



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**NATIONAL PRE-PRIMARY EDUCATION POLICY
STANDARD GUIDELINES**

2018

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ABBREVIATIONS/ACRONYMS

BOM	Board of Management
CBOs	Community Based Organizations
CDE	County Director of Education
CEB	County Education Board
CEC	County Executive Committee
CECEC	County Early Childhood Education Committee
COG	Council of Governors
CPERC	County Pre-primary Education Resource Centre
CRE	Christian Religious Education
DECDE & TE	Directorate of Early Childhood Development Education & Teacher Education
DECDE	Directorate of Early Childhood Development Education
EARC	Education Assessment and Resource Centre
ECD	Early Childhood Development
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
FBO	Faith Based Organization
GMP	Growth Monitoring & Promotion
GOK	Government of Kenya
HRE	Hindu Religious Education
IIEP	Integrated Individualized Education Programme
IMCI	Integrated Management of Childhood Illnesses
IRE	Islamic Religious Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOH	Ministry of Health
MOL	Ministry of Labour
NECEC	National Early Childhood Education Committee
NEMIS	National Education Management Information System
NGOs	Non-Governmental Organizations
NPERC	National Pre-primary Education Resource Centre
NSSF	National Social Security Fund
PPI	Program for Pastoral Instruction
QASO	Quality Assurance & Standards Officer
TSC	Teachers Service Commission

FOREWORD

The Government of Kenya (GOK) recognizes the importance of pre-primary education as a fundamental for school readiness. Pre-primary Education contributes to the realization of the aspirations of the Constitution of Kenya (2010), Vision 2030 and Sustainable Development Goals (SDGs).

The Ministry of Education in collaboration with the County Governments and other stakeholders has developed Standard Guidelines to operationalize the National Pre-Primary Education Policy (2017). The guidelines are aligned to the National Policy Framework for Reforming Education and Training in Kenya (2012) and the Basic Education Act, 2013.

The National Pre-primary Education Policy Standard Guidelines provide specific standards on access; equity and inclusion; quality and relevance; governance and accountability; research, monitoring and evaluation; as well as financing and partnerships. Effective implementation of the guidelines will guarantee access to quality, equitable and inclusive services through enhanced financing and efficient management of pre-primary education.

Strict adherence to the guidelines by all pre-primary service providers is expected to guarantee provision of quality education which shall enhance preparedness for primary education. It is therefore my sincere hope that these standards shall provide guidance to improve pre-primary education services throughout the country. This is imperative since holistic growth and development of all Kenyan children remains an urgent priority development agenda.



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Public participation fora drew participants from various stakeholders including Ministry of Education, County Governments Education officials, practicing teachers, parents and communities. Other key players included line Government Ministries, Development Partners, NGOs, FBOs among others.

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INTRODUCTION

The Pre-primary Education Policy Standard Guidelines have been developed pursuant to the aspirations of the National Policy Framework for Reforming Education and Training in Kenya. The guidelines operationalize the National Pre-primary Education Policy to ensure that quality services are delivered efficiently and effectively at all times in all pre-primary education centres / institutions in Kenya.

These guidelines provide the required standards on establishment, registration, management and accountability in pre-primary education institutions. They also stipulate standards on curriculum and pedagogy, learning materials, physical facilities, health and nutrition, quality of teachers, role of stakeholders, children's rights, inclusivity, safety and protection. These will ensure effective implementation of pre-primary education programmes.

For the purpose of these guidelines, pre-primary education entails learning in pre-primary 1 and 2 for children ages 4 and 5 respectively. However, the ages may vary for learners with special needs and disabilities.

The document has been organized in six thematic areas namely: Access; equity and inclusion; quality and relevance; governance and accountability; research, monitoring, evaluation and reporting; and financing and partnerships. It also contains appendices in designated areas for ease of reference.

NOTE: Appropriate adaptations of the standards shall be made to cater for learners with special needs and disabilities.

1.0 STANDARDS FOR ACCESS

To increase access to Pre-primary Schools the County Governments in collaboration with the National Government and other key stakeholders shall ensure the following standards are adhered to:

1.1 Child Friendly Pre-Primary Schools

- a) Pre-primary education shall be free and compulsory for all children including those with special needs and disabilities;
- b) Pre-primary schools shall be constructed within residential areas of not more than 2 km radius;
- c) Pre-primary schools shall be safe and secured;
- d) Adequate and safe playgrounds shall be provided in all Pre-primary schools
- e) Age appropriate and suitable play equipment and materials shall be provided in all Pre-primary schools;
- f) High standards of hygiene and cleanliness shall be maintained;
- g) Adequate and age appropriate sanitation facilities shall be provided;
- h) Pre-primary teachers and other care givers shall be qualified and competent;
- i) Pre-primary service providers shall adhere to the safety standards manual for schools in Kenya;
- j) There shall be **no boarding** pre-primary schools;
- k) Pre-primary service providers shall be sensitized on current health issues;
- l) Trees, flowers and edible plants (vegetables and fruit trees) shall be planted in the school compound;
- m) The buildings, furniture and toys shall be painted in attractive primary colours;
- n) The minimum acreage for a single streamed pre-primary school compound shall be as follows:

Location	Recommended Acreage
Urban area	0.125 Acres
Rural High Density	0.25 Acres
Rural Low Density	0.5 Acres

Note: Urban slums could be less than 0.125 acres provided they meet basic conditions of safe play space, sanitation and health.

1.2 Admission, Retention and Transition

- a) Pre-primary school children shall start schooling at the age of 4 years at Pre-primary 1 (PP1) and transit to Pre-primary 2 (PP2) at 5years. This may vary for learners with special needs and disabilities;
- b) All children shall be eligible for admission to Grade1 after their sixth birthday, or if their sixth birthday falls within the first term (January to March);
- c) No interviews/examinations shall be conducted for the purpose of admission to Grade1;
- d) There shall be **no charges** in any public pre-primary schools;
- e) The Head teacher shall use a child’s immunization card or birth certificate/notification for enrolment at Pre-primary. However, no child shall be denied admission for lack of submitting the above documents; but the parents shall be given three months to acquire a birth certificate;
- f) Any child transiting from one level to the next shall be assessed using the approved National Competence Based Assessment Tool;
- g) The approved national competence-based assessment tool shall be handed over to Grade 1 teachers to make them aware of the children’s competencies.

1.3 Health and Nutrition

- a) Pre-primary schools shall provide children with a mid-morning meal (snacks, enriched porridge or milk) during the 10:00 am break;
- b) Where the school runs full day, in addition to the snack, nutritious hot

lunch of a balanced diet (proteins, carbohydrates and vitamins) shall be provided. A mid-afternoon snack shall also be provided in such schools (*Half day: 8.00 a.m. – 12 noon; Full day: 8.00 a.m. - 3.00 p.m.*);;

- c) Food, snacks and drinks for children with chronic medical conditions, special needs and disabilities shall be provided as per the advice of a medical practitioner from a recognised government hospital;
- d) Parents, teachers and other care givers shall be sensitized on issues of health and nutritional needs of children with special needs and disabilities;
- e) Pre-primary teachers in liaison with the community health workers/volunteers shall conduct regular health checks for purposes of immunization, deworming, Vitamin A supplementation and growth monitoring;
- f) A teacher, caregiver or a child who contracts a contagious disease such as mumps, measles, chickenpox and tuberculosis shall stay away from the school until cleared by a medical practitioner;
- g) When a caregiver/teacher is sick, an alternative arrangement shall be made to provide care for the children;
- h) Children shall be guided not to touch anybody else’s blood, share personal items such as tooth brush, nail cutter, handkerchief, and comb or use any sharp objects;
- i) Children shall be guided not to accept food items such as soda, sweets or any gifts from anybody without the parent’s or teacher’s permission;
- j) There shall be no smoking, drinking alcohol or use of any illicit drugs and substances in schools.

1.4 Safety

1.4.1 Emergencies

- a) Every pre-primary school shall have a list of contacts including telephone numbers of parents/guardians, fire service department,

- health facilities, police department and County disaster management;
- b) Every pre-primary school shall acquire and maintain fire-fighting equipment (fire extinguishers, buckets full of sand, blankets and water);
 - c) Every pre-primary school shall have a well maintained First Aid Kit. All teachers shall be equipped with skills to administer First Aid;
 - d) Any medicines administered in pre-primary schools shall be as prescribed by a medical practitioner and shall have an accompanying note. **All medicines shall be kept out of children's reach;**
 - e) Every pre-primary school shall maintain individual child's health profile;
 - f) In case of sickness or accident in a pre-primary school, the teacher shall take the child to the nearest health facility for emergency health care and notify the parent/guardian immediately;
 - g) The headteacher shall communicate the Pre-primary School Emergency response plan to all parents/guardians during admission of children;
 - h) Every pre-primary school shall have a fire assembly point and conduct regular fire drills.

1.4.2 Picking and Dropping Children

- a) Children shall be escorted to and from pre-primary schools by their parents/guardians or any other persons authorized by the parents who shall be 18 years and above. Parents/guardians shall inform the school in advance in case of any change;
- b) Parents/guardians shall adhere to the scheduled arrival and departure times. However, if a parent is not able to collect the child on time, a teacher shall be left to take care of the child until the parent arrives;
- c) Parents/guardians shall provide names, photographs, contacts and identification documents of the persons authorised to pick their children. **Nobody else shall be allowed to pick a child unless official communication is made to the school by parents/guardians.**

1.4.3 Transportation of Children

- a) Parents/Guardians and pre-primary schools shall adhere to the restricted time (6am - 6pm) for transporting children to and from school;
- b) Where school transport is provided, the school bus shall carry children strictly within the vehicle's passenger carrying capacity;
- c) Children shall remain seated with appropriate safety belts fastened at all times;
- d) Windows of school transport vehicle shall be fixed high above children's heads;
- e) School transport vehicles shall be adapted to accommodate learners with special needs and disabilities (wide doors, space for wheel chair, support rails, low climbing steps among others);
- f) No open vehicle shall be used to transport pre-primary children;
- g) Vehicles transporting children shall be comprehensively insured and regularly serviced and maintained as per manufacturer's guide;
- h) School transport vehicle shall have a driver and an assistant;
- i) The driver shall be above 25 years old and have a driving experience of at least three years and a valid driving license;
- j) The driver and the assistant shall each have a valid medical certificate and a valid certificate of good conduct;
- k) The driver and the assistant shall be in uniform and always display their identification badges;
- l) The assistant must sit with the children to man the door, escort and ensure children cross roads safely;
- m) The transport assistant shall have telephone numbers of all parents/guardians and the school in the school transport vehicle;
- n) The school transport vehicle shall be painted yellow with the name, address and telephone number of the school clearly displayed on the outside;
- o) The school transport vehicle or any other vehicle used for transporting children shall not exceed speed limit of 80 km/hr;

- p) The vehicle shall not expose children to any pornographic material (verbal, audio-visual, print media among others);
- q) For all field trips/visits, parents shall give consent and the vehicle must conform to transport regulations. At least two parents, a male and a female, shall accompany the children;
- r) There shall be a designated waiting bay that is supervised by a security officer /responsible adult for the safety of the children in school;
- s) Driving speed inside the school compound shall be a maximum of 5 km/hr;
- t) A person picking or dropping a child using a private vehicle to and from school must have a valid driving license and must not be under influence of drugs and/or any other substance;
- u) For foreign trips, names of all children travelling, passport numbers, travel destination, dates of visit, particulars of accompanying parents and teachers shall be submitted to the Ministry of Education for approval (See appendix VII);
- v) There shall be clear explanation of purpose for the trip and the reason why the desired objectives cannot be achieved locally.

1.4.4 Safety in the school Compound

1.4.4.1 Compound

- a) The compound shall be fenced off and have a lockable gate which is manned for security of the learners;
- b) There shall be no footpath/road across pre-primary schools;
- c) Outdoor play area shall be large enough for the number of children in the centre to play and run around freely and safely (approximately 45 to 50 square ft per child);
- d) Surface of outdoor play area shall be well levelled, free from sharp objects, harmful plants, discarded materials and hazardous objects;
- e) A compost pit shall be provided and located at the furthest corner of

the compound (opposite the direction of the wind) and shall be fenced off for the safety of children.

1.4.4.2 Play and Learning Equipment

- a) Play and learning equipment shall be age and developmentally appropriate (size, design, durable, safe and securely fixed to protect children from injury);
- b) Play materials and /or equipment shall be maintained and serviced regularly or as need arises;
- c) The landing places for play equipment (especially slides) shall be made of soft materials to avoid injury;
- d) All water containers shall be emptied immediately after use.

1.4.4.3 Water

- a) Any water body in the compound (e.g. swimming pool or bore hole/well) shall be fenced off and have a lockable gate for security of children;
- b) Children shall be accompanied by an adult while accessing a swimming pool;
- c) Pre-primary schools shall provide reliable, clean, adequate and safe water at numerous strategic points (tuition blocks, toilets/ latrines, kitchen and at the play grounds) for drinking and hand washing.

1.4.4.4 Electricity

- a) Where the pre-primary school has electricity, all the sockets shall be covered to protect children from electric shock;
- b) Electric cables in schools shall be secured (insulated) and shall not be left loose.

1.5 Child Protection

- a) A school shall be closed in case of emergencies such as outbreak of diseases, floods and/or other security threats when advised by the

- government;
- b) Corporal punishment shall not be meted on pre-primary children;
 - c) Children shall not be subjected to any form of violence, abuse or harassment (physical, emotional, psychological);
 - d) Any detected form of harassment, abuse, torture and neglect shall be reported to the relevant office for immediate action;
 - e) Psychosocial support shall be provided to children that have experienced any trauma;
 - f) Pre-primary schools shall be linked with community-based child protection mechanisms;
 - g) Pre-primary schools shall remain out of bounds to any unauthorized persons;
 - h) There shall be no hawking or idling within the school compound and its immediate environs;
 - i) Pre-primary schools shall be located away from hazardous environment such as flooding; excessive noise, odour and dust; waste belts, fuel depots and industries, social joints and areas prone to crime;
 - j) Teachers and other caregivers in schools shall be trained on strategies of protecting children from sexual abuse and any other form of harassment;
 - k) Children with special needs and disabilities shall be trained on life skills and protection techniques against sexual abuse and any other form of harassment;
 - l) Parents and communities shall be sensitized on strategies of protecting children from sexual abuse and any other form of harassment;
 - m) Parents, learners/peers, communities and society at large shall be sensitized to ensure children with special needs and disabilities are not stigmatized or discriminated against by their peers and teachers.

2.0 STANDARDS FOR EQUITY AND INCLUSION

To ensure equity and inclusion, the following standards shall be adhered to:

- a) New Pre-primary Education institutions shall only be registered if they meet accessibility standards for learners with special needs and disabilities;
- b) Pre-primary education institutions shall be disability friendly (ramps, appropriate runways, stairways and wide doors, adapted facilities and equipment) in order to integrate learners with special needs and disabilities;
- c) Pre-primary learners in special needs education institutions shall be placed under school feeding programme;
- d) Mechanisms shall be put in place for early identification, assessment and placements/interventions for children with special needs and disabilities;
- e) Learners with special needs and disabilities/chronic conditions shall be periodically assessed and reviewed for appropriate interventions;
- f) Rehabilitation centres and home-based programmes for children with special needs and disabilities shall be established/strengthened;
- g) A multidisciplinary team, which includes relevant stakeholders, shall be established to coordinate provision of holistic and integrated services for all children;
- h) Appropriate instructional materials, assistive devices and technology shall be provided for learners with special needs and disabilities in pre-primary education institutions;
- i) County Governments shall mobilize and sensitize the community on the importance of inclusive education at pre-primary level;
- j) Child friendly spaces shall be created to cater for all children during emergencies including those with special needs and disabilities;
- k) Mechanisms shall be established to motivate pre-primary teachers handling children with special needs and disabilities;
- l) Playgrounds and materials shall be adapted for children with special needs and disabilities.

3.0 STANDARDS FOR QUALITY AND RELEVANCE

To ensure quality and relevance in pre-primary schools, the following standards shall be adhered to:

3.1 Infrastructure

3.1.1 Classrooms

- a) The standard size of a pre-primary classroom shall measure 8 x 6 meters to accommodate a maximum of 25 children. It shall have adequate space for children (at least 1 square metre - 1m²) per child;
- b) Classrooms shall be accessible to children with special needs and disabilities (ramps, rails and lower door handles);
- c) Classrooms shall be well lit and well ventilated;
- d) Classrooms shall have proper roofing, windows, doors and floor (provision of mats where necessary) to protect children from harsh environmental conditions such as rain, heat, wind or dust;
- e) All doors and windows shall open outwards;
- f) Windows shall not have fixed grills;
- g) Age and disability appropriate furniture shall be provided;
- h) A separate room with suitable sleeping facilities shall be provided;
- i) Every teacher shall be provided with a chair, a working table and a lockable cabinet for storage of play, learning and teaching materials;
- j) Classrooms and furniture shall be painted with primary colours (red, yellow and blue).

3.1.2 Toilets/Latrines

- a) A pre-primary school shall have adequate toilets/latrines for boys, girls and teachers with the following description:

Description	Standard
Toilet-Child Ratio	Girls (1:10); Boys (1:30 and a urinal
Aperture	Shall not be more than 20 x 15cm to prevent children from falling in
Depth	Pit latrines shall be at least 6 metres /20 feet deep
Distance to water supply	Pit latrines shall be at least 15 metres (50feet) away from a borehole/well/ water supply point/as advised by the registered Public Health Officer

- a) Pit latrines shall be disinfected regularly;
- b) Separate toilets/latrines shall be provided for male and female teachers;
- c) The distance from classroom to the toilet/latrines shall be at least 100 metres;
- d) Latrines shall be located opposite the direction of the wind;
- e) Latrines/ latrines shall be adapted for children with special needs.

3.1.3 Kitchen

The kitchen shall:

- a) Be spacious and well ventilated;
- b) Be located away from any waste dumping area;
- c) Be located at a safe distance from tuition blocks;
- d) Have hygienic waste handling equipment;
- e) Have adequate supply of clean water for cooking and washing utensils;
- f) Have surfaces that are easy to clean and maintain;
- g) Have utensil storage areas that are free from contamination;
- h) Be close to the food store, have enough and appropriate utensils and a serving area;
- i) Be fitted with a fire fighting equipment and a functional First Aid Kit;
- j) Always be kept clean.

3.1.4 Food Store

The food store shall:

- a) Be spacious, clean and well ventilated;
- b) Be safe and secure;
- c) Have raised racks that are not be in contact with the walls;
- d) Have a spread area for the perishable foodstuffs;
- e) Have well maintained stores records.

3.1.5 Dining Area

The dining area shall:

- a) Be spacious, clean and well ventilated;
- b) Have a designated serving area;
- c) Have adequate child size furniture (chairs and tables) that are safe and easy to clean;
- d) Have a well-documented menu and food service plan.

3.2 Food Handling

- a) Dry foodstuffs such as grains, powders and flours shall be preserved in pest proof containers;
- b) Food stuffs shall be well arranged and clearly labelled with expiry dates indicated;
- c) Cooked foods shall not be mixed with uncooked food;
- d) Right quantities of food shall be prepared to avoid wastage (Refer to appendix XII)
- e) Food handlers shall have a valid medical certificate from a recognized Government hospital;
- f) Food handlers shall possess certificates of good conduct;
- g) Food handlers shall always be clean, neat and careful when executing their duties to avoid injuries to children;
- h) Food handlers shall not abuse drugs or other illegal substances;
- i) Food handlers shall have appropriate attire such as headgear, gloves, footwear and apron/uniform;
- j) Food handlers shall be in good health, physically fit and friendly to children;
- k) Food handlers shall undergo regular sensitization on food handling and hygiene.

3.3 Teacher -Child ratio

- a) The teacher-child ratio in a regular pre-primary class shall be 1: 25;
- b) An assistant teacher shall be required for each pre-primary class;
- c) Teacher-child ratio for pre-primary education special needs children shall be as follows:

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

3.4 Pre-Primary School Service Providers

3.4.1 Head Teacher/ Teacher in Charge

Every pre-primary school shall have a head teacher /teacher in charge who shall:

- a) Possess the required minimum academic qualifications;
- b) Possess a minimum professional qualification of Diploma in Early Childhood Education (ECE) from a recognized institution;
- c) Be registered by the Teachers Service Commission(TSC);
- d) Possess a valid certificate of good conduct and medical certificate;
- e) Be a practising teacher;
- f) Be in charge of day to day running of the institution;
- g) Mobilize resources for the school;
- h) Undertake a management course of not less than four weeks from a recognized institution.

3.4.2 Pre-primary School Manager

Every pre-primary school manager shall:

- a) Be registered by the County Education Board;
- b) Possess a valid certificate of good conduct and medical certificate

Note: Where the manager doubles up as a headteacher, he/she shall meet all the standards for a headteacher (See 3.4.1).

3.4.3 Pre-Primary School Teacher

A pre-primary school teacher shall:

- a) Be above 18 years;
- b) Possess a minimum qualification of Diploma in Early Childhood Education trained in ECE from an institution recognized by the Government (Certificate holders shall upgrade to Diploma);
- c) Be registered by the Teachers Service Commission (TSC);
- d) Use curriculum designs developed or approved by KICD;
- e) Use approved tools to assess children and keep track of their development and progress;
- f) Keep children's progress records in all activity areas;
- g) Use approved National Competence Based Assessment Tool to assess readiness of children when transiting from one level to another;
- h) Not subject pre-primary children to written examinations and tests;
- i) Demonstrate good interpersonal skills;
- j) Have a valid medical certificate from a recognized medical facility;
- k) Have a valid certificate of good conduct;
- l) Dress decently as stipulated in the Teachers Code of Conduct and Regulations;
- m) Involve parents/guardians in children's learning;
- n) Respect the culture of people in her/his working environment;
- o) Provide every child with a stimulating environment to play, explore and learn;
- p) Continuously undertake professional development courses offered by authorised government institutions;
- q) Continuously update and maintain professional and administrative records;

- r) Acquire, improvise and use play and learning resources;
- s) Be creative and innovative in using locally available resources to support learning of individual child;
- t) Give children opportunities for free choice activities and rest/sleep when necessary;
- u) Prepare children for smooth transition from one level to another;
- v) Support children to adjust to pre-school school environment.

3.4.4 Pre-Primary School Assistant Teacher

An assistant teacher shall:

- a) Possess a minimum professional qualification of a certificate in ECDE/ECE;
- b) Support children to adjust to pre-primary school environment;
- c) Assist children during feeding and while using washrooms;
- d) Assist in planning school activities and teaching
- e) Support learning using computers, audio visual aids and other resources;
- f) Assist in checking and maintaining class attendance registers and other records;
- g) Provide individualised assistance to learners with special needs and disabilities;
- h) Assist in talent identification and nurturing;
- i) Maintain a safe and conducive environment for children to play, explore and learn;
- j) Provide support in supervision of learning activities and discipline maintenance;
- k) Prepare children for smooth transition from one level to another.

3.5 Pre-primary School Teacher Management

The County governments shall:

- a) Recruit and employ pre-primary school teachers who are registered by TSC;

- b) Ensure each class has a teacher and an assistant teacher;
- c) Ensure that persons with special needs and disabilities who have relevant qualifications and education are given priority while hiring staff in pre-primary schools;
- d) Deploy pre-primary school teachers employed by the County to provide services in any public pre-primary schools;
- e) Promote and transfer pre-primary school teachers;
- f) Exercise disciplinary control over pre-primary school teachers;
- g) Terminate the employment of pre-primary teachers in case of gross misconduct or any other behaviour deemed unfit for service as per the employment Act and related laws.
- h) Carry out orientation of all newly employed staff focusing on procedures, rules and regulations of the institution and other relevant frameworks;
- i) Sensitize all staff on relevant legal and policy documents such as Children’s Act, Public Health Act, Public Code of Ethics and other codes of conduct;
- j) Ensure remittance of statutory deductions to institutions such as NSSF, Health insurance, Cooperatives and Unions;
- k) Adhere to all laws and regulations on employment of temporary and permanent staff;
- l) Ensure the employee appends own signature upon reading and understanding the regulations;
- m) Maintain staff data and records;
- n) Ensure that only approved curriculum by KICD is implemented in pre-primary schools.

3.6 Pre- Primary Education Curriculum and Pedagogy

3.6.1 Pre-Primary Education Curriculum

- a) Curriculum used in pre-primary schools and ECE Teacher Training Colleges shall be developed or approved by KICD;

- b) Child centred learning/teaching approaches shall be used in pre-primary schools;
- c) Pre-primary education pedagogy shall enhance core competencies, national values and pertinent and contemporary issues;
- d) Individual children shall be given age/disability appropriate tasks within a specific activity area to enhance acquisition of expected competencies;
- e) Learning/teaching in pre-primary schools shall be developmentally appropriate to cater for individual child differences;
- f) Children shall not be subjected to repetition at any pre-primary level;
- g) Children shall not be subjected to written examinations, interviews or tests for the purpose of transition from one grade to another;
- h) An approved National Competence Based Assessment Tool shall continuously be used to assess children's ability and progress for individualised planning;
- i) County governments and pre-primary management shall provide appropriate and adequate play, learning and teaching materials;
- j) Pre-primary children shall be given opportunities to explore the environment through manipulation of materials.

3.6.2 Learning Areas in Pre-primary Education

- a) Pre-primary curriculum shall comprise five activity learning areas:
 - i) Language activities;
 - ii) Mathematical activities;
 - iii) Environmental activities (Social, Science, Life skills, Health and Nutrition);
 - iv) Psychomotor and Creative activities (Physical & Outdoor, Music & Movement, Creative Art); and
 - v) Religious Education & Moral activities (CRE/HRE/IRE & PPI).
- b) There shall be a total of 25 lessons per week; 5 lessons per day each lasting 30 minutes.

Activity Learning Areas	No. of Lessons per Week
Language activities	5
Mathematical activities	5
Environmental activities	5
Psychomotor and Creative activities	8
Religious Education and Moral activities	2
Total	25

- c) Play shall be integrated in all learning activities.
- d) Daily routine shall comprise free choice, toileting, health check, learning activity areas, two mid-morning breaks and lunch break.

3.6.3 Language of Instruction and Communication

- a) The language of instruction in all Pre-primary schools shall be the language of the catchment area/Mother Tongue/Kenya Sign Language/Braille/other communication formats;
- b) There shall be gradual introduction of use of simple words in English and Kiswahili in preparation for transition to Grade 1.

3.7 Pre-Primary Education Teacher Training

- a) Training of pre-primary school teachers shall only take place in registered Teacher Training Colleges (TTC);
- b) Trainers of pre-primary school teachers shall:
 - i. Have a minimum qualification of B. Ed in Early Childhood Education (ECE);
 - ii. Undertake a professional development course from a recognized institution;
 - iii. Be computer literate;
 - iv. Be registered by TSC;
 - v. Have a valid certificate of good conduct;
 - vi. Have a valid medical certificate.
- c) Pre-primary teachers shall be trained through in-service and pre-service modes;

- d) KNEC shall be in charge of evaluation and certification of pre-primary school teachers;
- e) Pre-primary school teachers and trainers shall continuously undergo refresher courses for skill improvement;
- f) Ministry of Education shall sensitize the Education officers, County Governments, ECD officers, pre-primary teachers and other stakeholders on new trends in pre-primary teachers training curriculum;
- g) Pre-primary teachers' training curriculum shall incorporate the component of Kenyan Sign Language((KSL), braille and other communication formats;
- h) MOE shall facilitate the training of trainers and teachers in the Integrated Individualised Education Programme (IIEP);
- i) Accredited Universities shall train pre-primary teacher trainers at the Degree level and above.

3.8 Quality Assurance

3.8.1 Pre-primary Education institutions

Ministry of Education in collaboration with County Governments shall:

- a) Assess all pre-primary schools on regular basis as stipulated in the quality index and the Inspector's Handbook Manual to enhance culture of quality standards;
- b) Document quality assurance reports and disseminate findings to the stakeholders;
- c) Carry out follow up actions on the quality assessment reports;
- d) Conduct summative evaluation for pre-primary teacher trainees;
- e) Analyse pre-primary school teachers' examination results to ensure quality teacher training;

- f) Conduct in-service training for pre-primary education personnel on content mastery and upgrading of pedagogical skills;
- g) Ensure effective implementation of pre-primary curricula for learners and teachers;
- h) Collaborate with stakeholders to develop, review and administer standard assessment and quality assurance tools for pre-primary education institutions;
- i) Collaborate with stakeholders to develop, review and administer national competence-based assessment tools for learners;
- j) Assess all pre-primary education teacher colleges at least once in every two years to ensure quality training;
- k) Carry out action research in pre-primary education institutions;
- l) Ensure adherence to health and safety guidelines in all pre-primary education institutions;
- m) Recommend closure of any pre-primary education institutions found to be a health hazard to the learners;
- n) Involve County ECD Directors/ coordinators in quality assurance and standards.

3.8.2 Children with Special Needs

Ministry of Education in collaboration with County Governments shall:

- a) Ensure that screening tools for early identification of children with special needs and disabilities are developed and distributed for use;
- b) Ensure early identification, assessment and interventions of children with special needs and disabilities;
- c) Ensure training of personnel working with children with special needs

- and disabilities on use of screening tools for early interventions;
- d) Facilitate development of programmes for training and professional development for all pre-primary education providers and personnel in special needs education;
 - e) Ensure that children with special needs and disabilities have equal access to recreational sporting facilities within and outside pre-primary school programmes to nurture talents;
 - f) Ensure that teachers and other staff in integrated pre-primary schools plan and implement Integrated Individualized Education Programme (IIEP) for purpose of monitoring the progress of an individual child with special needs and disabilities;
 - g) Liaise with other professionals and stakeholders to provide psychosocial support to learners with special needs and disabilities;
 - h) Facilitate provision of teacher aids to pre-primary schools to support teachers handling children with special needs and disabilities.

4.0 STANDARDS FOR GOVERNANCE AND ACCOUNTABILITY

4.1 Establishment and Registration of Pre-primary Education Institutions

4.1.1 Registration

The intent to establish a Pre-primary Education institution shall be communicated in writing to the County Education Board (CEB) upon which the CEB shall:

- a) Check on suitability of the site;
- b) Ascertain adequacy of size of the land acreage (minimum of 0.05 Ha/ $\frac{1}{8}$ acre);
- c) Confirm availability of the approved site plan by the public works as of the date of application;
- d) Ascertain availability of a valid title deed/lease of the physical facilities (renewable lease agreement of at least 8 years);
- e) Confirm availability of government approval to construct from National Construction Authority (NCA);

- f) Confirm that the institution location is not within a radius of 300 meters from a liquor selling outlet;
- g) Confirm that the distance between a proposed and existing public pre-primary school is not less than 600 meters;
- h) Approve for registration of the pre-primary education institution (**See Appendix I for requirements for registration and appendix II for procedure of registration**);
- i) Receive duly filled application form with relevant document and payment receipt (See appendices **I, II, III & IV**);
- j) Process registration of the institution within four (4) months upon receipt of the application.

Note:

- i. Possession of this certificate or County business permit shall not be a license to operate a pre-primary education institution under the Basic Education Act 2013.

4.1.2 Re-registration

Re-registration shall be done under the following conditions:

- a) Providing additional class/classes;
- b) Introducing a new curriculum or course other than the one originally registered for;
- c) Transferring the school to a new site;
- d) Re-opening a school that had been closed;
- e) Changing ownership or management of the school;
- f) Changing the name of the institution;
- g) Changing the name of the location where the school had originally been registered;
- h) Changing from private to public;
- i) Introducing pre-primary education in any existing primary school (public/community or private);
- j) Registering a de-registered school.

4.1.3 De-registration

Pre-primary education institutions shall be de-registered under the following circumstances:

- a) Failure to maintain the required standards set by the CEB;
- b) Failure to follow registration procedures prescribed in this document;
- c) Registering other schools offering the same curriculum within the same compound;
- d) Failure to offer the approved curriculum by KICD;
- e) Non-compliance with Basic Education Act, 2013 and any other applicable existing legal provisions, regulations and guidelines provided by Ministry of Education.

4.2 Institutional Framework

4.2.1 National Early Childhood Education Committee (NECEC)

4.2.1.1 Composition of the NECEC

The Cabinet Secretary in charge of education shall appoint a National Early Childhood Education Committee (NECEC) to oversee the implementation of pre-primary education whose membership shall include:

- i. Director in charge of ECDE and Teacher Education;
- ii. Director, Special Needs Education;
- iii. Director, Quality Assurance and Standards;
- iv. Director, Medical Services;
- v. Director, Children's services;
- vi. Chief Executive Officer -COG;
- vii. Chairperson, County Executive Committee Members-Education Caucus;
- viii. Chairperson, County ECD Directors caucus;
- ix. Chairperson, Primary Teachers' Training Colleges (PTTC) Principals Association;
- x. Director, Kenya Institute of Curriculum Development;

- xi. Secretary, Teachers Service Commission;
- xii. Director Kenya National Examination Council;
- xiii. Representative of private pre-primary education providers.

Ex-officio members:

- i) Representative of Non-state actors
- ii) Representative of Development Partners

4.2.1.2 Role of NECEC

NECEC shall:

- a) Provide policy direction on pre-primary education matters;
- b) Coordinate stakeholders in pre-primary education sub- sector;
- c) Mobilize resources for pre-primary education programmes;
- d) Monitor and evaluate implementation of the National Pre-Primary Education Policy and Standard Guidelines;
- e) Enhance advocacy to promote pre-primary education;
- f) Promote investment in pre-primary education;
- g) Ensure checks, controls and balances;
- h) Encourage research and innovation in pre-primary education;
- i) Establish and maintain a National Pre-primary Education Resource Centre (NPERC) for knowledge sharing, learning and workforce development;
- j) Establish and operationalize a secretariat coordinated by the Director in charge of Early Childhood Education. The NECEC Secretariat shall:
 - i. Provide advisory services to the counties on establishment and operations of county resource centres;
 - ii. Coordinate research on pre-primary education issues, share the findings and advise on best practices;
 - iii. Coordinate capacity building programmes for pre-primary education personnel;
 - iv. Mobilise pre-primary education stakeholders to develop play, learning and teaching materials;

- v. Coordinate monitoring and evaluation programmes for pre-primary education;
- vi. Coordinate activities of the NPERC.

4.2.2 County Early Childhood Education Committee (CECEC)

County governments shall establish CECEC

4.2.2.1 Composition of CECEC

County Governments shall establish CECEC comprising not more than 11 members with the following following representation:

- i. County Executive Committee Member -Education;
- ii. County Director of Education(CDE);
- iii. County Director ECD;
- iv. County Director TSC;
- v. Representative of County Commissioner;
- vi. County QASO;
- vii. County Executive Committee Member (CEC) in charge of Finance;
- viii. County Executive Committee Member (CEC) in charge of Health services;
- ix. County Executive Committee Member (CEC) in charge of Agriculture;
- x. County EARC coordinator;
- xi. County Children’s Officer.

Ex- Officio members

- i) Representative of Non-State actors
- ii) Representative of Faith Based Organisations

4.2.2.2 Role of CECEC

The CECEC shall:

- a) Establish a County based governance structure to manage pre-primary education programmes that are equitable and inclusive;

- b) Enforce effective implementation of National Pre-primary Education Policy and Standard Guidelines;
- c) Promote advocacy for access, equity, inclusion, quality and relevance of pre-primary education;
- d) Ensure prudent utilization of resources for pre-primary education;
- e) Monitor and evaluate the implementation of pre-primary education programmes;
- f) Strengthen Coordination, linkage and collaboration with other pre-primary education service providers;
- g) Ensure early identification, assessment, referrals and placements for children with special needs and disabilities;
- h) Ensure provision of specially designed equipment and facilities for children with special needs and disabilities;
- i) Ensure registered pre-primary education institutions meet accessibility standards for learners with special needs and disabilities;
- j) Ensure that pre-primary schools establish and maintain a feeding programme;
- k) Receive pre-primary school reports from the sub-counties and take the necessary measures;
- l) Ensure approved national competence-based assessment tools are adequate and effectively utilized in all pre-primary schools;
- m) Submit termly reports to NECEC on status of pre-primary education;
- n) Disseminate information on pre-primary education to stakeholders;
- o) Ensure accountability in the management of pre-primary education resources;
- p) Ensure only approved pre-primary curricula and programmes are implemented;
- q) Co-ordinate capacity building and development for pre-primary education personnel;
- r) Institute measures to enhance participation by parents, community and other stakeholders in pre-primary education;
- s) Strengthen administration and management structures at the Sub-

County, Ward and school levels;

- t) Ensure the establishment of Board of Management (BOM) in every Pre-primary school;
- u) Establish, equip, maintain and oversee County Pre-primary Education Resource Centre(CPERC);
- v) Establish and operationalize a secretariat coordinated by the Director in charge of ECDE. The CECEC secretariat shall:
 - i. Provide advisory services on pre-primary education matters in the County;
 - ii. Coordinate research on pre-primary education issues, disseminate findings and advise on best practices;
 - iii. Coordinate capacity building programmes for pre-primary education personnel;
 - iv. Mobilise pre-primary education stakeholders to develop play, learning and teaching materials;
 - v. Coordinate monitoring and evaluation of pre-primary education programmes;
 - vi. Ensure implementation of the pre-primary education policy and curriculum;
 - vii. Mobilize resources for pre-primary education;
 - viii. Advocate for needs and rights of children;
 - ix. Create awareness on the importance of early years and pre-primary programme;
 - x. Promote partnerships, networks, linkages within the pre-primary programmes for effective co-ordination and information sharing;
 - xi. Coordinate activities of the CPERC.

4.2.3 County Education Board

The County Education Board (CEB) shall be the link between the Ministry of Education and the County governments. The CEB shall:

- a) Oversee in consultation with County governments, the operation and

- management of pre-primary education programmes in the county;
- b) Coordinate and monitor pre-primary education and training programmes in the county on behalf of the County and National Governments;
 - c) Advise the County governments on selection, composition and appointment of Boards of Management (BOMs) and Parents Associations;
 - d) Ensure pre-primary institutions adhere to approved laws, policies and guidelines;
 - e) Oversee management of co-curricular activities, and talent development in pre-primary institutions in the County;
 - f) Interpret national policies in pre-primary education based on the county's needs;
 - g) Initiate proposals for policy reforms;
 - h) Plan, promote, develop, and coordinate pre-primary education, training and research in the county in accordance with the national pre-primary education policy and the laws and regulations of the county government;
- a) Collaborate with Boards of Management, Head teachers and other appropriate authorities in the management of pre-primary institutions;
 - b) Register and maintain a data bank of all pre-primary schools and pre-primary training institutions within the county;
 - c) Monitor curriculum implementation in pre-primary institutions in the county;
 - d) Monitor the conduct of assessments in pre-primary institutions in the county in collaboration with all relevant national bodies;
 - e) Collaborate with the Teachers Service Commission on pre-primary school teacher registration;
 - f) Prepare and submit a comprehensive County Pre-Primary Education Annual Report to the Cabinet Secretary;
 - g) Ensure data for all pre-primary education institutions in the County is captured in the National Education Management Information

System(NEMIS);

- h) Coordinate with all relevant agencies to ensure that all the barriers to the right to access equitable, inclusive, relevant and quality pre-primary are removed;
- i) Co-ordinate networking and collaboration among pre-primary stakeholders in Kenya and the region;
- j) Put measures in place to ensure all girls and boys have access to quality and equitable pre-primary education for two years so that they are ready for transition to Grade 1;
- k) Establish County Parents Associations and ward Parents Associations elected by Parents Associations from pre-primary school through a delegate system.

4.2.4 Boards of Management (BOM)

4.2.4.1 Composition

There shall be a Board of Management for every Pre-Primary school comprising the following seven (7) members customized from the “composition of BOM” as stipulated in section 55 of the *Basic Education Act, 2013*:

- a) Two persons elected to represent parents of children in the pre-primary school;
- b) One person nominated by the County Government from the education department;
- c) One representative of the pre-primary school teaching staff elected by fellow teachers;
- d) One representative of the sponsors of the school to represent special interest groups;
- e) One person to represent persons with special needs and disabilities;
- f) Head teacher/teacher in charge who shall be the secretary to the BOM;
- g) A maximum of two co-opted members whose knowledge and skills are necessary for the performance of the functions of the board.

4.2.4.2 Functions

The BOM shall:

- a) Promote the best interests of the institution and ensure its development;
- b) Develop Strategic and Development Plans for the pre-primary school;
- c) Adapt and implement communication strategy for the pre-primary school;
- d) Promote quality care, nutrition and health status of pre-primary school children;
- e) Ensure holistic development of pre-primary school children including those with special needs and disabilities;
- f) Provide a secure physical and psycho-social environment for the pre-primary school children;
- g) Sensitize parents against cultural beliefs and practices that hinder access to pre-primary education;
- h) Identify and prioritize the needs of pre-primary schools within their communities;
- i) Develop viable strategies to meet the needs of the pre-primary school and community;
- j) Mobilize parents and local communities to support pre-primary education programmes;
- k) Manage pre-primary education programmes effectively;
- l) Mobilize local resources to support pre-primary education programmes;
- m) Account for any funds allocated to the pre-primary school;
- n) Ensure provision of quality and relevant services for the pre-primary school children including those with special needs and disabilities;
- o) Ensure that pre-primary school facilities adhere to the prescribed standard guidelines;
- p) Ensure that pre-primary school facilities are adequate and well maintained;

- q) Liaise with relevant authorities to provide basic needs for vulnerable children;
- r) Liaise with relevant authorities to promote the rights, welfare and safety of all pre-primary children and staff;
- s) Create awareness on the importance of the pre-primary education programmes;
- t) Ensure regular and timely communication on the status of the pre-primary school;
- u) Advise the County Government on the staffing needs of the pre-primary school;
- v) Facilitate and ensure the provision of guidance and counselling to all children in the pre- primary school;
- w) Promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of hate speech and elimination of tribalism in the pre-primary school;
- x) Encourage learners, staff, parents, community and other stakeholders to render voluntary services in the pre-primary school;
- y) Ensure that every pre-primary school submits a quarterly report to the ward ECD co-coordinator with a copy to CEB;
- z) Submit an annual report to the County Education Board.

1.1.5 Parents Association

1.1.5.1 Composition

- a) There shall be a Parents Association for every pre-primary school comprising every parent who has a child in the school; and teacher representatives;
- b) There shall be an Executive Committee elected during the annual general meeting;
- c) The Executive Committee shall consist of the Headteacher/Teacher in charge, parents' representatives of each class and one teacher representing each level (PP1 & PP2);

- d) The Head teacher/Teacher in charge of the pre-primary school shall be the Secretary to the Association;
- e) The Executive committee shall at its first meeting, shall elect a chairperson from amongst the persons elected;
- f) The Chairperson and two other members of the Executive committee shall be incorporated in the Board of Management.

Note: There shall be established a National Parents Association, County Parents Associations and Sub-County Parents Associations for all pre-primary schools elected by Parents Associations from schools through a delegate system.

4.2.5.2 Functions

The Parents Association shall:

- a) Carry out advocacy on the importance of pre-primary education;
- b) Promote quality care, nutrition and health status of the children;
- c) Promote good working relationship between teachers and parents;
- d) Discuss and advise parents on their role in promoting the welfare of pre-primary school children;
- e) Explore ways to identify and nurture talents of the pre-primary school children;
- f) Support BOM in monitoring school activities;
- g) Discuss and recommend measures to promote the rights and welfare of children and staff members;
- h) Hold at least one meeting per term to deliberate on pre-primary education matters;
- i) Embrace delegate system to ensure that pre- primary school matters are deliberated at high levels;
- j) Undertake and oversee development projects in pre-primary schools;
- k) Support pre-primary school management in monitoring, guidance, counselling and discipline of children.

4.2.5.3 Role of parents

Parent shall:

- a) Ensure that children attend school as required;
- b) Provide primary care for children;
- c) Participate in development of play and learning materials;
- d) Participate in key stakeholders' meetings;
- e) Be a communication link on matters arising between the children and teachers;
- f) Be actively involved in character formation and holistic development of children;
- g) Promote sound moral and religious values in children;
- h) Inculcate in children positive attitude towards good health, nutrition and environmental protection;
- i) Participate in resource mobilization activities and development projects in the pre-primary school.

4.3 Management, Supervision and Accountability

4.3.1 National Government

The Ministry of Education in collaboration with County governments shall:

- a) Ensure pre-primary education is integrated into basic education;
- b) Ensure that every public and private primary school has a pre-primary I and II classes for children aged 4 and 5 years respectively;
- c) Ensure seamless transition of pre-primary school children to Grade 1;
- d) Mainstream pre-primary education teacher training into public PTTCs;
- e) Develop/review and disseminate pre-primary education policy and standards guidelines;
- f) Put mechanisms in place to ensure networking and advocacy for pre-primary education programmes;
- g) Ensure timely advertisement, recruitment and selection of pre-primary education personnel for training;

- h) Address administrative issues emanating from the counties for better programme implementation;
- i) Develop National monitoring and evaluation (M&E) tools;
- j) Carry out regular monitoring & evaluation of the pre-primary education programmes;
- k) Ensure accurate pre-primary education data is consolidated in the National Education Management Information System (NEMIS);
- l) Analyse, document and disseminate pre-primary education data and reports to stakeholders;
- m) Liaise with the line Ministries for capacity building of pre-primary education teachers and other personnel on health issues, child rights and protection;
- n) Coordinate development partners and other stakeholders on pre-primary education.

4.3.2 County governments

The county governments shall:

- a) Provide adequate pre-primary school infrastructure;
- b) Provide adequate instructional and safe play materials;
- c) Facilitate quality assurance and assessment;
- d) Facilitate social mobilization and advocacy for pre-primary school children including those with special needs and disabilities;
- e) Provide a sustainable feeding programme in pre-primary schools;
- f) Provide funds for research and regulatory framework for pre-primary education;
- g) Provide capitation grants;
- h) Facilitate capacity building for ECE teachers and officers;
- i) Oversee formation of BoMs;
- j) Ensure that all pre-primary schools are audited by certified authority;
- k) Carry out regular monitoring and evaluation of pre-primary education programmes;
- l) Develop and maintain linkages and partnerships for pre-primary education

programmes;

- m) Collect, collate and disseminate pre-primary education data;
- n) Ensure accurate data for all pre-primary education is captured in NEMIS.

4.4 Discipline and Appeals

4.4.1 Discipline

The County Education Board shall:

- a) Liaise with Director QAS to close any pre-primary Education Institution that does not adhere to education standard guidelines;
- b) Take action against any person who abuses and/or neglects a child either at the pre-primary schools or at home, including denying the child access to education;
- c) Take disciplinary action against any pre-primary education service provider who does not give adequate supervision/care to children entrusted to them or fails to report on duty as per laid down code of regulations;
- d) De-register any pre-primary education institution whose manager or proprietor employs teachers who do not meet the standards stipulated in these guidelines (**Refer to section 3.4**);
- e) Interdict any pre-primary education service provider found culpable of financial malpractices, pending investigations;
- f) De-register any pre-primary school whose manager/ proprietor/head teacher subjects children to academic interviews/examinations for promotion to the next level or forces children to repeat grades.

4.4.2. Appeals

- a) A manager/proprietor wishing to appeal against any disciplinary action

taken against their pre-primary education institution shall do so in writing to the CEB stating reasons why that action should be withdrawn;

- b) Pre-primary education service providers wishing to appeal against any disciplinary action taken against them shall seek redress as per laid down code of regulations within their Counties;
- c) Service providers in private pre-primary education institutions wishing to appeal against any disciplinary action taken against them shall seek redress from the Ministry of Labour as per laid down code of regulations.

5.0 STANDARDS FOR RESEARCH, MONITORING, EVALUATION AND REPORTING

Ministry of Education and County Government shall:

- a) Develop and implement a monitoring, evaluation and reporting framework for pre-primary education institutions;
- b) Conduct action research to advise policy makers and other service providers in Pre-primary Education;
- c) Evaluate performance, through use of instruments that directly measure training programmes' quality, to address existing gaps;
- d) Explore, discover and share best practices in ECE, through documentation, publication, dissemination and in-service training;
- e) Maintain statistical data for pre-primary education to guide in decision making;
- f) Conduct research to determine current trends in Pre-primary Education;
- g) Conduct research to verify findings and improve implementation of pre-primary education programmes;
- h) Publish and disseminate research findings in early childhood education sector;

- i) Provide possible solutions to challenges facing early childhood education sector;
- j) Design and implement innovations in provision of quality pre-primary education and training;
- k) Analyze evaluation reports with a view of applying new strategies for quality education and training;
- l) Carry out monitoring and evaluation to determine drawbacks to achieving optimal learning outcomes in pre-primary education and training;
- m) Conduct monitoring and evaluation to determine effectiveness of curriculum implementation and use of the National Competence Based Assessment Tool;
- n) Develop and regularly review the ECE programme improvement plan, assess progress throughout the year and provide the information to all relevant stakeholders.

6.0 STANDARDS FOR FINANCING AND PARTNERSHIPS IN PRE-PRIMARY EDUCATION

6.1 Role of National Government

- a) Establish public Pre-primary Teacher Training Colleges;
- b) Support in maintenance/rehabilitation of public Pre-Primary Teacher Training Colleges;
- c) Remunerate tutors and support staff in public Pre-primary Teacher Training Colleges;
- d) Facilitate monitoring and evaluation in Pre-primary Teacher Training Colleges.

6.2 Role of County Governments

- a) Provide capitation grants for children in public pre-primary schools for play and learning materials, meals and nutrition, and co-curricular activities;

- b) Provide funds for research, monitoring and evaluation;
- c) Remunerate Pre-primary teachers.

6.3 Role of Families and Communities

- a) Support in provision of play, teaching and learning materials;
- b) Support establishment and sustainability of feeding programmes and Growth Monitoring and Promotion (GMP);
- c) Ensure children's care, safety, security and protection;
- d) Work closely with the pre-primary school teachers to ensure smooth running of the pre-primary programmes;
- e) Follow up the progress and welfare of individual children in pre-primary schools;
- f) Provide moral and spiritual guidance in children.

6.4 Role of Civil Society Organization (CSOs) and Development Partners

CSOs and Development partners shall:

- a) Support community initiatives in the provision of pre-primary education services;
- b) Mobilize partners' resources, preferably to a common pool, in support of pre-primary education services;
- c) Support capacity development and awareness raising plans for county legislation to promote greater investment in pre-primary education;
- d) Enhance advocacy against cultural beliefs and practices that hinder access to pre-primary education;
- e) Facilitate provision of moral and spiritual guidance in pre-primary schools;
- f) Provide material and psychosocial support to children with special needs and disabilities, orphans and most vulnerable children;
- g) Facilitate inter-disciplinary and multi-sectoral linkages and collaboration in support of pre-primary education programmes;
- h) Provide resources for technical and material support for pre-primary education service providers;

- i) Provide support for innovation and scale up of pre-primary education programmes;
- j) Support capacity development of pre-primary education personnel;
- k) Support pre-primary education institutions in emergency response and disaster preparedness strategies.;
- l) Provide play and learning materials, food and non-food items for the marginalized and vulnerable children;
- m) Establish psychosocial support systems to facilitate learning in case of emergencies;
- n) Liaise with County Governments to establish mechanisms of ensuring that orphans and Most Vulnerable Children (MVCs) access pre-primary education services;
- o) Advocate for the rights of children and protection against any form of abuse.

6.5 Role of Universities and other Research institutions

Universities and other research institutions shall:

- a) Link with relevant ministries, institutions and private sector in identification of research gaps in pre-primary education sector;
- b) Support in continuous capacity development of pre-primary school teachers and other personnel;
- c) Support County Governments to establish pre-primary model schools;
- d) Conduct research on cultural beliefs and practices and other issues affecting children, families and learning institutions;
- e) Share knowledge and best practices on pre-primary education with relevant stakeholders to inform implementation of pre-primary education programmes.

APPENDIX I: CHECKLIST FOR REGISTRATION OF PRE-PRIMARY EDUCATION INSTITUTION

S/N	Registration particulars	Available	
		YES	NO
1	A copy of the Registration of the institution's Business Name under the Business Names Act or A certified copy of the registration of the organization as a Society or Limited Company and a copy of the Memorandum of Association.		
2	Duly completed and signed application forms for the institution.		
3	Duly Completed and signed application forms for the Manager of the institution.		
4	A recent full institution inspection report signed by the Sub-County/County Quality Assurance and Standards Officer in person and counter-signed by the SCDE in person.		
5	A detailed recent Public health/Sanitary Inspection Report (stamped and signed).		
6	Title Deed/Allotment letter or a valid Lease Agreement covering a period of not less than 5 years/ letter from Land Control Board certifying the concurrence of the community (for public institutions). The lease agreement must be drawn and signed by a commissioner of oaths		
7	Certified copies of professional and academic certificates of all teachers/Manager.		
8	Certified copies of registration certificates of the teachers with T.S.C		
9	Supporting CEB minutes or Extract from the CEB or any other authorized body's minutes signed by the Secretary and Chairman.		
10	Site/Plan/Sketches of the institution approved by relevant authorities showing the existing facilities and future development or extension plans, where applicable.		
11	certificate of occupation issued by the relevant authority		
12	Building standards report by National Construction Authority (NCA);		
13	Registration fees (where applicable) as set by relevant ministries payable to the Principal Secretary in charge of education. Money/Postal orders NOTACCEPTABLE		

APPENDIX II: PROCEDURE FOR ESTABLISHING EDUCATIONAL AND TRAINING INSTITUTIONS

The procedure detailed below will be followed when applying for authority to establish of a pre-primary school or training institution.

S/N	Step	Description
1	Application to CEB and Local Authority	The applicant will apply to the CEB and relevant Local Authority for permission to establish an Educational Institution in a specific location.
		In support of the application, the applicant will provide the following: <ul style="list-style-type: none"> i) Name of the proposed Institution ii) Name and qualifications of the manager iii) Land Registration (LR) iv) Number/Leasehold and site plan
2	Approval by the CEB	The CEB approves application to start a pre-primary school/training institution
		The CEB issues the registration guidelines
3	Application for Registration	Formal application for registration
		Submission of forms to the CEB through the CDE
4	Processing of Application	Upon receipt of the application for registration, the CEB shall acknowledge receipt within 14 days
		The CEB shall act on application of registration within four months of receipt of complete documents from applicant.
5	Issuance of Provisional Certificate	Upon approval, the CEB shall issue a provisional certificate of registration signed by the authorized officer
		A copy of the provisional certificate shall be forwarded to the MOE by the CEB
6	Application for Full Registration	The applicant should apply (to MOE through the CEB) for full registration within the 18 months of initial registration.
		The secretary to the CEB will forward for recommendation (of the Institution for full registration) to the Minister with registration documents to MOE headquarters within 2 weeks of decision by DEB.

7	Processing of application for Full Registration	<p>The registration desk at MOE Headquarters shall acknowledge receipt of documents to be given within two weeks to applicant.</p> <p>If all documents are in order, full registration of the institution shall be made within 3 months.</p>
---	---	--

APPENDIX III: APPLICATION FORM FOR REGISTRATION OF PRE-PRIMARY EDUCATION INSTITUTION

(TO BE FILLED IN TRIPLICATE)

PART I

1. Legal Name of the Institution _____

2. Address of Institution _____

Telephone: _____

E-mail _____

Fax No. _____

3. Location of Proposed Institution

County _____ Sub-County _____

Division _____

Ward _____ Zone _____

Location _____ Sub-Location _____

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

Type	Description	Response
Pre-Primary School	Half Day	
	Full Day	
Training Institution	Day-Male	
	Day-Female	
	Day-Male/Female	
	Boarding-Male	
	Boarding-Female	
	Boarding- Male/Female	

5. Sponsor/Proprietor Particulars

Name _____

Designation _____

Address _____

PIN Number _____

ID/Passport Number _____

6. Management (Private/Public)

7. Curriculum to be offered (K.I.C.D./any other K.I.C.D approved)

- (a) Classes/grade to be catered for _____
(b) Number of streams per Class/Grade _____
(c) Arrangements for persons with special needs. Give details

8. Proposed Maximum number of children/learners to be enrolled

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

9. Nature of buildings:

- (a) Temporary: _____
(b) Semi-Permanent _____
(d) Other, explain _____

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

- a) Existing Registration Number: _____
b) Reasons for Re-registration: _____
c) Children/learners Enrolment: _____

11. Declaration by the Applicant:

I hereby declare that I have read the Education Standards Requirements for Registration of Pre-Primary Education and Training Institution, Ministry of Education and the institution will be conducted in accordance with its provisions, and that of the Education Act, 2013

Signed: _____

Full Name _____

ID NO. /Passport No.: _____

Designation of Applicant: _____

DATE _____

OFFICIAL STAMP _____

PART II

12. To be completed by the Sub-County Education Office
Recommended/Not recommended (if not recommended, give reasons)

Ref. Min. _____

FULL NAME: _____ Sign _____

Date: _____ Signed/Official Stamp _____

PART III

13. To be completed by the County Director of Education

Recommended/Not recommended
(If not recommended give reasons)

Ref. Minutes of CEB: _____

FULL NAME: _____

Date _____ signed/Official Stamp: _____

PART IV

14. Decision of the Minister for Education

APPROVED/NOT APPROVED (if not approved give reasons)

Sign/Official Stamp _____

Date _____

REGISTRATION CERTIFICATE ISSUED ON: _____

CERTIFICATE NUMBER: _____

APPENDIX IV: REGISTRATION FEES FOR PRE-PRIMARY EDUCATION INSTITUTIONS

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

Public /community ECDE Centres and ECDE teacher training institutions

Type of registration	Amount
Provisional registration	Nil
Full registration	Ksh 2,000/=
Re-registration	Ksh 2,000/=

Religious organizations/Institutions

Type of registration	Amount
Provisional registration	Ksh 5,000/=
Full registration	Ksh 5,000/=
Re-registration	Ksh 5,000/=

Private Educational Institutions

Type of registration	Amount
Provisional registration	Ksh 10,000/=
Full registration	Ksh 10,000/=
Re-registration	Ksh 10,000/=

APPENDIX V: APPLICATION FOR APPROVAL AS MANAGER OF PRIVATE EDUCATIONAL INSTITUTION

(In Accordance with Basic Education Act of 2013.

To be completed in triplicate by the applicant and forwarded to the Sub-County Director of Education.

PART 1

1. Name: _____

Identity/Passport No: _____

Address (Postal): _____

E-mail _____ Telephone: _____

Fax: _____

2. Relevant qualifications and experience (attach certified copies)

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

Name of Institution attended	Duration		Qualifications attained
	From:	To:	

(ii) Professional qualifications

Name of Institution attended	Duration		Qualifications attained
	From:	To:	

(iii) Work Experience (attach supportive documents)

Organization	Duration		Position/Designation
	From:	To:	

3. Location of Institution:

County _____

Sub County _____

Ward _____

4. Type of Institution (Pre-primary school/Training College) _____

5. Curriculum offered _____

6. Name and addresses of two referees (one of whom is an educationist):

Name _____ Designation _____

Address _____ Telephone: _____

E-mail _____

Name _____ Designation _____

Address _____ Telephone: _____

E-mail _____

Applicants Declaration: I declare that the information given in this form is true and accurate

Full Name: _____

Signature: _____

Date: _____

PART II: To be completed by the Sub-County Director of Education after making necessary investigations.

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

FULL NAME: _____

OFFICIAL STAMP _____

DATE _____ SIGN _____

PART III: Decision of the County Director of Education.

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

NAME _____

DATE _____ SIGN _____

OFFICIAL STAMP _____

APPENDIX VI: MONITORING TOOL FOR QUALITY ASSURANCE AND STANDARDS IN PRE-PRIMARY SCHOOL

1. Name of Pre-primary school _____

Registration No. _____

2. County _____ Sub-County _____

Ward _____

3. Enrolment: (insert a table)

By level

Level	Boys	Girls	Total
Pre-primary 1			
Pre-primary 2			
Grand total			

By age

Age	Boys	Girls	Total
4 years			
5 years			
Others(specify)			
Grand total			

4. Average No. of children per class _____

5. Number of care givers _____

7.Physical facilities Availability			Remarks
	Yes	No	
Learning structure (building)			
Permanent building			
Buildings in good conditions			
Adequate ventilation			
Adequate lighting			
Class rooms of standard size (8m x 6m)			
Classrooms with lockable doors			
Classrooms with lockable windows, opening outwards without grills			
Indoor space adequate			
Learning corners			
Type of roof (tick as appropriate)			
i. Iron			
ii. Thatched			
iii. Tiles			
iv. Other (Specify)			
Roof in good condition			
Type of walls (tick as appropriate)			
i. Mud			
ii. Plastered			
iii. Timber			
iv. Iron sheet			
v. Brick			
vi. Stones			
vii. Other (specific)			
Walls in good condition			
Type of floor (tick as appropriate)			
i. Earthen			
ii. Cemented			
iii. Other (specify)			
Floors in good condition			
Toilets			
i. Caregivers/staff toilets			
ii. Children's toilets			
iii. Separate toilets for boys and girls			
iv. Suitable toilet apertures			

v. Ratio for boys			
vi. Ration for girls			
vii. Toilets are in good conditions			
Furniture			
i. Child appropriate chairs			
ii. Child appropriate tables			
iii. Shelves			
iv. Teacher tables			
v. Teacher chairs			
General condition of classroom furniture			
Play Ground			
i. Play space is adequate			
ii. Playground is well kept			
iii. Playground is fenced			
iv. Long grass/bushes are cut			
v. There are no sharp and dangerous object			
vi. There are no holes and pits on the playground			
vii. There are outdoor fixed equipment			
Play and Learning materials/ Equipment			
<i>i. Outdoor play equipment</i>			
a) Swings			
b) Slides			
c) Climbing frame			
d) See Saw			
e) Bouncing castle			
f) Sand pit			
g) Water Table			
h) Tunnels			
i) Balancing Beam/Frame			
j) Others (specify)			

k) Condition of play materials/equipment			
a) Equipment are appropriate sizes for ECD children			
b) Equipment are regularly serviced and maintained			
c) There is a soft-landing place for slides			
d) Swings are at a low level for ECD children			
e) There is adequate play equipment for the number of children at the Centre			
ii. <i>Outdoor Play materials</i>			
a) Balls			
b) Skipping ropes			
c) Hula loops			
d) Dolls			
e) Tyres			
f) Kites			
g) Others (specify)			
Outdoor play equipment is in good condition			
iii. <i>Indoor Learning and play materials</i>			
a) Counters			
b) Number Chart			
c) Letter Charts			
d) Flashcards			
e) Picture books			
f) Story books			
g) Colouring books			
h) Workbooks			
i) Plasticine/modelling clay			
j) Dolls			
k) Crayons			
l) Toys			
m) Nature corner			
n) Weather Chart			
o) Abacus			
p) Weighing scale			
q) Puppets			
r) Model (animals, vehicles, people in various professions)			
s) Others (specify)			
8. Administrative records			
i. Admission register			
ii. Attendance Register			

iii. Log Book			
iv. Visitors Book			
v. Ledger Books			
vi. Inventory Books			
vii. Cash Book			
viii. Receipt Books			
ix. Others (specify)			
9. Professional records			
i. Progress Records			
ii. Schemes of Work			
iii. Weekly Programme of Activities			
iv. Lesson Plan			
v. Progress Assessment Records			
vi. Health Records			
vii. Others (specify)			
10. Pre-primary Education Curriculum			
i. KICD pre-primary education curriculum designs			
ii. Teachers' Guides			
iii. Other KICD approved pre-primary curriculum (specify)			

11. Health and Nutrition	Tick as appropriate		Remarks
	Yes	No	
<ul style="list-style-type: none"> i. Growth Monitoring & Promotion (GMP) services are offered at the school. ii. Health cards are available for all children. iii. Nearest health centre works with teachers to provide GMP services iv. If GMP activities are carried out in the centre, parents in the neighbourhood bring children for immunization and other medical services. v. Children appear healthy and energetic vi. Children appear malnourished vii. Cooks have health certificates viii. Deworming for children is done in the school ix. Deworming tablets are provided by staff of a nearby health centre x. Deworming is done twice a year for children (If not specify_____) xi. Parents are notified in case of children illness while at school. xii. In cases of emergency parents' consent is given before taking children to the hospital xiii. First aid kit is available 			

12. Feeding Programme			
<ul style="list-style-type: none"> i. School has a feeding programme ii. If yes, food is prepared at the school iii. If food is brought from home there are storage racks in the pre-primary school. iv. If food is prepared at the centre, there is a kitchen. v. The kitchen has lockable kitchen doors and windows vi. Kitchen is well-ventilated vii. Kitchen has non-leaking roof viii. Drying racks are available ix. Cooks are clean and neat x. Children take ten o'clock snack xi. Porridge is enriched If enriched specify ingredients used..... xii. Lunch is offered at the pre-primary school xiii. In your opinion, is the lunch made of a balanced diet? xiv. There are alternative arrangements for children who cannot eat the foods provided due to allergies or other reasons xv. Utensils are properly cleaned xvi. Feeding process is orderly (washing hands, all children served, no pushing, small babies helped to feed) xvii. Children are allowed to enter the kitchen 			
13. Resting/sleeping spaces			
<ul style="list-style-type: none"> i. There is a resting place for the children (full day Pre-primary schools) ii. There are appropriate bedding/sleeping materials 			

APPENDIX VII: MONITORING TOOL FOR ECDE TRAINING INSTITUTION

Institution Name: _____
 Address: _____ Tel: _____
 County: _____ Sub-County: _____
 Ward _____
 Date of Registration: _____ Registration No _____
 Day _____ Boarding _____
 Day & Boarding _____

1. Courses offered:

Course	Entry Grade	No. of Students		Total
		Males	Females	

2. Physical facilities

Facilities	Number		Condition	Remarks
Classes				
Offices				
Toilets	Males	Females		
Dormitories				

3. Trainers details

Name	Highest Qualification	Duties	Courses taught
1			
2			
3			
4			
5			
6			

4. Availability of Financial Records

- i) Receipt Book Yes () No ()
 ii) Cash Book Yes () No ()
 iii) Fees register Yes () No ()

Remarks: _____

5. Availability of Administrative Records

- i) Admission Register Yes () No ()
- ii) Class Register Yes () No ()
- iii) Stores Ledger Yes () No ()

Others/Remarks: _____

- iv) Availability of Legal documents: -
- v) TSC Code of Ethics Yes () No ()
- vi) Employment Act Yes () No ()
- vii) National Pre-Primary Education (PPE) Policy Yes () No ()
- viii) National PPE Implementation Guidelines Yes () No ()
- ix) Basic Education Act Yes () No ()
- x) Children’s Act Yes () No ()

Others/Remarks: _____

6. Availability of Training documents

Type	Available		Remarks
	Yes	No	
KICD PPE curriculum designs			
Other Curricula approved by KICD			
Reference Materials			
Lesson Plans			
Scheme of work			
Record of Work Covered			
Assessment Records			
Training Notes			

Others/Remarks: _____

7. Training Resources

Type	Available		Remarks
	Yes	No	
Office Equipment			
Computer Room			
Resource Centre/Library			
Material Development Room			
Teaching Aids			

8. Boarding facilities

Facility	Tick as appropriate		Remarks
	Yes	No	
1. Hostels/Dorm			
i) Available			
i) Adequate			
ii) Clean			
2. Sanitation facilities			
i) Available			
ii) Adequate			
iii) Clean			
3. Water			
i) Available			
ii) At strategic points			
iii) Clean			
4. Meals			
i) Adequate			
ii) Healthy			
iii) Well prepared			

APPENDIX VIII: MONITORING TOOL FOR ECDE TRAINERS

Name of Institution: _____
 County _____ Sub-County: _____
 Ward _____
 Trainer's Name: _____ TSC No. _____
 Highest Qualification: _____ Job Group _____
 Sex _____ Age _____
 Courses taught: _____
 Date: _____ Time _____

(Tick as appropriate)

Training Documents	Tick as appropriate		Remarks
	Yes	No	
1. Schemes of Work			
Available			
Appropriate			
Upto Date			
2. Lesson Plan			
Available			
Appropriate			
Upto Date			
3. Reference Materials			

Available			
Appropriate			
4. Teaching Aids			
Available			
Appropriate			
5. Learning materials			
Available			
Appropriate			
Adequate			
6. Availability of other Records			
KICD Curriculum designs			
Other Curricula approved by KICD			
Class Register			
Assessment Records			
Record of Work Covered			

7. Teacher-student relationship: - Good () Average ();Below average ()

8. Poor ();

Remarks: _____

9. Introduction: Relevant (); Suitable (); Not relevant (); Not suitable ();

10.

11. Lesson Development: - Good () Average () Below average () Poor ();

12.

13. Conclusion: - Good () Average () Below average () Poor ()

14.

15. 11. Materials made by students

16. Attractive (); Suitable (); Adequate (); Durable (); Safe (); Tidy ();
Special Needs user friendly ();

Remarks: _____

Monitoring _____

Officer's Name: _____

Designation: _____

Telephone: _____

E-mail: _____

Date: _____ Signature: _____

APPENDIX IX: PRE-PRIMARY TEACHERS ASSESSMENT FORM

County _____ Sub-County _____
 Ward _____
 Training Institution _____
 Pre-Primary School _____ Level: _____
 Enrolment: Boys _____ Girls _____
 Name of Trainee _____ Registration No _____
 Date _____ Time _____
 Assessment (I, II, III) _____

Item	Activities	Assessor's remarks	Marks awarded
Preparation	Scheme of Work (10 marks) <ul style="list-style-type: none"> ❑ Availability ❑ Relevance ❑ Suitability ❑ Use ❑ Objectives – SMART 		
	Lesson plan (10 marks) <ul style="list-style-type: none"> ❑ Availability ❑ Learner centred ❑ Relevance ❑ Suitability and use 		
Presentation	Introduction (5 marks) Lesson development (30 marks) <ul style="list-style-type: none"> ❑ Teacher child interaction ❑ Involvement of children in learning activities ❑ Methods used (participatory) ❑ Sequencing of activities ❑ Mastery of content Conclusion (5 marks)		

Personal presentation	(10 marks) <ul style="list-style-type: none"> ❑ Teacher’s confidence ❑ Teacher’s warmth ❑ Grooming ❑ Gender sensitivity ❑ Language ❑ Teacher’s initiatives 		
Records availability/ use	(10 marks) <ul style="list-style-type: none"> ❑ Progress Records ❑ Health Records ❑ Attendance Register ❑ Record of work ❑ Timetable ❑ Neatness of records 		
Learning Materials	(10 marks) <ul style="list-style-type: none"> ❑ Appropriateness ❑ Safety ❑ Relevance ❑ Durability ❑ Adequacy ❑ Usage ❑ Improvisation/ innovativeness ❑ Display of materials 		
Classroom management	(10 marks) <ul style="list-style-type: none"> ❑ Classroom organization/display ❑ Cleanliness ❑ Class control and discipline ❑ Children’s work/ display ❑ Time management 		
	Additional remarks		
	TOTAL (100 Marks)		

Name of Assessor _____ Signature _____

Station and address of Assessor _____

Name of trainer _____ Signature _____

Filled in Triplicate

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

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

APPENDIX X: MONITORING TOOLS FOR CHILDREN WITH SPECIAL NEEDS AND DISABILITIES IN PRE-PRIMARY SCHOOL

PART I: Background Information

1. Location of Institution: County _____ Sub-County _____

Ward _____

2. Name of the Institution _____

3. Address of Institution _____

Telephone: _____ E-mail _____

4. Type of Pre-Primary School (Tick as appropriate)

Description	Response
Half Day	
Full Day	
Public	
Private	

PART II: Institutional Management Documents

5. Does the school have the following documents (Tick where necessary)

S/N	Availability of Management Documents	Response		Remarks
		Available	Not Available	
a)	Persons with Disabilities Act (2003)			
b)	Kenya National Disability Policy (2004)			
c)	Policy on Special Needs Education for children with Disabilities?			
d)	Records of children with Special Needs and disabilities			

PART III: Human Resource Management

6. What is the teacher/pupil ratio for children with Special Needs and disabilities as per the recommendations in the standard guidelines? _____

7. Do the teachers have any special training on handling children with Special Needs and disabilities? Yes/ No _____
8. Does the school have mechanisms to identify and assess children with Special Needs and disabilities as recommended in the standard guidelines? Yes/ No _____
9. Do the teachers work closely with the assessment Centre and parents of children with SNE? Yes/ No _____
10. Is the support staff/children with Special Needs and disabilities ratio as recommended in the standard guidelines? Yes/ No _____

PART IV: Curriculum Implementation

11. Does the school have relevant adapted curriculum?
Yes/No _____
12. Are low attaining learners treated like high attaining learners?
Yes/ No _____
13. What is the language of instruction for learners with hearing impairment? (Homemade/Kenya Sign Language) _____
14. Does the school have relevant teaching learning materials for use by children with different disabilities? (Yes/ No) _____
15. Is the work of all children including those with disabilities displayed within their classrooms? (YES/NO) _____
16. Are the support staff trained on handling children with Special Needs and disabilities? (YES/NO) _____
17. Does the school have Individual Education Programme for children with special needs and disabilities? (YES/NO) _____

PART VI: Institutional Community Relations

18. Does the community support mainstreaming of children with Special Needs and disabilities in pre-primary schools?

Yes/No _____

19. Are parents of children with Special Needs involved in the affairs of the school? Yes/No _____

20. Are parents of children with Special Needs and disabilities involved in the academic progress of their children? Yes/No _____

PART VII: Learner Welfare and Development

21. Are there separate adaptable latrines/toilets for boys/girls with Special Needs and disabilities? Yes/No _____

22. Is there safe water that is accessible to children with Special Needs and disabilities? Yes/No _____

23. Are the facilities appropriately adapted to suit the needs of learners with special needs and disabilities? Yes/No _____

24. Is there training on activities of daily living for children with Special Needs and disabilities in the school? Yes/No _____

25. Does the pre-primary school have access to Health personnel to handle issues of children with disability? Yes/No _____

26. Does the centre have guidance and counselling service for abused children with special needs and disabilities/ their parents? Yes/No _____

27. Are the recreation facilities accessible and relevant to children with Special Needs and disabilities? Yes/No _____

28. Are all the children in pre-primary schools expected to attend classes together irrespective of their disabilities? Yes/No _____

29. Are the needs of the Deaf and Blind learners considered in sign language and Braille communication? Yes/No _____

Monitoring Officers Name _____

Designation _____ **Telephone** _____

E-mail _____

Date _____ **Sign** _____

APPENDIX XI: GENERAL SCREENING TOOLS FOR CHILDREN WITH SPECIAL NEEDS IN PRE-PRIMARY SCHOOLS

Ref No: _____

Date: _____

Place of Screening: _____

Child brought by: _____

1. Background Information

Name: _____

Name child is called at home/school: _____

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

Child's residential address: _____

Parents/Guardian

Father's full name _____ Age _____

Educational Level _____

Occupation _____

Permanent Address _____

Telephone Number _____ E-mail _____

Mother's full name _____ Age _____

Educational level _____

Occupation _____

Permanent Address _____

Telephone Number _____ E-mail _____

Guardian's full name _____ Age _____

Educational Level _____

Occupation _____

Permanent Address _____

Telephone Number _____ E-mail _____

Physical Location of child

County _____ Sub-County _____

Ward: _____

Name of chief: _____

Name of Ass. Chief _____

Village/Estate: _____

Ethnic Group: _____

(Nationality if not Kenyan) _____

2. Educational Background

Is the child enrolled in school? Yes/No _____

If Yes, give the pre-primary school particulars below

Name of school _____

Address _____

Telephone No. _____

Class _____

Type of school (Provide your response in the table below)

S/N	School Categories	Response (tick where necessary)
1	Regular school	
2	Inclusive school	
3	Special Residential school	
4	Integrated programme	
	a) Resource room	
	b) Special class	
	c) Small home	
	d) Inclusion class	
5	Charitable home (specify)	
6	Non-formal education	
7	Rehabilitation	

If the child is not in school, give reasons

3 Child's Complaints/Problems

Source	Complaints/Problems
Parents/Guardians	
Teacher	
Child	
Significant Others	

* Whenever possible get as much information from the child.

Summary of Complaints

Complaints/Problems	For How Long?
(i) Visual difficulties	
(ii) Motor/Musculoskeletal Difficulties	
(iii) Joint pains	
(v) Hearing difficulties	
(vi) Mentally challenged	
(vii) Psychosocially different	
(viii) Communication difficulties	
(ix) Specific learning difficulties	
(x) Learning disabilities	
(xi) Multiply challenged	
(xii) Cerebral Palsy (C.P.)	
(xiii) Others (specify)	

4. Does the child suffer from any known chronic health conditions?

Chronic Health Conditions	Observation	
	Yes	No
(i) Epilepsy		
(ii) Cancer		
(iii) Asthma		
(iv) Sickle Cell Anemia		
(v) Tuberculosis		
(vi) HIV/AIDS		
(vii) Others (specify) _____		

5. The observations made in musculoskeletal system are: -

Observation category	Yes	No
Can sit without support		
Can walk without support		
Can stand without support		
Falls often		
Controls body movement properly		
Can hold a pen		
Has problems with speech		
Has problems with movements		
Has problems with posture?		
Has all the limbs?		
Others (specify)		

Findings

Consenting Person

Name: _____

Signature: _____

Date: _____

Recommendation: _____

Referral: _____

N/B: Use the referral form provided at the Screening Centre

APPENDIX XII: MICRONUTRIENT AND ENERGY REQUIREMENTS FOR SCHOOL MEALS

Energy requirement for infants and young children 0 months to 5 years

Age	RDA Calories	RDA proteins
0-3 months	100-120kcl/kg	2.2g/kg
3-6 months	110-115kcl/kg	2.2g/kg
6-12 months	90-110kcl/kg	2.0g/kg
1-3 years	100-105kcl/kg	1.8g/kg
4-5 years	85-100kcl/kg	1.5g/kg

FAO/ WHO (1998)

Normal fluid requirements

- ❑ 0 – 6 months: 150 ml/kg/day
- ❑ 7 – 12 months: 120 ml/kg/day

Table 2: Recommended Nutrient Intakes for children above 1 to 9 years

Nutrient	1-3yrs	4-6yrs	7-9yrs
Energy (kcal)	1300	1800	2400
Protein (g)	16	24	28
Vitamin A ($\mu\text{g RE}$)	400	500	700
Vitamin D (μg)	5	5	5
Vitamin E (mg α -TE)	6	7	7
Vitamin K (μg)	15	20	25
Vitamin C (mg)	30	30	35
Vitamin B ₁ (mg)	0.5	0.6	0.9
Vitamin B ₂ (mg)	0.5	0.6	0.9
Niacin (mg NE)	6	8	12
Vitamin B ₆ (mg)	0.5	0.6	1.0
Folate ($\mu\text{gaffe/day}$)	160	200	300
Vitamin B ₁₂ (μg)	0.9	1.2	1.8
Calcium (mg)	500	600	700
Phosphorus (mg)	800	800	800
Magnesium (mg)	60	70	100
Iron (mg)	10	10	10
Zinc (mg)	10	10	10
Iodine (μg)	75	110	100
Selenium (μg)	17	21	21

NB: Pre-schoolers meal frequencies.

Three main meals and 2-3 snacks per day.

Half day in school -1 main meal and 1 snack which is approximately 1/3 of the total daily needs.

Full day in school -1 main meal and two snacks which is approximately of the total daily needs.

APPENDIX XIII: PROCEDURE FOR APPROVAL OF FIELD TRIPS

- a) Request for field trips and list of names shall be submitted to the Sub-county ECD coordinator for consideration and advice.
 - b) Sub-county ECD coordinators shall forward the request to the County Director ECD for processing and recommendation.
 - c) The County Director ECD shall forward the request to the CECM Education through the Chief Officer-Education, for approval
 - d) The approval shall be copied to the County Director of Education-MoE.
- Note:** Request for field trips shall be presented at least 14 days before travel date.

APPENDIX XIV: REQUIREMENTS FOR FOREIGN TRIPS CLEARANCE

In case a school/learning institution organizes for a foreign trip for learners, the school/learning institution shall submit the following to the Ministry of Education for clearance:

1. Letter of request to the Ministry of Education with the list of children indicating their names, admission number, Date of Birth (copy of Birth Certificate) and Passport Number.
2. Parents' Consent supported by a copy of their National Identity Cards (to be confirmed by the school).
3. Court Order in respect of legal guardianship
4. Proof of Sponsorship
5. Copy of children's Passport
6. Invitation by host Country/Institution
7. Clearance from TSC for teachers accompanying the learners
8. Teachers from Private schools to avail copies of Passports, National ID Cards and Appointment/Introduction Letters from the School
9. Medical and Travel Insurance Cover for each child and accompanying teachers
10. In cases where learners are travelling outside the country during school terms, the Principal/Headteacher shall give a letter of commitment on how the time lost will be covered
11. Duration of travel shall not be more than 2 weeks during school sessions and 3 weeks during school holidays

Note:

- i) Children who are not in school shall seek clearance from the Director of Children Services
- ii) Documents shall be arranged in accordance with the list of learners and filled (clear folder)

(Adapted from the Ministry of Education Circular on the requirement of Clearance for Students Travelling out of the Country).

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