have the same holistic needs, which consist of nutrition, health, nurture, protection, stimulation and skills, the emphasis and focus of providing for these needs varies depending upon the age categories.

In addition, special attention must be focused on the provision for the needs and rights of the vulnerable and marginalized young children currently in remote parts of the County, including children with special needs.

- (b) In order to provide services for children, the policy framework must also target the primary caregivers of these children. These include parents and those who provide care for children in their absence, such as guardians, grandparents, other relatives and the instructors of acceptable preserves and in-service training background and experience.
- (c) To bring all on-board, Communities and stakeholders need to be targeted and empowered to support families as alternative caregivers to provide for the holistic needs of young children, and to safeguard their rights. These stakeholders will include NGOs, CBOs; Faith

based organizations, line-ministries, research organizations, academic institutions, media, donors and other well-wishers.

3.0 CHAPTER THREE

3.1 SITUATION ANALYSIS AND STATUS OF ECDE IN MURANG'A COUNTY

This chapter captures the current situation of ECDE in the county with respect to; child rights and child protection; access and equity; quality and teacher situation ;infrastructure and learning environment; curriculum adaptation and implementation; quality assurance and standards; health and nutrition.

3.1 Basic Statistics about Murang'a County:

3.1.1 Introduction:

Murang'a County is one of the five counties in Central region of the Republic of Kenya. It is bordered to the North by Nyeri, to the South by Kiambu, to the West by Nyandarua and to the East by Kirinyaga, Embu and Machakos counties. It lies between latitudes 0° 34' South and 1°07' South and Longitudes 36° East and 37° 27' East. The county occupies a total area of 2,558.8Km².

MURANG'A County is made up of 8 sub-counties, namely; Kiharu, Kangema, Mathioya, Kahuro, Maragua, Kigumo, Kandara and Gatanga. The sub-counties are further divided into 35 wards distributed across the county (Multiple Indicator Cluster Survey, 2011 and Kenya Demographic Health Survey 2008/2009).

3.1.2 Population Size and Life Expectancy

Murang'a county population size is 958,969 (projection for 2015). This comprises 462,724 males and 496,245 females. Children under 5 years of age are 142,299 while children under one year are 44,497 Likewise, women of reproductive age are 233,561 while the elderly are 64,529. The MURANG'A County population is projected to reach 966,672 by the year 2017 while the birth rate is 1:6 children per woman (**KNBS 2011**).The average life expectancy in MURANG'A County is 63.4 years. However, the average life expectancy nationally is 46 years (Multiple Indicator Survey 2011, KDHS 2008/2009).

Table - : Population Projections for Selected Age Groups

Age Groups	2009 (Census)			2015 (Projection)			2017 (Projection)		
	M	F	T	M	F	T	M	F	T
Under1	21,918	21,524	43,442	22,450	22,047	44,497	22,631	22,224	44,855
Under 5	70,351	68,573	138,924	72,060	70,239	142,299	72,639	70,803	143,441
Primary School Age 6-13	96,441	94,706	191,147	98,784	97,006	195,790	99,577	97,786	197,363
Secondary School Age 14- 17	42,813	42,091	84,904	43,853	43,113	86,966	44,205	43,460	87,665
Youth Population 15- 29	117,557	119,762	237,319	120,412	122,671	243,084	121,380	123,656	245,036
Reproductive Age –female 15-49	-	228,022	228,022	-	233,561	233,561	-	235,437	235,437
15-64(Labour Force)	247,791	273,594	521,385	253,810	280,240	534,050	255,849	282,491	538,339
65+	27,002	35,997	62,999	27,658	36,871	64,529	27,880	37,168	65,048

Source: County Development Planning Office - Murang'a County (2012)

Murang'a County has 138,985 children in the age bracket of 0-4 years. Out of these 70,086 are boys while 68,899 are girls. 5-9 years we have 126,342, 64,005 boys and 62,337 girls.

3.1.3 County Environment and Climate:-

The County is divided into three climatic regions: The western region with an equatorial type of climate, the central region with a sub-tropical climate and the eastern part with semi-arid conditions.

The long rains fall in the months of March, April and May. The highest amount of rainfall is recorded in the month of April, and reliability of rainfall during this month is very high. The short rains are received during the months of October and November. The western region, Kangema, Gatanga, and higher parts of Kigumo and Kandara, is generally wet and humid due to the influence of the Aberdares and Mt. Kenya. The eastern region, lower parts of Kigumo, Kandara, Kiharu and Maragua constituencies receive less rain and crop production requires irrigation.

The livelihoods of most county residents depend on cash crops and rain-fed small-scale farming, practices that are highly vulnerable to environmental degradation and the effects of climate change. Rapid population growth places enormous pressure on natural and environmental resources such as forests, water, and land.

3.1.4. Employment and Poverty Levels

According to Multiple Indicator Cluster Survey (2011), 82.33 % of the residents are employed in both formal and informal sectors. Wage earners in the county are mainly employed on casual basis either temporarily or seasonally with no job guarantee or security.

Looking at female labour force, women participation in the labour market has increased as more women acquire higher education, thereby increasing the number of wage-earning women (KDHS 2008/2009).

According to the Multiple Indicator Survey (2011) the proportion of population below the poverty line stands at 36.3 % in the county, as compared to the National which stands at 45%. Poverty is prevalent in the county due to low agricultural productivity, insecurity, unemployment, low wages, drug abuse, shortage of land, inadequate and poor infrastructure, HIV/AIDS, gender imbalance and the high cost of social services including education and health.

3.2 Status of ECDE and Related Sectors in Murang'a County

3.2.1 Status of Primary Education

Significant challenges that providers of primary education in the county face include; teacher shortage, over enrolment, poor learning environment in some schools, shortage of teaching and learning materials, weak internal quality assurance mechanisms, early pregnancy leading to wastage among others.

Special Need Education in Primary Schools

- ❖ Special Needs Education is offered under various arrangements in primary schools including; special units in existing formal primary schools, small homes and in exclusive special need education like Murang'a School for the Deaf.
- ❖ Areas of challenge taken care of in most of such institutions include; hearing impaired, visual impaired, physical and mentally challenged.

3.2.2 Access and Equity in Early Learning

There are about 1,077 ECDE centres available in Murang'a County comprising 647 public and 7 private centres spread out across the county. Population of learners in pre-school is 50,000.

Table 3: Enrolment in ECDE Centres across MURANG'A County

SUB-COUNTY	NUMBER OF ECDE CENTERS		
	PUBLIC	PRIVATE	TOTAL
GATANGA	77	66	168
KANGEMA	53	25	75
KANDARA	89	95	184
KIHARU	72	14	93
KAHURO	66	24	86
KIGUMO	79	81	159
MURANGA SOUTH	104	113	214
MATHIOYA	78	20	106
ITHANGA	29		
TOTALS	647	438	1085

Source: Source: Murang'a County, Department of Education and Technical Training.

In the County majority of the children begin school at 4 years of age. However, there are cases of over-aged children joining pre-primary with some as old as seven years.

Enrolment of children with special needs is minimal in most of the sub counties. This may be attributed to lack of awareness ignorance and stigmatization.

Most ECDE centres have no special needs facilities to take care of such children and majority of the teachers have not been trained to take care of children with special needs hence rendering inclusive learning difficult.

3.2.3 Quality of ECDE Services and Teacher/Caregivers status.

The current population of ECDE teachers/Caregivers stands at 1000. Only a small fraction of men work in the ECDE sector as teachers/Caregivers as opposed to women.

Teacher/caregivers to learner ratio stand at 1:35 in public schools. Majority of these Teachers/Caregivers hold Certificates and Diplomas in ECDE while a few hold degrees.

3.2.4 Infrastructure and Learning Environment

In many ECDE centres, classrooms, water, sanitation and physical environment in general does not meet required standards set by the Department of Health and Sanitation and Public Works. In many centres, pre-school children are hosted in worst buildings some of which are condemned by Public Works.

Compounds are very small and play equipment and implements are rarely provided. The learning environment does not respect conventional requirement of barrier free for learners with special needs.

Poverty is the commonly cited reason for the inadequacies. However, construction of decent classrooms by the County government is underway in centres in various wards across the county.

Infrastructure is important in ensuring a conducive learning environment for children, the availability of adequate child friendly centres to cater for all children with relevant instructional materials and safe play equipment, have direct impact on the holistic development of ECDE learners.

The construction, running and management of ECDE centres before the promulgation of the new constitution was a preserve of communities and national government.

3.2.5 ECDE Curriculum Adaptation and implementation

Most of the ECDE centres do not have the current ECDE syllabus and teachers handbook of 2008. The majority of the centres therefore rely on primary school books and pedagogy with emphasis on reading and writing, rather than embracing a holistic approach to learning.

Most Teachers/Caregivers, especially have limited skills in inclusive education and methodology to embrace a holistic and integrated view of early childhood learning/ services. The ECDE children in the County are rarely exposed to co-curriculum activities save for the competitive ones like drama and music.

3.2.6 Quality Assurance and Standards in ECDE

The MURANG'A County Department of Education and Technical Training shall establish a unit in charge of quality Assurance and Standards. Once established the department shall work hand in hand with Education Standards and Quality Assurance Council (ESQAC) to conduct assessment in ECDE centres and ECDE colleges.

However the current situation is that standards assessments are not regularly conducted in ECDE centres due to lack of human resource, financial resources, lack of funds allocated for the exercise at the County and Sub-county levels coupled with lack of means of transport to reach the centres.

Education equips citizens with knowledge and skills that enable them to make informed choices about their social and economic growth. There is overwhelming evidence to demonstrate that ECDE play an essential role in providing stable foundation for the child's takeoff in social and economic life.

Currently, learning outcomes at ECDE level have remained low, as pupils do not attain the desired reading and numeracy competencies. Furthermore, the envisaged holistic education by curriculum developers has remained a mirage.

3.2.7 Management of ECDE Programmes and Services

The Basic Education Act No. 14 of 2013 provides for a Management Committee of a preprimary institution in section 58 and lists down its functions as follows: -

- Promote quality care, nutritional and health status of the child,
- Facilitate the development of children's affective, cognitive and psychomotor.
- Support physical attributes in an integrated manner including the development of talented and gifted pupils among others.

Land ownership for ECDE Centres remains an unresolved issue. It is on land that physical facilities including classrooms, administration block, sanitation facilities and play implements are built.

3.2.8 Human Resource in ECDE

Human capital is one of the most critical resources needed for socio economic development of a county. Therefore, a critical mass of trained ECDE caregivers equipped with appropriate knowledge, skills and attitude is required in order to achieve the county's educational, economic and social goals.

In order to provide for the children's holistic development there is need for having quality, adequate and well-remunerated human resource from the classroom level to the county. Parents have been employing teachers/caregivers in public pre-schools in the past; however the County government has undertaken the same. There is no current scheme of service for the teachers/caregivers.

3.2.9 ICT in ECDE Education and Training

A few primary schools in the county have been provided with ICT infrastructure in form of hardware, software and in some cases digital content from KICD. Deployment of ICT is largely evident in primary and secondary schools. Little effort is done to integrate ICT in ECDE in the County.

3.3. Health, Nutrition and HIV/AIDS Status of Children in Murang'a County

The infant mortality rate currently stands at 30 per 1000 live births, as compared to the national of 49 per 1000 live births. The less than five mortality rate is at 58 per 1000 live births while the national is at 73 per 1000 live births.

Provision of primary health care with emphasis on preventive measures and interest in curative promotions is an integral part of Early Childhood development. It is imperative therefore, that Growth Monitoring and Development Programme (GMDP) for children is fused in ECDE routine. This will ensure that immunization and Micronutrient Supplementation is done on the child on a timely manner and care is given to infected and affected children with HIV/AIDS.

In Murang'a County, malnutrition continues to affect a significant proportion of children and women. The most recent countrywide study done by Kenya Demographic Health Survey (KDHS, 2014), shows persistently poor nutrition outcomes with stunting 19.3% severe wasting (1.4%), moderate wasting 1% and underweight (5.6%) among children in Murang'a.

Investment in Nutrition programs for ECDE children will ensure that, most learners do not go to school on empty stomach and stay up to midday without anything to eat. This will improve their concentration span during learning activities and provide the energy to participate in play activities.

Nutrition is the science that explains the role of food and nutrients in the human body during growth, development and maintenance of life. Good nutrition is essential to realize the learning potential of children and to maximize returns on education investments.

Malnutrition affects a child's concentration, aptitude and overall performance. For these reasons, schools should provide an ideal setting to promote good nutrition as they reach a high proportion of children and youth; this however is not the case in Murang'a County, nearly over 90 percent of ECDE centers across the county lack feeding programmes.

Poor households bear the highest burden of stunting which is mainly attributed to their food insecurity status and High Disease Burden.

Despite several interventions to tackle HIV/AIDS pandemic and its effect on children, it remains a menace both in the county and nationally. Currently, the HIV/AIDS prevalence in MURANG'A County is 12% while nationally, it stands at 7%. The county is rated third among the 47 counties nationally in the prevalence. The HIV/AIDS pandemic has been on the rise with a large number of the infected population (85%) being between 15-49 years.

This is a national disaster as this age cohort forms the backbone of the country's economy in terms of economic productivity and child bearing. Of those infected, 10% are children aged 5 years and below (KAIS, 2012).

Several Stakeholder-led initiatives and reviews to assess the status of ECDE provision in Kenya has been going on in the recent past. The findings of these processes demonstrated that, despite significant progress in policy development and implementation, several critical gaps still remain.

While strong systems have been established to realize universal availability and access to a number of key ECDE Programs such as child health, social security, ECDE infrastructure, learning materials and issues of equity just to mention a few remain largely problematic.

A number of ECDE Programs are not universally available and are plagued by issues of poor quality where such exist. These include:

1. Nutritional support;
2. Parenting support;
3. Early care and education;
4. Specialized ECDE services for children with disabilities; and
5. ECDE information and education.

Children younger than two years, and those living in poverty and in underserved areas within the county, are most excluded from access to these services. Service provision in these areas is seriously curtailed by a combination of factors, inter alia, a poor or absent legislative framework, insufficient or no public funding, and poor institutional arrangements and coordination.

This policy attempts to address these critical flaws by describing the required elements and pillars of a strengthened County ECDE system capable of supporting the provision of universally available and equitable ECDE services. It sets out the Murang'a County's political and financial commitments necessary to deliver universally available and equitable ECDE services, and the attainment of maximum service coverage.

In particular, it focuses on the delivery of an essential package of ECDE services across five service domains, namely:

1. Health care and nutrition;
2. Social protection;
3. Parenting support; and
4. Opportunities for learning

5. Specialized ECDE services for children with disabilities.

- It clarifies the roles and responsibilities of the County government and nongovernmental stakeholders, the private sector, and parents and caregivers, requiring all responsible role players to commit to and align their policies, laws, programmes and budgets to achieve the common County ECDE vision, goals and objectives;
- Describes County ECDE funding policy to enable sufficient resourcing for adequate delivery of services, including establishing the County School Feeding Trust Fund that will develop flexible and responsive funding mechanisms and that will mobilize diverse and innovative financing sources for the ECDE Programs.
- Describes the requirements for monitoring, evaluation, quality control and improvement of ECDE services.
- Ensure the development of a proper and effective monitoring and evaluation system and frameworks to track progress against ECDE objectives and goals, especially with regard to improving levels of access to and the quality of ECDE services.

The Murang'a County Policy recognizes existing relevant National, Regional and International policies and legislation developed over the last two decades including the Constitution 2010, the Children Act, the Nutrition Act, the Basic Education Act, and the Vision 2030 among others.

Despite the plethora of ECDE-related policies, laws and programmes, a lack of coherence and the lack of a common vision amongst stakeholders is a major obstacle to effective, coordinated implementation.

This County policy seeks to address these obstacles by providing an overarching vision, objectives and principles for all stakeholders within the County to ascribe to, and creates mechanisms for accountability.

The purpose of the Policy is thus to create a coherent enabling legal framework to support a strong and effective County ECDE support system, to ensure universal availability of, and equitable access to, a comprehensive package of quality ECDE services. Its focus is on strengthening systems to support the scaled-up provision of quality essential ECDE services.

Government Commitment

The Constitution 2010 article 43 (1) (C) supports the right of every citizen and child to be free from hunger and to have adequate food of acceptable quality. Article 53(1) (C) of the

Constitution 2010 clearly spells that every child has the right to basic nutrition, shelter and health care.

Vision 2030 has a supportive framework for Nutrition, Food and Nutrition Security Policy aims to ensure all Kenyan's enjoy safe food in sufficient quantity and quality to satisfy their nutritional needs for optimal health, Sector Plans in Health, Education, Livestock and Fisheries, Water, Finance, Agriculture and Social Protection all address the issue of nutrition. Murang'a County is therefore, putting measures in place to enforce the implementation of this important constitutional mandate to provide children with adequate nutrition through the School Feeding Programs with priority given to a Lunch Programme in ECDE and later to School Milk Programme.

This policy will ensure that:-

1. The County will establish and implement school feeding programs for its ECDE children in phases and gradually upscale the program to cover lower primary classes as funds become available.
2. The County will work with stakeholders to provide quality education and childcare services to all her young children.
3. The County will equitably allocate resources for the development and sustainability of the ECDE programs.
4. The County will put in place systems that will ensure proper management of physical, financial and human resources.
5. The County will put in place measures to defend, promote and guarantee the rights of children as stipulated in the Constitution and the relevant policies.
6. The County will establish County School Feeding Trust Funds and other Development Funds to mobilize additional resources to support the provision of quality and holistic ECDE services.
7. The County to create a budget line for the development of ECDE infrastructure and human resource.

3.3.2 Murang'a County School Nutrition program

This program will help the County to effectively implement the provision of article 53(1) C - right of children to basic nutrition and article 54(1) b - right of a child to free and compulsory basic education. It will provide equitable access to ECDE to the under privileged and marginalized children as well as those who come from well to do families.

The Nutrition (Feeding) program aims at improving enrolment in and maintaining pupils at the ECDE Centres. It will also improve the nutritional status of the pupils and assist in their mental development by enhancing their academic performance, apart from creating a milk drinking culture.

The program will also promote the County's dairy industry and help in creating employment along the dairy value chain and in the support services. It will also assist the County to develop partnership and collaborations with various stakeholders for the purpose of developing and sustaining the program.

This Policy seeks approval of the County Assembly for establishment of The Murangá County Early Child Development Board and County School Feeding Trust Fund. The

Cabinet Executive Member for the time being responsible for Finance shall create a Fund

1. The Trust Fund shall be headed by the Board of Trustees and a Secretariat who will be fully responsible for the day to day operations of the program
2. The School Feeding Program incorporates the Uji Program, and may include other Nutritional food rations or supplements as may be decided upon by the Board of Trustees in consultation with the County Government.
3. The implementation of the Uji program will be done across the county covering a total population of over 42,000 ECDE children, and children with special needs in the special units.
4. Phase two of the program to cover ECDE and lower classes with a 200ml of milk as well as increase the consumption from two days per week. Phase three to increase to every school day as resources are made available to accommodate more children (new enrolments and children transitioning to the next class to avoid class repetition).
5. An initial investment Budget of Kenya Shillings One Hundred and Thirty Four million (Kshs 60,000,000) to kick start the two programmes.
6. There will be an initial 54 centres that will act as kitchens where porridge will be prepared and then transported to the centres across the ward.
7. Every centre will receive a capitation of Kshs 13 per child for the Uji programme to cater for Uji, labour, transport & fuel. This can be reviewed on a need basis.
8. All centres will nominate one parent one parent to act as a champion to ensure hygiene and all other aspect are handled.
9. The County Government to provide for an annual budget appropriation of the total local revenue collection by the Murangá County to enhance sustainability of the School Feeding Programs. In the event the County adopts a milk programme.

10. That the processor that wins the Murang'a tender for the supply of school milk to immediately commence collecting all the available milk currently produced within the County and pay the farmers and the cooperatives a negotiated price.
11. The processor who wins the school milk tender supply will immediately commence putting up systems to ensure that all school milk meant for the school milk program is produced from within the County. This is to enhance dairy production, create employment as well as create a market for our farmers.
12. The Governor, The Board of the Trust Fund and the Department of Education through the CECM to undertake resource mobilization for the program.
13. Additional employment of ECDE teachers and other Technical staffs to be done for efficient management of the program.

3.3.1.a. INSTITUTIONAL FRAMEWORK

Currently ECDE service provision is categorized into three areas i.e. Child Care Services (0-3 years), Pre-primary (4-6 years) and Lower primary (6-9 years). The Constitution of Kenya (2010) devolved childcare services and pre-primary education and placed these under the county government.

3.3.1. b. Management and Administration

This policy provides for an institutional framework that entails the administrative and management structures that will ensure effective and equitable access to quality and affordable ECDE Programs at all levels.

This frame work provides guidelines on: Management and Administration, Coordination, Partnerships –Parents, Community, Linkage and collaboration, Resource Mobilization- Financing, Monitoring and evaluation, Governance and Accountability

3.3.1.c. The County Level

The county government has a mandate to oversee the operations of the Day Care Centres and the pre-primary centres. Murang'a County government would develop defined ECDE institutional frame. This policy seeks to establish institutional framework for proper managements of ECDE which include the following:-

1. Registration of ECDE at County level by education directorate.
2. Sub County ECDE Office - for coordination of ECDE Programs and quality delivery service at Sub County level.
3. Ward/Zonal supervisors to assist the sub-county ECDE officers in monitoring and evaluation.

4. BOM of ECDE Centres - to oversee the operations of the pre-primary school and child care facilities.

3.3.3. d. Partnerships

Overtime guidelines on the involvement of parents, community members and other ECDE actors have not been enforced. This has created gaps in ECDE enrolment and in adequate provision of resources for delivery of quality ECDE services.

The county government shall develop partnership frameworks to streamline and strengthen enrolment of parents, communities and other key ECDE stakeholders. The partnership arrangements shall be guided by the PPP Act 2012.

3.3.1.e. Linkage and collaboration

In the past the ECDE sector has predominantly been in the hands of the private sector and communities with MoEST mainly developing the curriculum and instructional materials. Other Government agencies like Ministry of Health and NCCS have also targeted the ECDE going children by providing health and social protection services.

3.3.1.f. School Nutrition: Implementation Plan

- Output: Improved nutritional status of school children.
- Target: School children, teachers, school administration, communities, Ministries of Health, line Ministries and other stakeholders

Strategy	Objective	Activity	Time frame	Indicator	By Who	Target	Cost
1. Advocacy	To sensitize the stakeholders at all levels on the importance of school nutrition services.	1, Sensitization meetings with members of Assembly (Health and Education), civic leaders.	2 month	-Number of sensitization meetings held.	Education Department	80%	3 M
		2 Conduct stakeholders' forum on school nutrition services and resource mobilization at all levels.	quarterly	Number of stakeholder's forum held.	Education Department	80%	1 M

	3, Develop/harmonize and disseminate IEC materials on Nutrition education and counseling.	quarterly	Number of IEC materials produced. - Number of dissemination meetings held.	Education Department	100%	0.5 M
	4,Sensitization of SMCs/PTA on importance of establishing Home grown school meal programmes.	quarterly	Number of meetings held	Education Department	100%	1.6 M

Strategy	Objective	Activity	Time frame	Indicator	By Who	Target	Cost
2.Institutionalize sustainable home-grown meals programmes	1.To ensure all schools have instituted sustainable homegrown meals programmes by 2018	2.To standardize home-grown school meals programmes and procuring of 200ml packets of milk 2a. Provide mid morning snacks to preprimary and primary school children 2b. Sensitizes the stakeholders on the scaling up of the midmorning snacks.	quarterly	Number of school having functional SFP -Number of pre-primary school providing mid morning snack. Number of stake holder s meeting held	All stakeholders Education and Health Department		134 M
		1.Develop standards and guidelines on home-grown meals programmes	Annually	Standards and guidelines developed and in place	Education Department		2M

3. Enhancing nutrition education in schools	1. To promote Acquisition of appropriate knowledge, skills and attitudes on nutrition.	1. Review and update the curricula to enhance nutrition information			Health Department		2M
		2a. Develop/harmonize/print training manuals on nutrition, education and counseling.			Education Department		1M
		2b. Train TTC lecturers and in-service teachers on nutrition education and assessment.			Health Department and Education		
		3. Sensitize school community, and parents on nutrition education.			Education Department		
		4. Initiate and strengthen			Education		

Strategy	Objective	Activity	Time frame	Indicator	By Who	Target	Cost
		health clubs (4K clubs) in schools.			Department		
		5. Initiate school gardens including container gardens in urban schools for demonstration			Education Department		
4. Micronutrient Supplementation	1. to address micronutrient deficiencies	1. Conduct bi-annual micronutrient supplementation (Vitamin A) and De-worming During Health /Nutrition weeks		No. of Children supplemented/ De-wormed	Health Department		1M

5. Enhance sustainability of school nutrition services	1. To strengthen mechanisms for sustainability of school nutrition services	1. Initiate/strengthen school gardens/tree nurseries and income generating activities		Number of schools with functional kitchen gardens/trees nurseries and income generating activities.	Education Department		1M
		2. Supporting community based growing of food, diversification, milling, fortifying and preservation initiatives		Number of community based nutritional IGAs /Dairy cow ownership	Education Department		25M
		3. Involve communities in planning, mobilization of resources and management of homegrown meals programmes Including Milk production		Number of community members involved in home grown school meal programmes	Education Department		10M

Strategy	Objective	Activity	Time frame	Indicator	By Who	Target	Cost
		4. Encourage schools to use locally available foods		No. of schools utilizing local foods	Education Department		

b. Monitoring and evaluation	1.To institute comprehensive, effective, efficient and sustainable monitoring and evaluation system for school nutrition services	1. Carry out needs assessments in schools (nutritional status, coverage of HGSM Programmes, current practices, curriculum, food composition etc)		Survey report	Education Department		5M
		2. Carry out a baseline survey on the feeding programme impact and challenges.					
		3. Disseminate the findings of the survey at school levels and other stakeholders.		Number of dissemination meetings held.	Education Department		2M
		4.Purchase and distribute nutritional assessments equipments to schools		Number of equipments purchased and distributed	Education Department		10M
		5. Regular monitoring of nutritional status and referral of malnourished children to health facilities.		Report. - Number of times monitoring carried out. - Number of children referred.	Education Department		2M
		6. Regular monitoring of school meals to ensure that meals are adequate		Number of schools conforming	Education Department		5M
Strategy	Objective	Activity	Time frame	Indicator	By Who	Target	Cost
		(both quality and quantity).		standards and guidelines .			

		7.Regular monitoring of home-grown school meal programmes to ensure implementation of the standards and guidelines		Number of schools conforming standards and guidelines the	Education Department		5M
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3.4 Hygiene, Water and Sanitation in ECDE

Water, sanitation and hygiene are essential to the survival and health of human beings. Water is an indispensable resource in the life of human beings. It guarantees the dignity of the human beings.

The constitution of Kenya Article 43 provides for the right to clean and safe water in adequate quantities, and to reasonable standards of sanitation. The availability of water and adequate sanitation in ECDE centres contribute significantly to the realization of right to education.

Learning can be seriously restricted if an ECDE centre does not have safe drinking water. Drinking unsafe water and using dirty sanitary facilities exposes learners to high risk of contracting diseases and leaving school.

Furthermore, millions of young children living in poverty lack clean water and sanitation facilities. As a result, many die from illnesses and diseases related to sanitation, such as diarrhoea and malaria. The percent of children using improved drinking water sources averages 82 percent worldwide, but only 48 percent of children in Kenya can access clean water. The percent of children using adequate sanitation facilities averages 61 percent and 43 percent in Kenya;

3.5 Child Rights and Child Protection

The Basic Education Act 2013 provides for the right of the child to free and compulsory basic Education. Therefore, any hindrance for the child to enjoy this right is removed. It provides for free tuition, none payment of admission fee, prohibition against employment of a child, prohibition against physical punishment and mental harassment to the child amongst others. In Murang'a, some pre-schools still demand levies that make basic education unaffordable to children from households with low economic index. Pupils are subjected to physical

harassment and unnecessary mental trauma through uncalled for examination and inadequate freedom to play and relax.

Security has a direct impact to the economic growth of any society. Socio-economic activities can only flourish in a society where there is relative peace and a feeling of security. Learner's safety is central to the provision of quality education. For good learning environment, ECDE centres need to enjoy this sense of security for learners, teachers and school property.

3.6 Child Labour

In MURANG'A County, over half (58%) of children aged 5-14 years are engaged in child labour. The younger age group of children (5-11 years) are more likely to be engaged in child labour (75%) compared to those aged 12-14 years (15%). In addition, the proportion of children involved in child labour varies by the area of residence, gender, household wealth status and the level of mother's education. Children who reside in the rural areas are more likely to be involved in child labour (59%) compared to their counterparts residing in urban areas (40%). The incidence of child labour is much higher among children whose mothers have no education (64%) compared with mothers educated up to secondary or higher (45%) (Multiple Indicator Cluster Survey, 2011)

4.0 CHAPTER FOUR

4.0 POLICY FRAMEWORK, CHALLENGES AND COMMITMENTS

4.1 Introduction

As a County Government, we believe that child survival and development can be improved through implementing policies that help county departments, national institutions, private sector, civil societies, communities, families and parents to identify and meet essential developmental needs of children 0 to 8 years. Hundreds and thousands of children who live in difficult and vulnerable situations lack:

- Parents prepared for positive parenting
- Infant stimulation, nurturing care, and pre-school education
- Primary health care and nutrition services
- Clean, hygienic and safe environments
- Intensive services to meet children's special needs, and
- Preparation for success in school.

With this policy and effective annual operation or action plans, we seek to meet developmental needs of these children, to prepare them for success in school, productive lives and active citizenship in future.

4.2 Policy Framework

This policy is anchored on and will seek to promote two distinct but complimentary approaches – integrated and life cycle approaches to ECDE policy development and planning.

4.2.1 Adopting an Integrated Approach

The integrated approach to ECDE is essential first and foremost because holistic child development includes all areas of growth: perceptual, physical, mental, linguistic, emotional and social. It seeks to ensure that every child in MURANG'A County will be healthy, well nourished, access quality early learning opportunities and live/play in clean and safe environments. The integrated approach fundamentally seeks to build cross-sectoral coordination systems, promote programme innovation, overcome gaps in knowledge, services and resources, and build cost-effective programmes that are age and culturally appropriate.

Integrated approach to policy formulation, planning and budgeting will help all sectors and stakeholders within the County contribute to improving child survival, child development, child protection and child participation (mainly school readiness and success in school). Envisaged collaboration, programme co-ordination and integration at local levels will build a sense of "policy and programme ownership" on the part of decision makers, policy implementers, parents and all other stakeholders. This should lead to more holistic approaches for improving child development.

4.2.1.a Major goals behind this integrated approach include:

- (i) Providing strategies, procedures, standards, regulations and legislation that will enable the development of comprehensive and holistic programmes for children.
- (ii) Harmonizing goals, objectives and strategies of the county government with national agencies, private sector, faith based and civil society organisations.
- (iii) Integrating relevant policy elements into the agendas of each sector to ensure they are considered routinely in sectoral decision-making processes and planning.
- (iv) Helping county government respond more quickly and effectively to demands for local ECDE services, especially for vulnerable children and their parents.

(v) Maximizing the use of scarce financial, human and material resources by providing guidance and policy direction for building synergies, sharing roles, combining budgets to deliver services to same groups/communities.

(vi) Building co-ordination systems that help programme designers, administrators, managers and field workers of both state and non-state agencies work together in teams to achieve County ECDE goals.

4.2.2 Life Cycle Approach to ECDE Planning and Programming:

The life cycle approach is important for designing programmes that support parents, families and communities to achieve cumulative results for their children over time. When applied to ECDE policy development and planning, the life cycle approach will focus on three main initial periods: prenatal and to three years; three to five years; and six to eight years.

4.3.1 Prenatal to three Years (0-3): Emphasis on Maternal health, parenting skills and early stimulation

It is critically important to improve birth outcomes, reduce infant mortality and lower rates of low birth weight infants to ensure survival, improve their development indicators and reduce health care costs. Prenatal health care, with good nutrition and home visits for prenatal education on infant development, health, nutrition and parenting skills, can significantly reduce infant and maternal mortality, decrease the rate of low birth weight infants and prepare parents for positive parenting.

Most of the brain's pathways for learning and balanced social and emotional functioning are developed during the critical period from pregnancy to age three. Developmental delays should be prevented or identified and reversed during this period of rapid brain growth. It becomes increasingly difficult to reverse delays after age three.

Parent education and support is therefore essential during this early stage of development, especially for parents of vulnerable and high-risk children who live in poverty or are affected by conflicts, famine or chronic diseases. Programmes for parents of children zero to three years of age will improve rates of child survival and achieve impressive gains in child development, health/nutrition, school achievement, and ultimately economic productivity and reduced delinquency.

4.3.2 Three to Six Years (3-6): Emphasis on Child Care and Preschool Education

This policy will seek to promote parental education, quality child care and preschool education for young children aged 3 to 6 years. We recognise that if high-risk, vulnerable children lack consistent and caring adults in their lives, they may develop cognitive as well as social and emotional delays.

This policy therefore gives special focus on these children. The county government will develop essential minimum standards for centre-based early learning and pre-school education (for all school and community based as well as private centres) to be included in relevant ECDE legislation.

4.3.3 Six to Eight (6-8): Emphasis on School Readiness and Transition to School

Culturally and age appropriate programmes or interventions for transition from home to school are essential. This will promote strategies for achieving good child development and school readiness, including parenting education, quality child care, early learning, play, stimulation and basic health, nutrition and sanitation services. Transition between ECDE and primary sub sectors happens largely between 6 and 8 years, taking from 1 to 3 years.

The experience overtime indicates that parents often want to keep their children longer in ECDE centres because of the care, health and welfare support they are accorded at these centres. As mentioned earlier in this policy, the county government seeks to develop a strong strategy to deal with or manage this phase of transition in all public primary schools in the county. This should be an area of interest in all annual plans so that all the issues to do with overlaps and transition from pre-school to lower primary are addressed.

The county government will place emphasis on increasing county investment in communitydriven, cost-effective and culturally competent programmes for parents/families, young children, caregivers and lower primary teachers.

4.4 Policy Challenges, Commitments and Strategies

Having given the background, described the context/situation and presented our preferred approaches (integrated and life cycle), this section now outlines policy challenges,

commitments and proposed strategies to address the challenges and deliver the commitments for every developmental stage or life cycle.

Policy commitments and strategies are broad and long-term plans of action for organizing human, financial and material resources to achieve our policy goals and objectives. These strategies outline the major steps for implementing policy goals and for resolving policy issues. They describe briefly who will do what, how, where, and sometimes, when.

As much as possible, the county government and its partners will try to build on existing strategies and resources, both institutional and human. However, gaps in-services for children and families exist in all sub-counties and we propose new strategies to address them. County commitments and strategies serve to provide broader umbrella for programme areas or interventions and their objectives, results, indicators, measures and targets. These strategies will also help in establishing beacons and guidelines for the structure and elements of the Annual Action Plan.

In implementing these strategies, the county government and its partners ensure they: - Meet priority problems and needs of children, their families and communities; Relate to the current goals, status, capabilities and needs of primary service systems for children and families; Consider optimum and realistic conditions needed to achieve policy goals and objectives; Identify key actors and sectors that can contribute to strategy implementation; Consider ways to maximize the use of current resources before identifying new actions that will require additional resources; Find innovative ways to build integrated efforts to achieve ECDE Goals, and; Identify ways to promote and recognize public support for ECDE.

Looking at four different types of strategies for ECDE policy development and planning e.g. age range, thematic, intervention, and sectoral strategies, we have opted for an integrated approach that cuts across all the four strategy areas.

4.4.1 Prenatal to three Years (0-3): Emphasis on Maternal health, parenting skills and early stimulation:

Policy Issues and Challenges:

- i. There is weak Growth Monitoring and Development Programmes (GMDP) and Other Nutrition Outreach programmes for children at home and in ECDE centres.
- ii. The prevalence of HIV AIDS among the age of 8 years and below has been reported to be constantly on the rising trend'. Cultural prejudice and negative attitude result in keeping children with disability away from the public eyes by the parents. Inadequate

tools and skills for assessing and identifying learners with special needs. Inadequate funding to facilitate their placement to appropriate learning facilities

- iii. Most mothers don't have access to prenatal health care, nutrition and education services.
- iv. Most children are not registered at birth, making it difficult to know the exact number of children both county and national governments should be planning for.
- v. Regular assessments, placement and referral of children with special needs not done as required within the county;

4.4.1. a. Policy Commitments and Strategies:

To respond to the above challenges the County Government will:

- Work with all health providers to ensure all mothers will begin prenatal health care, nutrition and education services during their first trimester as well as receive support from certified birth attendants.
- Ensure that all children zero to three years of age will be registered at birth, receive regular health care and wellbeing check-ups (growth monitoring), timely and complete immunisations, adequate nutrition, and nurturing infant stimulation and early childhood education through community-based parent education and support.
- Establish Child Development Resource Centres (CDRCs) in every sub-county to conduct assessments and offer refresher courses for teachers, parents, caregivers, centre managers and community health workers. CDRC will establish mechanisms for capacity development and professionalization of the all service providers and caregivers. CDRC will develop a comprehensive training strategy to ensure complementarily between pre-service, in-service and on-site professional support.
- Work with partners and caregivers to conduct home visits for screening, identifying, assessing and tracking high-risk and developmentally delayed children, new born to age five. Ensure effective referrals and linkages are made to improved basic services
- Support establishment of community based day care centres (crèches) for planned early stimulation under interactive environments for children below 3 years. This will seek to reach smaller children with different abilities. Such centres will further be used for early detection and appropriate referrals with linkages for children at risk of developmental delays and disabilities. These will be family/community driven and managed by accredited faith or community based organisations.

- Raise awareness and understanding about the significance of ECCE and promote strong partnerships with communities and families in order to improve the quality of life of young children through institutional, programmatic and technological means.
- Mobilize funds to support provision of enriched school feeding programme in all public ECDE centres. The County government in collaboration with relevant line Ministries will ensure adherence to the provisions in the Public Health Act and the Food Drugs and Chemicals Substance Act in handling of food.

In collaboration with relevant line Ministries and partners will promote GMDP in childcare centres; and will develop interventions towards the treatment, control and prevention of jiggers and worms' infestation.

Work with the Ministry of Health and partners in health will ensure that HIV/AIDS care and treatment services are available to all the children and People Living with HIV/AIDS.

Note: - this policy recognizes that the young children are best cared for in their family environment and thus strengthening family capabilities to care and protect the child will receive the highest priority.

4.4.2 Three to Six Years (3-6): Emphasis on Child Care and Preschool Education:

Policy Issues and Challenges:-

- i. Most ECDE centres do not have centralized Nutrition programme, and balanced diet is not provided for in the few centres which have feeding programme. Food-handling environment is unhygienic coupled with unexamined food handlers (cooks).
- ii. The existing ECDE Centres are not adequate to accommodate the ECDE children within the county. In most centres, infrastructure is in deplorable state and in some cases inhabitable. Classrooms are not of the recommended standards and some lack ramps hence not user-friendly.
- iii. In some ECDE centres, toilets are not sufficient and younger children are forced to share the existing toilets with host primary schools. Most rural ECDE centres are not supplied with adequate clean and safe drinking water. Hand washing facilities (WASH) are not placed in most ECDE centres. Latrines and toilet in most centres are poorly maintained, some centres too lack latrines tailor made for ECDE learners.

- iv. Some centres either completely lack furniture or do not have child-friendly furniture. Outdoor and indoor play materials not sufficient.
- v. There is limited quality assurance and standards assessment of ECDE facilities because of shortage of human and financial resources. There is weak coordination between the county government and ESQAC on matters of Quality and standards assessment of ECDE centres.
- vi. Most ECDE centres have not adopted thematic integrated approach to teaching and learning as required by Kenya institute of curriculum development. Teachers do not adequately prepare for the ECDE programmes as required using the professional tools.
- vii. Inadequate facilities and teachers to accommodate and take care of the situation of special need children. There is shortage of special schools and teachers with appropriate skills to take care of the special need child.

4.4.2. a. Policy Commitments and Strategies

To address these policy challenges above, the County Government will:

- Promote language of catchment area (in this case mother tongue or home language of the child) as the primary language of interaction in the ECCE programmes. However, given the young child's ability at this age to learn many languages, exposure to the two national languages (Kiswahili and English) in oral and written form as required, will also be explored.
- Endeavour to provide child friendly, age and developmentally appropriate play and learning materials (both indoor and outdoor) to all public ECDE centres across the county;
- Set out quality, standards and curriculum frameworks for early childhood development, care and pre-school education provisions/services and ensure their application and practice through advocacy and law enforcement.
- Facilitate comprehensive childcare and early learning support systems, infrastructure and services at ECDE centres in all public primary schools aimed at holistic well-being of children and responsive to their developmental needs by promoting vibrant child friendly ECDE centres, as opposed to isolated classrooms.

- Mobilize funds to construct model ECDE centres in all public primary schools in the County and renovate all existing infrastructure which is in deplorable state. In doing new infrastructure and renovations, the county government will ensure infrastructure in ECDE centres can accommodate children with special needs.
- In collaboration with partners and line Ministries will supply adequate, safe and clean water to all ECDE centres through installation of water tanks and tap water.
- In collaboration with partners and line ministries will promote WASH programme in ECDE centres and ensure proper maintenance of toilets and latrines. The County government in collaboration with partners and line ministries will ensure all ECDE centres are in clean environment.
- In collaboration with Ministry of Education Science and Technology shall mobilize and channel adequate resources to enhance quality and standards assessment at all ECDE centres and lower primary levels.
- In collaboration with Ministry of Education Science and Technology shall from time to time offer professional advice to teachers on sustainable professional conduct.
- Establish an office of quality assurance and standards to assist in coordination of relevant activities for promotion of quality and standards in ECDE Centres.
- Ensure construction of fences around the schools or ECDE centres to enhance security and ensure the implementation of school friendly and school safety manuals and guidelines by National Government and UNICEF; equip schools with first aid kits and fire extinguishers and train school administrators in basic safety and security skills in schools.

Note: - the county government will rely fully on the specification developed by Public works in constructing ECDE buildings ,fixed play materials and in providing recommended child friendly furniture.

4.4.3 Six to Eight (6-8): Emphasis on School Readiness and Transition to School:

Policy Issues and Challenges

- (i) Weak links between ECDE centres and primary schools including management committees and teachers at the two levels
- (ii) Limited resources and low attention to early grades (lower primary) leading to weak learning foundations
- (ii) Low teacher quality and capacity since primary schools assign 'failed or difficult' teachers to lower grades with little or no support
- (iv) Lack of effective parental engagement and community participation at ECDE and lower primary levels
- (v) Inadequate access to ICT facilities and absence of ICT curriculum at ECDE level; High cost of development of interactive e-learning content and internet provision; Inadequate capacity for teachers who can use ICT tools
- (vi) Problems of transition exist between ECDE centres and local primary schools;
- (vii) There is no reliable and well established database on ECDE for the County;

Policy Commitments and Strategies:

To address these policy challenges above, the County Government will:

- Work with the National Government, school boards/committees and other partners to foster better links between ECDE centres and primary schools through some of the following mechanisms and approaches.
- Deliberately work to link ECDE and early primary (grade 1 to 3) components to ensure children are ready for school and equally important, schools are ready for children.
- Design and implement services emphasizing continuity of methods and promote age appropriate practices through monitoring and teacher support (training).
- Introduce children (in preschool), their parents and teachers to activities, skills and themes they will encounter in grade 1.
- Promote exchange visits between preschool children/teachers and their counter parts in primary schools.
- Organize regular joint trainings and or meetings between teachers from ECDE and those of lower grades for them to share materials, exchange ideas, and discuss methods and curriculum issues.
- Arrange regular joint meetings between teachers (ECDE and lower grades), caregivers, officials (quality assurers) and parents to discuss children's progress, parents support to learning at home, and viable linkages between ECDE and primary schools.
- Lobby the National Government and partners for more resources, support and attention to early primary grades to ensure stronger learning foundations:- this will ensure that

lower grades have experienced and capable teachers; a welcoming, appreciative and inclusive environments with no bullying, harassments or humiliation.

- Relatively smaller class sizes with more manageable teacher-pupil ratios in lower grades, especially 1 to 3; daily schedules that encourage active learning and stronger emphasis on play, language skills, mathematics and reading.
- Use of first language (mother tongue or language of the catchment area) for teaching basic concepts and reading.
- Provision of materials such as books children can borrow especially those that build on local culture, stories, songs and poems (such teaching and learning materials must be low cost and where possible replicable).
- Work with the National Government to enhance teacher quality and capacity for early or lower grades through training and support.
- Building and deepening an understanding in early grade teachers of how young children learn (this should focus on strengthening their skills in fostering early literacy, number work and problem solving).
- Supporting teachers to introduce enjoyable child centred learning techniques directly linked to approved teaching/learning materials and curriculum objectives.
- Improving teachers' knowledge and skills in the use of teaching methods appropriate for young children. In this, efforts should be made to strengthen their multi-grade teaching skills.
- Providing regular follow up support to and mentoring of teachers by working with and supporting head teachers, school supervisors (responsible for lower grade) and DICECE officials.
- Organizing early grade teachers and ECDE facilitators exchange activities so that they can learn from each other.
- Work with local partners and school boards/committees to campaign for increased parental engagement and community participation through; - providing a welcoming environment for parents to discuss their children's progress and concerns with teachers through informal open door policies, specific and regular open days, parentteacher meetings and social events.
- Ensuring pre-school and lower grade parents' representation in school management committees.
- Involving parents in school assessments, school improvement planning, and in building consensus on key quality indicators.

- Build and streamline structured linkages with public primary schools to address the issue of continuum and smooth transition from ECCE to primary schooling through school readiness package.
- Seek to optimally harness ICT potential to promote all aspects of early childhood development, care and pre-school education and particularly for monitoring, evaluation, capacity building and training.
- Build a sound system for data collection/generation and information management will be established across the country with the use of information technology which will allow for regular collection, compilation and analysis of the data on ECCE.
- In collaboration with partners and line ministries will promote ICT as a tool for management, teaching, learning and research in education and training with appropriate adaptations for learners with special needs.
- Map out partners in the sector to develop and implement an integrated county eplatform and county school internet on which curriculum can be shared and anchored. In addition, the County government in collaboration with partners and line ministries will ensure the integration of ICT into every aspect of education and training across the sector.
- In collaboration with partners and line ministries shall build the capacity of ECDE practitioners on ICT skills, avail ICT materials, and supply power/energy to ECDE centres and Education offices.
- In collaboration with partners and line ministries will initiate establishment of Child Development Resource Centres (CDRC) in every sub-county to train ECDE teachers at diploma and certificate levels at subsidized cost, alongside management and assessment courses.

4.4.4. Cross Cutting Issues and Challenges

4.4.4.1 Human Resource Issues, Coordination and Management of ECDE Programmes and Services

Policy Issues and Challenges:

- i. There is lack of clear administrative and management structure right from the county level to the childcare and education facility level. As the state is today, the head teacher of a primary school that hosts a pre-primary institution is an employee of the Teachers Service Commission and as such is only responsible to the employer. This head teacher is expected to be the custodian of resources from the County Government whom he is not responsible to.
- ii. Since the enactment of Basic Education Act No. 14 of 2013 that provided for the formation of Management Committees for ECDEs, the process of nominating and appointing of managers have not been completed and as such there are no valid committees to manage ECDE centres in the County.
- iii. There is no job description for officers managing ECDE at various levels in the county.
- iv. Neglect of ECDE centres and uncoordinated activities that result in inefficiency and ineffectiveness in service delivery.
- v. Stand-alone ECDE centres are remotely managed from the main primary school close to it. Head teachers of such schools are not able to give account of events at the ECDE centres under their jurisdiction.
- vi. Most ECDE centres do not possess land ownership documents and most do not have appropriate land size as stipulated by MoEST guidelines.
- vii. Inadequate number of trained personnel to provide ECDE services within the county. ECDE teachers are trained under different arrangements such as Craft, Short course, Ministry of Education alternatives course does not understand current pedagogical systems.
- viii. There is no clear scheme and terms of service for the ECDE teachers.
- ix. Monitoring and evaluation of productivity of officers and teachers working under the County Government in the provision of ECDE services have not been put in place.

4.4.4.1. Policy Commitments and Strategies:

In order to address the policy challenges above, the County Government will:

- Develop clear administrative and management structure to guide its operations in the provision of ECDE services complete with a teacher in charge of ECDE centre responsible to the County government.
- Develop clear job descriptions, job specifications and competencies for each administrative level and induct all office bearers on their roles up on their appointment.
- In collaboration with the County Education Board (CEB) establish management committees in all public ECDE centres in the county in line with the provision of The Basic Education Act 2013.

- Progressively recruit sufficient, qualified and experienced personnel through various modes of engagement thus contract terms and permanent and pensionable to enhance learner teacher ratio in line with the county government staff recruitment policy. The County government will identify and strengthen existing recruitment procedures ensuring transparency, access and equity at all levels.
- In consultation with Salaries and Remuneration Commission develop scheme and terms of service for employees offering ECDE services.
- Introduce best practices in human resource management by conducting performance contracting and performance appraisal in order to maximize on productivity of its work force in the ECDE sector.
- Ensure that continuous and structured capacity building is done for various categories of ECDE personnel. It will identify and sponsor teachers for refresher courses.
- In collaboration with line ministries shall facilitate the registration and issuance of title deeds of all parcels of land belonging to public ECDE centres.
- In collaboration with line ministries (MOH and MOEST) shall enforce existing guideline on land size and development of site plans for ECDE centres.

4.4.4.2 Coordination of Policy Implementation and Service Delivery in the ECDE Sector:

quality services for children can only be given through concerted efforts and contributions by interested partners and stakeholders, this system takes cognizance of input by all relevant others. The structure allows for different processes and functions to be clearly allocated to different departments and employees. An appropriate system should therefore aim to maximize the efficiency and effectiveness and retain order and command whilst promoting flexibility and creativity (MOEST Strategic plan 2013-2017)

Policy Issues and Challenges;

- (i) Currently, there is no organizational structure that the county would rely on to efficiently and effectively deliver direct services to ECDE consumers.
- (ii) The chain of command is not clear and roles have not been defined for the players from the county headquarters to the other levels of administration at the wards or villages in conformity with the spirit of devolution and taking service closer to the people.
- (iii) There is no partnership coordination plan or strategy to guide engagement between county government and ECDE partners.

Policy commitments and Strategies:

To address these challenges the county government will;

- Develop a clear management structure (proposed below) that clearly shows the chain of command and defines roles of various departments and employees entrusted the duty and responsibility of offering early childhood development, care and pre-school services to the children of Murang'a.
- Enforce the policy directive on direct service delivery through the following strategies:
 - i. Compliance with the letter and spirit of the constitution of Kenya 2010 in the provision of services at the grass-root level through devolution and decentralization
 - ii. Empowerment of county units in respect to human capacity, physical facilities and delegated authority
 - iii. Ensuring a smooth and harmonious functioning department as a single unit in service delivery but with a keen eye on partnership with other relevant stakeholders.

Proposed Management Structure for Delivery of ECDE Programmes and Policy Implementation:

4.4.4.3 Mainstreaming Child Rights and Child Protection

Policy Issues and Challenges

- i. Notable cases of child abuse are evident in the County such as sexual abuse, molestations, child labour, negligence, corporal punishment and child marriages.
- ii. Children with special needs mostly are not catered for. They are kept out of reach and in most cases there are no special needs facilities in place like ramps, Braille etc
- iii. Children sometimes are not fed and even inducted to early alcohol and other drugs abuse.
- iv. Conducting learning in buildings which are stuffy, congested, poorly lit, chipped floor and generally do not meet standards for a classroom as per the guideline given by MOEST and Public Health Act.
- v. Weak systems in the pre-school to monitor visitors and more so strangers coming into school compound

- vi. School routines that subject children to report to school very early in the morning and leave late in the evening. These expose them to dangers along the way.
- vii. Lack of preparedness for risks like fire, floods, strong wind among others and unkempt compound with poor terrain, sharp objects, dust among others;
- viii. As at now, schools, and ECDE centres within the county are neither loud nor strong on this crucial triangle – child rights, child protection and child participation.

Policy Commitments and Strategies

To address these policy challenges above the County Government will;

- Consider child rights and child protection as key areas which must be mainstreamed in any effective ECDE programme and integrate these two elements, together with participation in all ECDE programmes and services.
- Monitor how schools, ECDE centres, local CBOs, NGOs, FBOs and private investors are promoting rights, protection and participation of children. Monitoring will also focus on cases of child abuse; neglect and exploitation are being handled or addressed by different players at different levels.
- Ensure that all ECDE centres and programmes serve as additional but well integrated platforms for promotion of child rights, child protection and child participation. To achieve this, the County Government will outline structures and guidelines for reducing physical risks and protecting children against abuse and neglect.
- Ensure that ECDE centres and programmes promote non-discrimination, are implemented in the best interest of the child and enhance or further survival, development and participation of all targeted children.
- In collaboration with other partners will put in place measures to curb child abuse that include establishment of rescue / rehabilitation centres and take legal action against the offenders as per the existing laws.
- In collaboration with other partners will sensitize teachers, parents and community on child rights and protection from abuse.
- Increase access to ECDE services by persons with special needs through sensitization and integration programme.
- In collaboration with MOEST and MOH will ensure that early identification and placement of special need children is done.
- Ensure construction of fences around the schools to enhance security; ensure the implementation of school friendly and school safety manuals and guidelines; ensure the

strict implementation of public health provisions by all schools in the county; equip schools with first aid kits and fire extinguishers and train school administrators in basic safety and security skills in schools.

4.4.4.4 Policy Advocacy and Social Communication

Policy Issues and Challenges:

There is no policy advocacy and social communications strategy or plan at the moment. The main goals of such policy advocacy and communication strategy/plan will be to; -

- Build support for the ECDE Policy with key decision makers, partners and citizens throughout the county and beyond;
- Provide focused ECDE messages for community sensitisation and education on topics such as: the importance of early and quality prenatal education and care; ensuring children are registered at birth; how to participate in parent education programmes; key activities for good infant and child development; information on early and continuous child preventive health care; stopping negative practices such as FGM nutritional needs of each developmental stage; how to assess child care and preschool quality; how to prepare a child for success in school; and ways parents can ensure girls and boys complete primary education;
- Outline a few key messages regarding ECDE within Murang'a County and target specific high priority populations to receive the messages;
- Open communications between ECDE programmes and people who need them and provide ways to publicize programme achievements and advocate for expanding investments in programmes "that work," thereby linking social communications with policy advocacy.

Sustained communication, feedback forums and local consultations during policy implementation period will serve to build interest in ECDE, supported by co-ordinated media messages. Policy advocacy roles for county officials, community actors, political leaders, CSOs and private sector organisations will be outlined clearly in the strategy/plan. County Public Relations and Communications department will provide guidance and give technical leadership in implementation of this strategy/plan.

Policy commitments and strategies:

For effective implementation of this policy and achievement of its expected objectives, the County Government will:

- Work with partners to mount regular community driven ECDE campaigns.
- Work with partners to undertake advocacy to improve ECDE policies, plans, budgets and practices. This should be able to focus on or use multiple strategies of advocacy to influence policy/practice, improving delivery systems and enhancing capacity of families/communities.
- Improve on documentation of County efforts and success stories around ECDE to facilitate sharing, replication and to promote shared learning, dissemination of successes, challenges and lessons.
- Package and communicate best practices from ECDE centres with facilities, initiatives and activities, with the most stimulating, child-centred environments. Such centres can be earmarked for improvement as model ECDE centres for intra-county and intercounty learning within Kenya.
- Promote scaling up and replication of identified best practices within the county to improve ECDE initiatives across the board, beyond being packaged as a show case to influence national policy and practice around ECDE.
- Support all the 35 wards to put up at least one model ECDE centre. For this to happen effectively, benchmarks and guidelines for such model centres will have to be developed by the relevant county department in charge of ECDE.
- Come up with an innovative policy advocacy and social communication strategy or plan. Some basic or core elements for a policy advocacy and communications strategy to be considered in this process;

Access to Services

- Accessing information
- Awareness building and mobilization
- Targeting deprived, vulnerable, and excluded children
- Addressing access constraints
- Networking and advocacy

Effective Demand

Quality of Services

- Identifying scope and gaps
- Defining standards, benchmarks
- Building partnerships
- Building alternatives if needed
- Monitoring performance and outcomes

Effective Services

Local Capacity Building

- Improved management and good governance,
- Enhancing capabilities of service providers, local community and area organizations
- Participation by all stakeholders - children, youth and parents
- Networking and policy advocacy strategy
- Building an alliance or network of ECD champions and advocates

5.0 CHAPTER FIVE

5.0 FINANCING AND INVESTMENT PLAN FOR ECDE PROGRAMMES AND SERVICES

5.1. Introduction:

In a holistic ECDE approach, which is based on the Convention on the Rights of the Child (CRC), the child is at the centre of the approach. The family is the most immediate dutybearer; however the family may lack the necessary means to provide support to the child. Therefore, in a rights-based approach to ECDE, the County government of Murang'a has the obligation to fund, formulate and implement non-discriminatory and equitable policies and programs, together with nongovernment partners, to support families, caregivers and community with knowledge, skills and resources for good childcare.

Adequate access to essential services and commodities must be ensured as well. ECDE programs at their best are essentially an integrated set of actions for ensuring young children's rights to grow up healthy, well nourished, and protected from harm, with a sense of identity and self-worth and opportunities for learning.

In the current situation, parents and guardians pay school fees and other levies that are used to take care of operation cost, and pay teachers and other care-givers.

5.2 Need for Investment Plan:

In order to adequately resource implementation of this policy, the County Government will come up with an Investment Plan, which will outline;

- I. Strategies to achieve the set policy goals and targets. A principal strategy will be to expand the resource base in terms of financial, human and material resources.
- II. County budgetary process that specifies the roles and responsibilities of institutions at community/school, ward, sub-county and county levels. Successfully describing this budgetary process could be a major contribution toward building long-term commitment to ECDE.
 - If a special fund for ECDE is to be created, it should be presented in this plan or strategy. Various approaches can be considered for establishing a county special fund for ECDE e.g.
 - County Treasury or Ministry of Finance can establish an annual contribution (percentage or fixed amount) from each participating ministry or a special budget.
 - A special tax can be imposed by the County Assembly (3 to 10 percent) on monthly payrolls (not individual salaries) of enterprises and/or businesses operating in the county.
 - Additional budget should be added to the lead Ministry/department for planning, funding, co-ordinating, managing, and evaluating integrated ECDE programmes.
 - Bilateral and multilateral donors, foundations, businesses, corporations, professional associations, religious groups and others can establish and contribute to a special Fund – managed under the partnership coordination strategy.

5.3. Annual Budgets for ECDE:

- i. General but targeted budget allocation will be given or provided for each strategy in the annual action plan, covering; - total amount of funding required for each major programme area; aggregated costs for: personnel, infrastructure, and other costs; percentage of current and/or potential funding sources by type (government, NGO, international donors etc); the goal is to provide "orders of magnitude" of resource needs followed with detailed budgetary plans.
- ii. General budgets, broken down by major type of expenditure, will help to guide governmental budgetary planning and donor co-ordination. Most bilateral and multilateral donors expect to see anticipated costs for major programmes under each Policy Strategy, and they will request this information if it is not provided.
- iii. To prepare realistic budgets for each major strategy, it is advisable to project potential costs for current programmes, planned service expansions, new components, and new programmes.
- iv. Projections can be prepared for: 1) parent education programmes at the community level for infants and children, zero to three years of age, and 2) centre-based preschool services for children three to six years of age and six to eight years on school readiness and transition.
- v. Projections will be needed for essential costs related to planning, management, coordination, networking, capacity development, monitoring, and evaluation and reporting.

5.4 Policy Issues and Challenges:

- i. Schools largely rely on fee paid by parents, which in most cases is never reliable, and not adequate to meet their needs hence inadequate finance to provide quality services to ECDE children in the County.
- ii. Partners support are usually uncoordinated and unpredictable resulting in duplication, over-investment in some areas and levels and wastage of the resources.

- iii. Most of the centres still operate manual systems for financial management, which are open to abuse. They do not have an integrated financial management system that integrates all revenue collected such as hire of facilities, partner support and other income generating activities.
- iv. Most school management committees are not effective because either the members are not knowledgeable or influential head teachers undermine their functions.

5.5 Policy Commitments and Strategies:

- i. The county government shall endeavor to fully fund ECDE programmes to ensure quality, access and equitable distribution of services to all children.
- ii. The County Government shall allocate a percentage of all its local revenue collection towards the school feeding program in the county to guarantee sustainability of the program.
- iii. The county Government shall map out all its partners from within and without the county with a view to mobilizing resources for ECDE services.
- iv. The county government shall appoint an officer responsible for all its resources channeled to childcare and education facilities in the county.
- v. The County government shall continuously organize for financial management training to enhance prudent management of resources.
- vi. In order to adequately mobilize resource for implementation of this policy, the County Government will come up with the County ECDE Investment Plan, which will be as guided above.
- vii. The county government will come up with a formula for calculating ECDE funding by level and sub county/ward will be helpful, if reliably prepared.
- viii. It must be equitable and based upon assessments of child needs and local resource requirements. This formula will be prepared before or together with the first Annual ECDE Action Plan under the policy.

CHAPTER SIX

CAPACITY DEVELOPMENT FOR DELIVERY OF ECDE POLICY and PROGRAMMES

6.1. Policy Issues and Challenges

- i) The county will have an integrated approach to capacity development for all service providers coordinated by the Department of Education and Technical Training.
- ii) Capacity development will be a major intervention strategy for this policy to succeed. It will start with analysis of resource needs and gaps across the board, to assess existing or current training resources including facilities, personnel, travel support, consultants, materials, and equipment.
- iii) The county government will look for opportunities to expand training services, to maximize resource use, and to achieve economies of scale through integrating some of them.
- iv) Through combining training systems, major cost savings and quality improvements will be achieved. Integrated ECDE training can also promote joint programme planning and implementation at county, sub-county and ward levels.

6.2 Policy Commitments and Strategies:

To achieve this integration in capacity development the County Government will:

- i) Establish Child Development Resource Centres (CDRCs) in every sub-county to; - develop and run capacity development programmes for all ECDE service providers and prepare training of trainers to train field staff in cross-sect oral programmes.
- ii) CDRCs have disciplinary emphasis to ensure training of trainers of high quality are prepared and place greater emphasis upon training of community personnel (practitioners).
- iii) This approach will help ensure sect oral programmes have well-prepared personnel who can also contribute to cross-sectoral training programmes and participate in implementation teams.

- iv) Support CDRC to prepare and run both pre- and in-service training programmes for ECDE teachers. Training of teachers, facilitators, caregivers, community health workers and NGO programme staff through modular part time or school-based (holiday mode), short-term pre-service training followed by frequent and continuous in-service training during school holidays has many benefits and will be preferred.
 - v) This will ensure that teachers and dedicated field personnel (e.g. caregivers, CHWs and project staff) remain in their communities to ensure programmes meet local needs and achieve set objectives.
 - vi) CDRC will have supervisors to play dual roles as trainers and supportive field guides. When supervisory systems are combined with in-service training and field monitoring, trainings can become effective and practical.
 - vii) To do this, usually supervisors must be retrained to play supportive training roles as well as conduct observations and oversee programme activities.
- Ensure that in-service training and supervisory systems are linked with pre-service training systems to ensure they use the same culturally appropriate curricular contents, methods, materials and media; and plans for curriculum, materials and methods development are included in the training plan or in the strategy sections for age ranges and special needs groups by CDRC.
 - Support CDRC to prepare new, relevant and innovative programme contents and demonstrate ways to make and use new educational materials and technologies as necessary or demanded by established county resource needs and gaps.
 - Ensure that all ECDE training programmes will be linked to well-designed incentives for participating personnel. Provisions regarding salaries, benefit bonuses, promotions, awards, and further training opportunities should be included in the CDRCs' training plan.
 - CDRC will also help in the development or updating of ECDE personnel regulations for all levels, to ensure that incentives for personnel training and long-term retention are established.
 - Support CDRC to outline co-ordinated training programme for areas such as parent education, community service providers that can help build greater programme coordination and integration at local levels. Sectoral training for preschool teachers, caregivers, community health workers, child rights and child protection inductions and other regular workshops based on county government priorities and needs of other partners.
 - CDRC will also undertake ECDE curriculum and materials development for the County, in addition to assessment and placement of children with special needs.

CHAPTER SEVEN

7.0 BUILDING EFFECTIVE PARTNERSHIPS AND CROSS - SECTORAL COLLABORATION FOR POLICY IMPLEMENTATION:

7.1 Policy Issues and Challenges:

- (i) No one partner can adequately provide all children based services effectively which include safeguarding their rights and meeting their needs. In the NESSP document, the spirit of pooling resources together for the common good is emphasized.
- (ii) The partners involved in the provision of services for young children include parents, local communities, Government ministries, NGOs, FBOs, civil society, charitable organizations, CBOs, private sector, bilateral and multilateral development partners. Private practitioners should be brought on board in a coordinated manner. This is in order to maintain standards across the county.
- (iii) A partnership co-ordination strategy/plan is therefore essential for successful implementation of this policy. The County Ministry for Education, Culture and Social Services will lead co-ordination of all partnerships, in close collaboration with the Governor's office and County Director of Education (national government).
- (iv) All current and potential bilateral and multilateral donors, embassies, international and national NGOs, faith based organisations, charitable and corporate foundations, and other benefactors will be identified, contacted and invited for the launch of this policy.
- (v) Various partners provide ECDE services in uncoordinated manner and without proper harmonization leading to frequent duplication of services, conflicts and inadequate utilization of resources by partners and communities.
- (vi) Public-private partnership in provision of ECDE services lack proper coordination and common understanding hence compromised standards in service delivery.

7.2 Policy Commitments and Strategies:

For sustainable, stronger and more effective partnerships the county government will:

- Come up with a partnership co-ordination plan to state partnership goals for ensuring that investments in ECDE contribute to achieving targets of this policy and Annual Action Plans. The partnership strategy will seek to develop a "mosaic of funding support" for all programme areas outlined here.

- It will establish a regular schedule of meetings with donors and partners for reviewing progress with implementation of this policy and attendant Annual Action Plans.
- The strategy will encourage the use of common and transparent systems for pooled or "basket" funding; programme planning and management; monitoring and evaluation; and a common framework for programme and financial reporting to ensure horizontal and vertical accountability.
- It will provide room for partners preferring to provide funding for separate projects might do so within a single partnership framework in order to avoid unnecessary duplication. The partnership coordination and development strategy will provide recommendations for developing sound and sustainable partnerships.
- Assess cultural context and viability of different types of partnerships at both county and sub-county levels; paying careful attention to studying successful approaches for creating public-private partnerships in each context to help ensure their long-term sustainability.
- Promote development of public-private partnerships for ECDE, using a set of strategies, plans and funding approaches. At a minimum, these should encompass the following areas:
 - Identifying and convening potential partners with an emphasis on inclusiveness
 - Specifying methods for giving equitable support for financial resources, goods and services
 - Providing recommendations on how to design and implement partnerships, and
 - Developing a system for monitoring and evaluating partnerships to ensure accountability, transparency and measurement of results.
- Endeavour to establish a network/umbrella bringing all stakeholders and partners together for a coordinated approach to the provision of ECDE services in the County.
- Encourage proprietors of private ECDE centres to form an umbrella body through which partnership deals will be signed with County Government towards a coordinated approach of managing ECDE services.

- Work with partners to facilitate structured partnership forums at least two times every year.
- Develop County ECDE partnership strategy based on the policy guidance below within six months of this policy ratification.

8.0 CHAPTER EIGHT

8.0 MONITORING, EVALUATION AND LEARNING (MEL)

8.1 Need for a Strong MEL Strategy

A well thought out monitoring, evaluation and learning (MEL) strategy will be key as a performance management tool, whose overarching purpose will be to enable the County Executive track results, assess impact and report on progress on interventions to the County Assembly, Partners and local communities.

- It will serve as a tool for outlining how implementation and performance information will be collected, analysed, reported and used. It will pay attention to documenting what works, for replication, and what does not work, for corrective action.
- It will further provide accurate, relevant and timely information to enable the County meet the information needs of all stakeholders. It will help keep the implementation of policy interventions and plans up-to-date, and responsive to changing circumstances in the field.
- This section explains the proposed MEL strategy for this policy. In this regard the County is focused on ensuring optimal utilization of its resources as well as the efforts and resources of partners, local communities and other stakeholders towards attainment of the agreed targets and outcomes.
- This Monitoring, Evaluation learning plan outlines a follow- up system. The main goals of the MEL plan are to ensure data will be gathered and analysed to assess policy targets and help prepare the Annual ECDE Action Plans at the end of each year.
- The MEL plan should help to achieve policy implementation, promote policy flexibility, and build county policy implementation and planning competence.
- It will serve as a source of information for improving ECDE services to geographical areas or programmes that are "under-performing" from MEL reports should be given additional technical advice and resources to make the necessary leaps.
- Each ECDE programme (including those of non-state agencies) should have a complimentary MEL plan that is linked to the County MEL plan and reporting system.

This MEL strategy seeks to provide system for these linkages.

8.2 : Understanding Monitoring, Evaluation and Learning

Monitoring	Evaluation	Learning
<p>Is an ongoing systematic activity used to track whether activities are carried out according to plan; Monitoring provides project managers with important information on progress, in relation to project objectives.</p> <p>Monitoring helps to answer questions such as:</p> <p>How well are we doing?</p> <p>Are we doing the activities we planned to do?</p> <p>Are we following the designated timelines?</p> <p>Are we under/over spending?</p> <p>What are the strengths or weaknesses in the project?</p> <p>As a routine activity, monitoring enables those responsible for the project to identify strengths and weaknesses, to review progress being made and to make necessary adjustments.</p> <p>Monitoring keeps the project on track and provides the information necessary to make key decisions at the right time.</p> <p>Systematically generated monitoring data are also required</p>	<p>Is an assessment of the relevance, efficiency and effectiveness, performance and sustainability of projects;</p> <p>Evaluation verifies whether project objectives have been achieved or not. It is a management tool which can assist in evidence-based decision making, and which will provides valuable lessons for the chapter and its implementing partners.</p> <p>Evaluation helps to answer questions such as:</p> <p>How relevant is our work in relation to the primary stakeholders and beneficiaries? To what extent were the project objectives achieved?</p> <p>What contributed to and or / hindered these achievements?</p> <p>Were the available resources (human, financial) utilized as planned and used in an effective way?</p> <p>What are the key results - intended and unintended?</p> <p>What evidence is there that the project has changed the lives of individuals and communities?</p> <p>How has the project helped to strengthen the management and institutional capacity of the organization?</p> <p>What is the potential for sustainability, expansion and replication?</p> <p>What are the lessons learnt from the interventions?</p> <p>How should those lessons be utilized in future planning and decision making?</p>	<p>Is the process by which knowledge and experience directly influence change in behaviour or practice;</p> <p>One of the most important tasks of any project team is to ensure that information is presented in a way that makes it accessible to those who need it to make decisions.</p> <p>Both monitoring and evaluation will be ineffective if they do not lead to learning at the project level.</p> <p>Evaluation findings, recommendations and learning should also contribute to improved programmes, policies and practices, evidence-based advocacy and effective resource mobilization.</p> <p>Monitoring, evaluation and learning provide us with the tools needed to help us stay on the right track throughout the project life span, to make informed programme, policy and strategy decisions on the basis of accumulated learning, to contribute more broadly to the organizations mandate.</p>

8.4 Summary of Policy Issues and Challenges;

- i. There is scanty information from ECDE related research in the County. Most organizations, institutions and individuals that conduct research do not share findings with the County Government due to lack of defined research centre.
- ii. Lack of adequate data to inform planning. Data collection and collation mechanism is weak and cannot be used for purposeful planning.
- iii. Little resources if any are set aside for a meaningful planning exercise.
- iv. Implementation of projects is not based on any policy or schedules hence lack of preschool project implementation committees for accountability.
- v. Tools and resources for monitoring and evaluation of the ongoing projects are unavailable hence lack of coordinated approach to the activities.

8.5 Policy Commitments and Strategies around MEL

The County Government shall establish MEL/Quality Assurance Unit under the Ministry of Education and Technical Training to:

- To generate reliable baseline statistics and establish strong database;
- Work with/assist ECDE programmes and partners to ensure that monitoring and evaluation activities are linked with co-ordination, quality assurance and supervisory processes within the county.
- Call/convene regular meetings for programme implementers and other partners to identify problems, report results, and celebrate achievements. They will develop databases and analyses to prepare technical reports and policy arguments for expanding investments in children, conducting programme planning activities, implementing programmes, and ensuring reporting and follow-up work is conducted at all levels.
- Ensure that at least 5 to 10% of the county budget for ECDE should be devoted to monitoring, evaluation, learning, research, statistical reporting, and other follow-up activities each year

- Set out structures, put mechanisms in place and channel adequate resources to enable meaningful planning to take place every year and will develop monitoring and evaluation tools (incorporating learning), put mechanisms in place and channel adequate resources to enable meaningful monitoring, evaluation and learning exercises to take place.
- Plan and budget for training of Community Monitoring Teams (CMTs) at every ward that will conduct assessments linked to services in health, nutrition, parent education, child development, sanitation and other topics. These
- Teams can be trained to conduct simple but important monitoring and evaluation activities for birth registration, screening, linking children and families to essential health, nutrition and parent education services, and recording, tracking and following up services rendered. These will complement data received from schools on early learning (pre-school education).
- Each CET will have a supervisor to guide and evaluate services, ensure accurate data are gathered, and send validated data to sub county offices for analysis and transmission to the county. For this, systems design, monitoring and evaluation instruments, training manuals, community manuals, and supervisory manuals/guidelines will be developed.
- Develop annual operational plans to deliver or implement this policy; -In order to deliver this plan, the management team or secretariat will have to develop implementation tools including annual operational and quarterly work plans, which will outline specific activities to be carried out in each year/quarter. In addition operational and work plans will be used as tools for enhanced performance management.
- Conduct Routine Information Gathering (RIG) for Monthly Activity Reports: -This will involve the regular collection of project information for the day to day management decision making and review of interventions.
- RIG however requires clear definition of information needs, developing broad set of M and E questions, predetermining all possible sources of information and including M and E plans in annual operational or implementation plan.
- From the RIG framework above each should be able to produce brief progress and technical updates every month. Such reports should be subjected to staff review and validation before they are shared and documented.
- The focus here will also be on activities, processes and outputs, and it begins upon start of the project and continuous regularly throughout the life of the project.

- Hold Quarterly Review Meetings (QRM) with all partners and key stakeholders to review progress, challenges and lessons from/on all projects or particular projects every three months.
- This is meant to keep project activities and outputs on track during project implementation, and enable primary stakeholders improve implementation by identifying and taking action to address emerging challenges or issues.
- This is envisaged to give local people and partner groups/communities a chance to interrogate what the county is doing by looking at design, management, participation, accountability, challenges and lessons of affected projects. In terms of participation it should bring together project staff, head office representatives, community leaders, local authority and partners.
- Hold Participatory Annual Reflections (PAR), once a year for ECDE sector, this should be a forum which enables the County to give feedback to communities and other actors on all its projects in the year. On the other hand, all stakeholders will be invited to reflect on strategies, choices, and performance of all projects undertaken, having sufficient room to assess achievements and challenges. After reviews and analysis, they would be expected to suggest ways forward and improve insights into the coming year's operational plan.
- It should further focus on progress we are making towards set objectives, relevance of projects, activities and roles or performance of partners and staff. Modest manifestation of results should be expected.
- Support Midterm Review and End of Policy Evaluation through a team of external reviewers or analysts every three years to assess the extent to which the objectives set in the policy are being met and how past annual plans have been achieved and the way the expected results or outcomes are being or have been realized.
- This process should pay attention to information needs, roles and responsibilities, timing, methods, tools for collection, analysis and use of information and mechanism for follow up actions and feedback.
- The analysis framework should focus on asset-based and right based approaches as opposed to deficit and need based approach. A more comprehensive process will be planned at the end of policy implementation in the form of end term evaluation. (see page 53)
- Lead policy reviews and research by using information generated from the processes above to help inform policy reviews and rolling plans subsequent phases. Most significantly, issues, challenges, gaps and lessons should come in handy here.

- The periodic policy reviews can be completed by some level of situational analysis, followed by development of new strategies, design of new programmes and outlining of reflective actions.
- From time to time in collaboration with universities, partners and other research firms shall conduct research in ECDE related areas in order to inform policy direction.

9. CHAPTER NINE : POLICY INDICATORS, MEASURES AND TARGETS

9.1 Introduction:

The proposed MEL/quality assurance unit will come up with a list of indicators, measures and targets to help ensure the policy is accountable and capable of achieving its objectives.

The team should select only a few “lead indicators” because it is very costly to track a large number of indicators throughout the county, as this will require trained personnel to be available in sufficient numbers at all levels for data gathering, analysis and reporting.

Selected indicators must “communicate well and help all partners, stakeholders, county officials and local communities understand what the County is trying to achieve through improving ECDE programmes and services. County-level indicators should have a strong “proxy power”, as most county indicators will function as “proxies” or as “lead indicators” for other “sub-indicators” that may be used at sub-county, ward and school levels. County level indicators should be able to cluster together a series of sub-indicators and if possible, be relatively easy to measure using existing data gathering processes or service delivery systems.

The team should present indicators for all strategies for each stage of the life cycle and for special populations, if any. Indicators pertaining to health, nutrition, education, sanitation, and child protection will be needed at every level.

9.2 Definitions and Guidance for Selecting Policy Indicators

What are Results?

Results describe desired conditions of children, parents, families or community service systems, i.e., the wellbeing of groups of people.

Indicators

Indicators are measure or benchmarks that quantify, classify or calculate achievement of given results. Indicators are expressed in terms of amounts.

- Percent of parents with improved parenting skills
- Percent of families supporting parents and children
- Percent of towns and rural areas with health services providing complete well-child check-ups on a regular basis for all children
- Percent of children needing care who are able to access and receive sustained quality child care.

Measures

Measures are expressed as ways to quantify indicators by assigning numbers to relationships and thereby permitting assessment of amounts of achievement of given indicators.

Targets

Targets are quantified goals or milestones in specified period (e.g. future year or years) for each indicator.

It is best to state 1 to 3 year targets rather than less than one year targets because they are very hard to attain. Targets are best established after trend lines have been assessed. If there is any change better than the trend line's natural improvement (or decline), it is considered to be a positive attainment.

Sometimes, simply maintaining the trend line is a positive achievement in the light of famines, HIV/AIDS, increase in diseases, etc. Also, options of high, medium or low target achievement can be provided in order to avoid setting up the county for failure if time-lines are too short or if projections are too ambitious.

Examples:

- By 2016, the percent of low birth weight infants will decline from 25 percent to 22 percent, and by 2018 to
- 15 percent (high), to 17 percent (medium) or 18 percent (low).
- By 2017, the percent of stunted children will decline from 33 percent to 25 percent, and by 2020 to 12 percent (high), to 15 (medium) to 18 (low).

- By 2018, the percent of AIDS orphans will remain steady at 10 percent and by 2020 will decline to 6 percent.

Examples of targets can be presented most effectively as graphs showing the existing trend line and the targets over time (perhaps as three optional levels: high, medium and low).

These graphs help communicate the concept, goal and importance of an indicator and shows work needed to “turn the curve”. It also provides a tangible way to call for policy accountability over time.

9.3 Two Levels of Indicators for the County:

For county policies like this one, indicators will often cut across service sectors such as education, health, nutrition, sanitation, child protection and rights, urban and rural dichotomies etc.

- In order to “turn the curve” on leading ECDE indicators, it is often advisable for services to be integrated across sectors, through being planned and conducted together and combined in the original programme design. However programme indicators should not be considered as county policy indicators.
- It is important to note that several levels of ECDE indicators are used for policies; and many people tend to confuse policy indicators with programme indicators.

The levels of ECDE indicators usually found at three levels.

9.4 National-level policy indicators:

These indicators are used in National ECDE Policies for measuring achievement under major national policy strategies and their results.

9.5 County or community-level policy indicators:

These are developed for measuring outcomes of systems or integrated programme activities in counties, sub-counties, wards and communities. Thus, each region or state usually has a similar but different list from the national list and from each other.

All indicators in the national list usually are included in regional or state lists. However, not all local, district or provincial ECDE indicators are included in the national list of indicators.

9.6 Programme indicators:

Programme indicators are used to assess major outcomes believed to be related directly to programme interventions and activities. Rarely are programme indicators used at the national/county level for inclusion in an ECDE Policies unless programmes are truly national or county wide in coverage. Usually a longer, more detailed list of indicators is used at the programme level to measure performance outcomes.

9.7 : CONSIDERING NEEDS FOR LEGISLATION, STANDARDS AND GUIDELINES

This Policy Framework and Annual Action Plans will be insufficient to produce all of the changes required to meet Murang'a County ECDE goals. In this case, it will be important for Ministry in Charge to form a task team to review this policy and prepare separate lists of all needs for legislation (Bill), and develop and implement Regulations. These should be developed under the activities of first Annual Action Plan.

By dovetailing the ECDE Policy and Annual Action Plans with legislation, orders/decrees, standards and guidelines, the chances of achieving all ECDE policy goals, objectives and expectations will be greatly enhanced

9.8 The Murangá County Early Child Development Regulations

The scope of these Regulations is to complement existing National and County Government early child development plans by addressing special needs outside normal operations and budgetary allocations. The Regulations will define, design, ensure implementation and accountability of special programmes relating to giving every child a quality head-start in life and learning, irrespective of their circumstances.

10.1 SELECTED LIST OF REFERENCES

- (i) Republic of Kenya (2014): Ministry of Education Science and Technology: National Education Sector Support Programme (NESSP) 2014 – 2018.
- (ii) United Nations (2015): 70th UN Summit of September 2015 adopted the Transforming Our World, The 2030 Agenda for Sustainable Development (outlining 17 SDGs and 169 targets)

- (iii) Andiwo Obondoh (2008): Reports of Review and Stock-take of Child Fund International Community Based Early Childhood Development Interventions in Kenya, Angola, Guinea and Ethiopia:
- (iv) Republic of Uganda (2013): Uganda Integrated Early Childhood Development Policy
- (v) Government of India (2012): National Early Childhood Care and Education (ECCE) Policy
- (vi) UNESCO and UNICEF (2005): Planning Guidelines for Early Childhood Development Policies.

12 ANNEXES

ANNEX I: PLAYERS IN THE PROVISION OF ECDE SERVICES IN MURANG'A COUNTY

12.1 Introduction

Success in provision of quality ECDE services calls for collaboration between the County Government, line ministries, development partners and other stakeholders.

Each stakeholder plays a key role on his or her own right and it is important that these roles and responsibilities are outlined in this document for better understanding.

12.2 The County Government of MURANG'A

The county government of MURANG'A plays a big role in provision of ECDE services in a structured system under the following Ministries and departments;

12.3 Ministry of Education and Technical Training

Promotes traditional cultural values and practices that promote healthy growth and development of all children, including those with special needs and disabilities

- I. Ensure all children are treated equally irrespective of their gender/special need. II. Links children to other service providers
- III. Supports infrastructural development for ECDE
- IV. Carries out advocacy and resource mobilization for ECDE and ECDE programmes V. Formation of pre-primary Management Committees and capacity building
- VI. Ensure all ECDE administrators are trained personnel to supervise ECDE programs. VII. Provides assessment personnel and assessment centres

12.4 Ministry of Health and Sanitation

- I. Maternal and child health care.
- II. Nutrition and Dietetic Services

- III. Capacity-building at all levels, community mobilization on health issues and advocacy on health issues
- IV. Integrated Management of Childhood Illnesses (IMCI). V. Information, Education and Communication (IEC).
- VI. Hygiene education, sanitation, safe drinking water and food safety. VII. Inspection of ECDE premises
- VIII. Engage Community Health and Extension Workers (CHEWS) in Growth Monitoring and Progress services (GMP).

12.5 Ministry of Agriculture, Livestock and Irrigation

- I. Builds capacity of farmers in the county to ensure food and Nutrition security and utilization across the county.
- II. Provides technical advice to communities on proper crops and animal husbandry

12.6 Ministry of Energy, Transport and Infrastructure Development

- I. Create access to ECDE centres and health facilities and ensure efficient communication
- II. Provide construction plan and supervise construction ECDE and ECDE centres III. Ensure quality and child-friendly ECDE and ECDE physical facilities.

12.7 Ministry of Finance, ICT and Economic Planning

- I. Allocates funds for ECDE and ECDE activities
- II. Provides funds across the ministries for programs that support ECDE services
- III. Provides funds for support of children with special needs and disability in inclusive set up
- IV. Provides guidance in the creation of alternative funding strategies

12.8 Ministry of Cooperatives and Special Programmes

- I. Ensure completion Murang'a County Creameries for the supply of milk to our centres.

12.9 Parents, Guardians and Other Caregivers

- I. Primary security and protection providers
- II. Primary role of socializing children and inculcating life principles, spiritual and moral values for character development
- III. Provide enabling environment for the child's growth and development IV. Provide early stimulation for the future development of the child.

- V. Ensure birth registration, provision of primary health care (PHC) for promotive and preventive health.
- VI. Ensure early identification of disabilities, special needs assessment and intervention.
- VII. Safeguard children's rights and link them to child-based service providers.

12.10 Community

- I. Support parents' efforts in providing for the holistic needs of children.
- II. Mobilize resources to enhance children's holistic development and to safeguard their rights..
- III. Provide protective environment for safeguarding the rights of the child.
- IV. Set social norms that guide parents in socializing and inculcating spiritual and moral values and life principles.
- V. Support Community Own Resource Persons (CORPs) and other child care service providers through employment, material and emotional support.
- VI. Advocate for services for young children.
- VII. Initiate and manage community-based services for young children (for example, ECDE centres, orphanages, rescue centres, rehabilitation centres).
- VIII. Address the needs of the children with special needs and disadvantaged children within the community.
- IX. Provide alternative and complementary approaches in care, health and nutrition.

13.0 Ministries under National Government

13.1 Ministry of Education, Science and Technology (MOEST)

- I. Provides National policy guidelines of early childhood development and education (ECDE).
- II. Oversees the implementation of national ECDE policy through the CEB III. Develops ECDE curriculum through KICD.
- IV. Carries out advocacy, networking and forming linkages with stakeholders V. Trains and certifies ECDE teachers and trainer through KNEC.
- VI. In-service training for teachers, education officers and other caregivers involved in ECDE services provision.
- VII. Maintains standards and quality assurance services through ESQAC.
- VIII. Undertakes early identification of disabilities, assessment, intervention and placement.
- IX. Undertake registration of ECDE colleges.

13.2 Ministry of Environment, Water and Natural Resources

- I. Provision of clean and safe drinking water and water for sanitation
- II. Builds capacity in water management/conservation at community level
- III. Facilitates networking, advocacy and forming linkages with service providers at the county level
- IV. Carries out environmental impact assessment for proposed ECDE Centres

13.3 Ministry of Devolution and Planning

- I. Integrates and mainstreams the ECDE programs into development planning at all levels
- II. Maintains the necessary data on ECDE for planning purposes
- III. Management of disasters and emergencies affecting ECDE

13.4 The National Treasury

- I. Disburses funds to the County Government.

13.5 Ministry of Interior and Coordination of National Government

- I. Provides security
- II. Offers advocacy on ECDE related matters
- III. Co-ordination of linkages
- IV. Birth registration and certification
- V. Implementation of Children's Act (2001) and persons with disability act (2003)

13.6 Universities and research institutions

- I. Promote and undertake research on the dynamics in children and in ECDE.
- II. Offer higher training for ECDE and ECDE personnel.
- III. Provide consultancy, outreach and advisory services to stakeholders.

13.7 Development Partners

- I. Provide services for ECDE (e.g. Health, Nutrition/education and rehabilitation services).
- II. Complement Government efforts in mobilizing resources and technical support
- III. Promote and undertake research on the dynamics in children and in ECDE
- IV. Participate in strengthening quality assurance.

- V. Enhance capacity of ECDE and ECDE teachers in special needs education. VI.
Carry out advocacy

13.8 Faith Based Organizations

- I. Sponsor ECDE and ECDE centers.
- II. Provide moral and spiritual guidance.
- III. Support health service and early education for children.
- IV. Carry out capacity building, advocacy and Mobilize resources.
- V. Create awareness and provide support to children with special needs, disabilities and most vulnerable children etc

13.9 Private Sector

- I. Complement the county government in the provision of ECDE services.