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PARLIAMENT

THE SENATE

TWELFTH PARLIAMENT (SIXTH SESSION)

THE STANDING COMMITTEE

ON

EDUCATION

**REPORT ON THE PLIGHT OF THE EARLY CHILDHOOD
DEVELOPMENT EDUCATION (ECDE) TEACHERS IN COUNTIES,
COUNTRYWIDE**

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Rt. Hon- Speaker
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ABBREVIATIONS AND ACRONYMS

ADPs	- Annual Development Plans
BECF	- Basic Education Curriculum Framework
BoM	- Board of Management
CBC	- Competence Based Curriculum
CECM	- County Executive Committee Member
CIDP	- County Integrated Development Plan
CPSB	- County Public Service Board
CoG	- Council of Governors
ECDE	- Early Childhood Development Education
ECE	- Early Childhood Education
FY	- Financial Year
JD	- Job Description
JER	- Job Evaluation Report
KICD	- Kenya Institute of Curriculum Development
MoE	- Ministry of Education
NACECE	- National Centre for Childhood Education
PFM Act	- Public Finance Management Act
PP1	- Pre Primary 1
PP2	- Pre Primary 2
SRC	- Salaries and Remuneration Commission
TSC	- Teachers Service Commission
UNICEF	- United Nations International Children's Emergency Fund

PREFACE

The Standing Committee on Education is established under standing order 218(3) of the Senate Standing Orders. The Committee is mandated to consider all matters related to education and training.

Mandate of the Committee

Pursuant to the provisions of the Second Schedule of the Senate Standing Orders, the Standing Committee on Education is mandated to consider all matters relating to education and training.

1. Build capacity of Committee Members to undertake their roles in line with Article 96 of the Constitution;
2. Develop and facilitate the development of legal frameworks, policies and guidelines in the Education Sector (including but not limited to Early Childhood Development Education (ECDE) and Tertiary education (youth polytechnic);
3. Provide oversight for the Education Sector (Including not limited to ECDE and Youth polytechnics);
4. Facilitate budgetary resources toward the Education Sector (ECDE and youth polytechnic); and
5. Any matter that relates to education and training.

Membership of the Committee

- | | |
|--|---------------------------|
| 1. Sen. (Dr.) Alice C. Milgo, MP | - Chairperson |
| 2. Sen. (Dr.) Agnes P. Zani, MP | - Vice-Chairperson |
| 3. Sen. Fred Outa, MP | - Member |
| 4. Sen. Mwangi Githiomi, MP | - Member |
| 5. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 6. Sen. (Prof.) Imana Malachi Ekal | - Member |
| 7. Sen. Seneta Mary Yiane, MP | - Member |
| 8. Sen. Falhada Dekow, MP | - Member |
| 9. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

EXECUTIVE SUMMARY

Mr. Speaker Sir,

The Early Childhood Development Education (ECDE), popularly known as pre-primary education, plays a very important role in the development of children and their preparation for school. Pre-Primary education is for 2 years in pre-primary 1 and pre-primary 2. The learners graduate from pre-primary 2 to join lower primary in Grade 1 at about 6 years of age.

The objective of pre-primary education is to prepare and develop child's mental, social and physical capabilities, the child's self-awareness, confidence and self-esteem and readiness for formal education.

Pre-school education enables the children to develop understanding and appreciation of their culture, environment and develop exploratory skills, creativity, self-expression, discovery, aesthetic and artistic skills.

Mr. Speaker Sir,

At a sitting of the Senate held on Wednesday, 15th September, 2021, Sen. Enoch Wambua, MP requested for a Statement from the Standing Committee on Education regarding the plight of ECDE teachers in counties, countrywide. The Statement was consequently referred to the Standing Committee on Education for consideration.

In this regard, the Committee resolved to invite the Council of Governors (CoG) to a meeting to deliberate on the specific issues raised in the Statement. However, after consideration of the responses submitted by the CoG, the Committee resolved to invite different stakeholders to a consultative workshop to deliberate further on the matter.

Mr. Speaker Sir.

The Committee identified the following stakeholders-

- a) the Council of Governors (CoG);
- b) the Ministry of Education (MoE);
- c) the National Treasury;
- d) the Teachers Service Commission (TSC); and
- e) the Salaries and Remuneration Commission (SRC)

Mr. Speaker Sir,

Following extensive discussions with the aforementioned stakeholders, the Committee observed that-

1. recruitment of ECDE teachers is done by the county governments from a pool of teachers registered by the TSC and that the county governments are supposed to ensure that ECDE teacher recruitment policies are fully implemented;
2. there is an approved scheme of service, a detailed job description and remuneration structure for all ECDE teachers;
3. whereas, the CoG issued advisory to county governments on implementation of the ECDE teachers' scheme of service, only eight (8) county governments have fully implemented them, sixteen (16) reported to be finalising the on boarding of the scheme of service while twenty-three (23) county governments have not initiated the process of implementing the ECDE teachers' scheme of service;
4. there are 42,457 ECDE teachers employed by the county governments out of which only 13, 502 are on permanent and pensionable terms while 28, 955 are employed on contracts. Further, there is a third category of about 4,562 caregivers who are engaged and remunerated by school management boards or the parents-teachers' association;
5. there is more focus in terms of content and curriculum development on other levels of basic education by the MoE, the Kenya Institute of Curriculum Development (KICD) and the TSC at the expense of the Early Childhood Education (ECE);
6. ECDE centres have relinquished their physical facilities such as classrooms for use by host primary schools leaving learners congested in one or two rooms and teachers without a staff room which complicates their efforts to prepare and deliver lessons; and
7. there is no specific budget allocation to provide ECDE services and majority of the county governments spend a great percentage of their education sector budgets on bursaries for learners at both secondary and tertiary levels which are not devolved functions.

Hon Speaker,

Based on these observations, the Committee therefore **recommends** that-

1. all the county governments should implement the ECDE teachers' scheme of service, provide budgets for ECDE teachers salary increment and the Council of Governors should submit a report to the Senate on the implementation status within sixty (60) days after tabling this report;
2. Council of Governors and other education stakeholders should review the job description and roles for the ECDE teachers and submit a revised report to SRC for job evaluation within ninety (90) days;

3. the CoG, the TSC and the KICD should within ninety (90) days after tabling this report establish modalities and create a collaboration framework on ECDE teachers' management, career progression and capacity building;
4. county governments in collaboration with their respective county assemblies should consider enacting legislations aimed at increasing annual budgetary allocation to ECDE sector to at least 10% of the county revenue;
5. Parliament should expedite processing and passage of the County Governments Grants Bill, 2021 (Senate Bill. No. 35 of 2021); and
6. the Ministry of Education and the Teachers Service Commission should enhance the capacity and facilitate their Quality Assurance and Standards Officer to undertake rigorous monitoring and inspections to cover the ECDE centres.

Mr. Speaker Sir,

While spelling out these recommendations, the Committee is cognizant of the provisions of Article 6(2) of the Constitution which provides that *"the governments at the national and county levels are distinct and inter-dependent and shall conduct their mutual relations on the basis of consultation and cooperation"*.

Mr. Speaker, on behalf of the Standing Committee on Education, I wish to sincerely thank the Sen. Enoch Wambua, MP, the Ministry of Education, the National Treasury, the Teachers Service Commission, the Salaries and Remuneration Commission, the Council of Governors, the Council of Governors Committee on Education, the County Executive Committee Members (CECM) in charge of matters related to education Caucus, and the County Early Childhood Development Education Directors of Education Caucus for their input and submissions during this inquiry.

Mr. Speaker Sir.

As I conclude, I wish to take this opportunity to express my gratitude to all the Members of the Committee for their immense contribution during the consideration of this Statement and subsequent production of this report.

The Committee wishes to thank the Offices of the Speaker and the Clerk of the Senate for the immense support extended to it in the conduct and execution of its mandate.

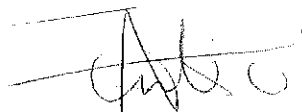
The Committee further wishes to record its appreciation for the services rendered by the staff of the Senate that enabled the production of this report.

Mr. Speaker, Sir

It is my pleasant duty, on behalf of the Standing Committee on Education, pursuant to standing order 48(3)(b), to present a Report of the Standing Committee on Education on the consideration of the Statement on the plight of Early Childhood Development Education (ECDE) teachers in the counties.

I thank you

Signed.....



.... Date.....03/03/2022...

SEN. (DR.) ALICE C. MILGO, MP
CHAIRPERSON, STANDING COMMITTEE ON EDUCATION

CHAPTER ONE

1. INTRODUCTION

At a sitting of the Senate held on Wednesday, 15th September, 2021, Sen. Enoch Wambua, MP requested for a Statement from the Standing Committee on Education regarding the plight of Early Childhood Development Education (ECDE) teachers in counties, countrywide (Annex i).

In the Statement, the Committee was requested to-

- i. investigate reports that most counties pay ECDE teachers below the gazetted Government minimum wage, in violation of Article 41 (2) (a) of the Constitution;
- ii. establish who is responsible for streamlining the terms of service of ECDE teachers, as they are currently employed and remunerated under different terms of service, with some receiving a stipend instead of a salary for work done since 2013;
- iii. establish the progress made by the county government towards implementing the draft Scheme of Service of ECDE teachers that was validated by various relevant agencies/stakeholders, including the Teachers Service Commission, the Salaries and Remuneration Commission and the National Treasury; and
- iv. state the measures put in place to ensure that county governments, including Kitui County, engage ECDE teachers on enforceable contracts with clear terms.

In this regard, the Committee resolved to invite the Council of Governors (CoG) to a meeting to deliberate on the issues raised in the Statement. However, after consideration of the responses submitted by the CoG (Annex ii), the committee on education, the Committee resolved to invite different education stakeholders to a consultative workshop to deliberate further on the matter.

The Committee identified the following stakeholders-

- 1) the Senate (represented by the Senate Standing Committee on Education;
- 2) the Council of Governors (CoG);
- 3) the Ministry of Education (MoE);
- 4) the National Treasury;
- 5) the Teachers Service Commission (TSC); and
- 6) the Salaries and Remuneration Commission (SRC)

1.1. The Early Childhood Development Education (ECDE)

The education system in the country has evolved over time with major changes having been instituted in 1984, when the 7-4-2-3 structure and system was replaced with the 8-4-4 system. The 8-4-4 system intended to make education more relevant and produce skilled and high-level manpower to meet the demands of the economy. The scope of the structure incorporated pre-primary education for learners between 4 to 5 years of age.

In the early decades after independence, pre-primary education was exclusively the responsibility of local communities and non-governmental organizations such as churches, voluntary organizations, local authorities and individual investors. However, in early 1980s, the government commenced streamlining the pre-primary program into the government administration.

The government took over the training of pre-school teachers and preparation of teaching materials and curriculum. Nonetheless, the construction of pre-primary education facilities and teachers' remuneration, continued to be met by the communities and other nongovernmental agencies.

In 2005, the government published the Sessional Paper No.1 of 2005 which sought to provide the policy framework for training, research and education. One of the objectives of this Sessional Paper is the formulation of a comprehensive ECDE policy.

Further, in 2007 the government launched the National Early Childhood Development Policy Framework (2006) and the Early Childhood Development Service Standard Guidelines for Kenya (2006).

The objectives of these policy documents include ensuring that services for children are equitably accessible, relevant, affordable and of good quality; regulating the provision of services and ensuring maintenance of high quality standards; and, coordinating and harmonizing good quality services and maximizing resource utilization across sectors.

These policies gave the Ministry of Education (MoE) the responsibility for the ECDE. Consequently, the MoE established different units responsible for different aspects of ECDE.

These are-

- (i) ECE Unit of the Directorate of Basic Education, responsible for registration of preschools, policy guidelines, funding and donor matters, coordination of data collection and providing of trainers;
- (ii) ECE Unit of the Division of Directorate of Quality Assurance and Standard, which is charged with the responsibility of carrying out inspection of preschools and ECE teacher training institutions, administration of preschool teacher training examinations and issuing teacher certificates; and
- (iii) National Centre for Childhood Education (NACECE) which is responsible for development of preschool curriculum and materials, training of professional support to devolved centers for ECE coordination or research, monitoring and evaluation.

However, following the promulgation of the **Constitution** in 2010, the functions of the two levels of government became distinct and relatively well established. The **Fourth Schedule of the Constitution** distributes functions and powers between the national and County governments. Part 2(9) confers to county governments the responsibility to provide pre-primary education and childcare services.

Devolution affords a unique opportunity to improve both the quality and equity of ECDE service provision. The county governments have invested significantly in the development of ECDE centers, with the number of public ECDE centers increasing by 14.5% between 2013 and 2019.

In 2017, the Ministry of Education in collaboration with the county governments, the United Nations International Children's Emergency Fund (UNICEF) and ECDE service providers developed the pre-primary education policy to align the pre-primary education to the Constitution, the Basic Education Act, 2013, the Sustainable Development Goals and the Kenya's Economic Blue Print, the Vision 2030.

The policy delineates the functions of National and county governments as well as the roles of other stakeholders in the provision of pre-primary education services.

The recruitment of ECDE teachers is supposed to be done by the county governments through the County Public Service Boards (CPSBs) from a pool of teachers registered by the TSC. The CPSBs are expected to be guided by the ECDE Teachers' Scheme of Service launched in 2018 which guides the recruitment and career progression.

However, there has been low, and irregular recruitment and remuneration of ECDE teachers which adversely affects their morale. There are some counties where ECDE teachers are recruited by parents and school managements which poses challenges related to unreliable and delayed payments and remuneration.

Further, in 2017, the government proposed changes in education structure through the publication of the Basic Education Curriculum Framework (BECF). In the new structure, the Competency Based Curriculum (CBC) is supposed to replace the 8-4-4 system with the 2-6-3-3-3- system.

CHAPTER TWO

2. STAKEHOLDER SUBMISSIONS

2.1. Submission by the Council of Governors

The Committee held a meeting with the Council of Governors (CoG) on Thursday 21st November 2021 and received submission (annex ii) through the Council of Governors Committee on Education represented by Hon. (Dr.) Hillary Barchok, the Governor, Bomet County.

The CoG informed the Committee that prior to devolution, the burden of providing ECDE learners with learning materials, paying ECDE teachers and running school feeding programmes was on parents and faith based organizations. However, since 2013, ECDE management was devolved to county governments.

The Committee was further informed that county governments facilitates capacity building for ECDE teachers, provides school feeding programmes and facilitates quality assurance and assessment.

The Committee was informed that the CoG, in consultation with the MoE, the UNICEF and other stakeholders developed a draft scheme of service for ECDE teachers in January 2018.

The **ECDE Teachers' Scheme of Service** established-

- 1) Six (6) grades of assistant ECDE teachers (Certificate level) cadre;
- 2) Six (6) grades of ECDE teachers (Diploma level) cadre;
- 3) Seven (7) grades of ECDE teachers (Graduate level);

The entry level (Assistant ECDE teacher III) would be on Job Group F while the highest level of ECDE teachers (Chief Principal Graduate ECDE Teacher/Director) would be on job group R.

The Committee was further informed that as at 18th October, 2021, data from 38 counties indicated that-

- a) 32,656 ECDE teachers have been employed by county governments;
- b) 2,407 are on permanent and pensionable terms; and
- c) 30, 249 are employed on contracts

Five (5) county governments had fully implemented the ECDE teachers' scheme of service and five (5) others have partially implemented it while the rest are yet to commence implementation.

The Committee was informed that the least paid certificate level ECDE teacher has a monthly remuneration of Kshs. 9,420 while the highest paid graduate ECDE Teacher has a monthly remuneration of Kshs. 59,770. The bulk of the ECDE Teachers have a monthly remuneration ranging between Kshs. 12,000 to Kshs. 22,000 across all the cadres (certificate, diploma and graduate).

The CoG informed the Committee that county governments note that based on the current budgetary allocations, it would be difficult to engage all the ECDE teachers on permanent and pensionable terms as per the scheme of service because this would bloat the counties wage bill above the recommended 35% of the overall county budget per financial year.

With the foregoing, the discussion within the CoG is to consider provision of capitation for ECDE centers just like the other levels of education (primary, secondary and vocational). The capitation would enable more ECDE teachers to be employed on permanent and pensionable terms. Further, it would take care of teaching and learning materials, school feeding programmes, classroom management and infrastructural development.

The Committee was informed that the county governments are also encouraged to allocate at least 10% of their overall budget to the education sector, to ensure that the needs of the ECDE teachers and learners are adequately addressed.

2.1.1. Supplementary Issues

The Committee considered the responses submitted by the CoG during the meeting and requested for further clarification and information (annex iii) on the following issues-

- i. The implementation status of the ECDE Teachers scheme of service in each county;
- ii. The indicative cost of implementing the ECDE teachers scheme of service in each county and the existing budget and resources;
- iii. The measures that county governments have taken to ensure that the ECDE teachers are remunerated in line with the gazetted Government minimum wage;
- iv. The number of ECDE teachers employed in each county and their terms of service, highlighting details of each cadre (Certificate, Diploma and Graduate) and the category of the terms (permanent and pensionable and contractual); and

- v. The strategies employed by the county governments to address the plight of ECDE teachers in their counties.

Responses from the CoG

During the Committee retreat held on 11th and 12th February, 2022 to further deliberate on the issue, the CoG informed the Committee that the Regulation of Wages (General) (Amendment) Order, 2018 prescribes the basic minimum monthly wages inclusive of housing allowance as follows-

- a) Nairobi and other cities- Kshs. 13,572.90;
- b) Former municipalities and Town Councils Kshs. 12,522.70; and
- c) All other towns Kshs. 7,240.95.

The ECDE teachers have a monthly remuneration ranging between Kshs. 14,000.00 to Kshs. 42,000.00 across all cadre (certificate, diploma, and graduate).

2.1.2. ECDE Teachers' Scheme of Service

The Committee was informed that there is an approved scheme of service (annex iv) for ECDE teachers. Each county government has the responsibility of using the scheme of service in the emoluments for ECDE teachers.

The estimated annual expenditure to fully implement the scheme of service would be Kshs. 12,910,143,487.80 in all the counties. However, the annual budget allocation for the education function (sector), which mostly combines with gender, youth, labour, ICT and social services, is estimated to be Kshs. 10,828,076,256.00. As such, the cost of implementing the scheme of service by far exceeds the total budget allocation for the department responsible for Education by Kshs. 2,082,067,231.80, a 16% variance.

The Committee was further informed that as at 31st January, 2022, data from all the county governments shows that-

- i. 42,457 ECDE teachers have been employed by county governments;
- ii. 13,502 are on permanent and pensionable terms; and
- iii. 28,955 are on 3 year contracts.

The CoG acknowledges a third category of caregivers who are engaged in ECDE centers. A majority of these caregivers are either employed by the school management boards or the parents-teachers' association.

Some county governments offer support to the school boards of management with the remuneration of these caregivers whose approximate number is 4,562.

The Committee was informed that all county governments are progressively adopting and implementing the scheme of service and the implementation status is as follows-

- 1) Meru, Nairobi, Embu, Machakos, Garissa, Bungoma, Samburu, and Kajiado county governments have fully implemented the scheme of service;
- 2) Wajir, Busia, Bomet, Turkana, Lamu, Kisii, Mandera, Nakuru, Mombasa, Isiolo, Kiambu, Nyeri, Kwale, Uasin Gishu, Kisumu, and Kilifi are finalizing the onboarding of the ECDE teachers onto the scheme of service; and
- 3) The rest of the other counties are at different stages of implementing the scheme of service.

Further, on 5th January, 2022, the CoG issued an advisory to county governments (annex v) on the implementation of the scheme of service and allocation of budgetary resources on the same.

During the workshop, the CoG made the following recommendations to the Senate through the Committee-

1) Capitation grants to ECDE centers:

There is a need for the establishment of a grant to augment existing resources by the county governments, similar to the grant to Vocational Training Centres (VTCs). This grant will strengthen existing interventions by the county governments towards the improvement of services at the ECDE centres.

CoG proposed the annual capitation grant to be Kshs. 2,292 per learner in line with the recommendations by the Joint Taskforce on the Realignment of the Education Sector on Devolution.

The provision of the capitation grant would then present an ample opportunity for county governments to have adequate resources to effectively engage teachers on the terms as prescribed in the scheme of service.

There are an approximate 1,916,690 learners in ECDE centers which would translate to an annual grant of Kshs. 4,393,053,480.

- 2) **Inclusion of the ECDE function in the revenue sharing formula;** as a critical public sector function. This is important for the weight assigned to the ECDE function to be revised upwards.

2.2. Submissions by the Teachers Service Commission (TSC)

The Committee invited the Teachers Service Commission (TSC) to a consultative workshop organized to deliberate on the plight of ECDE teachers' on 11th February, 2022. The TSC was represented in the workshop by Dr. Reuben Nthamburi, the Director, Quality Assurance and Standards and Mr. Cavin Anyuor, the Director, Legal, Labour and Industrial Relations.

The TSC informed the Committee that the Constitution through Article 237 (2) (a) mandates the TSC to register trained teachers while the Fourth Schedule, part 2 (9) mandates the county governments to provide pre-primary education and child care facilities.

The Basic Education Act, section 26 provides for the role of the county governments in pre-primary education and limits it to provision of funds for infrastructural needs.

The TSC Act, section 23 (1), stipulates that the TSC in accordance with Article 237 is mandated to register trained teachers, *including the ECDE teachers* and (2) provides that a person shall not engage in the teaching service unless they are registered as a teacher under the Act.

As at December, 2021, the TSC had registered a total of 121, 680 ECDE teachers, being 103,700 females and 17,980 males since 2014.

Further, the Code of Regulations for Teachers regulation 19 stipulates that no person shall be qualified to practice as a teacher unless the person holds a certificate of registration issued by the TSC.

The National Pre-Primary Education Policy and Standard Guidelines (MoE 2018) provides for registration of only qualified teachers who possess a minimum qualification of Diploma in Early Childhood Education in ECDE from a recognized institution. The county governments are therefore required to liaise with the TSC and recruit ECDE teachers from those pre-qualified and registered by TSC.

The ECDE teachers' Scheme of Service

The Committee was further informed that on 6th February, 2017, the TSC in conjunction with the county governments through the County Executive Committee Members (CECM) in charge of Education and the CPSBs met and chartered the way forward on the registration of ECDE teachers.

The TSC offered to assist the county governments to develop a scheme of service that would be adopted by all counties ensuring uniformity across the board. The harmonized Draft Scheme of Service for ECDE teachers was developed by a broad-based inter-governmental technical committee in May 2017.

Between 15th and 17th August, 2017, the CoG, the CPSBs and the Members of the Intergovernmental Technical Committee developed a detailed Job Description (JD) for the ECDE teachers to the Salaries and Remuneration Commission (SRC) (annex vi).

The SRC also presented a finalized Job Evaluation Report (JER) (annex vii) and presented a finalized JER) with all the envisaged Job Groups for all the registered ECDE teachers from the lowest to the highest.

The TSC has since been able to publish regulations on registration of ECDE teachers, established a register of ECDE teachers and developed a tailor made Teacher Professional Development (TPD) module for ECDE teachers.

However, the TSC faces challenges related to inadequate resources to undertake monitoring and evaluation, lack of harmonization in the employment of ECDE teachers, lack of clear cut demarcation between the administration of public ECDE centres, especially where they are domiciled within the primary schools and inadequate infrastructural facilities.

The TSC therefore proposed that-

- i. ECDE teachers' salaries should be attractive and commensurate with their roles;
- ii. the county governments should liaise with the TSC and recruit ECDE teachers from those pre-qualified and registered by the TSC; and
- iii. the TSC Code of Regulations for Teachers (CORT) should be applied in the exercise of disciplinary control over the ECDE teachers.

2.3. Submission by the Salaries and Remuneration Commission (SRC)

The Committee invited the Salaries and Remuneration Commission (SRC) to a consultative workshop organized to deliberate on the plight of ECDE teachers' on 11th February, 2022. The SRC was represented in the workshop by Commissioner, Dr. Leah M. Munyao, PhD, MFKIM, Commissioner, Ms. Nelly Ashubwe, Commissioner Ms. Margaret Sawe, Dr. Hilary Patroba, the Director, Remuneration Services and Ms. Rosabella Cheserem.

The SRC informed the Committee that they are established under Article 230 of the Constitution to set and regularly review the remuneration and benefits of all State Officers and advise the national and county governments on the remuneration and benefits of all public officers.

The SRC informed the Committee that it is guided by constitutional principles set out in Article 230 (5) of the Constitution and Section 12 of SRC Act, 2011 in-

- i. ensuring fiscal sustainability of the total public compensation bill;
- ii. ensuring public service institutions are able to attract and retain the requisite skills to execute their functions;
- iii. recognizing productivity and performance;
- iv. transparency and fairness
- v. equal remuneration to persons for work of equal value

The Committee was informed that pursuant to section 11 (e) of the SRC Act 2011, the Commission set a four (4) year remuneration review cycle for remuneration and benefits in the public sector. During the 3rd Remuneration and Benefits Review Cycle, the county governments submitted ECDE cadre roles among other county roles to be considered for evaluation.

The SRC has undertaken job evaluation for roles of ECDE teachers to determine the relative worth of the jobs and finalized the grading. Consequently, SRC communicated the results of the job evaluation grading and the attendant remuneration structure for ECDE cadres for the county governments for the 2021/22 – 2024/25 remuneration review cycle to the CoG (annex vii).

The SRC recommended that the Parliament should consider allocating funding to the counties for implementation of remuneration and benefits for ECDE teachers and caregivers.

2.4. Submission by the National Treasury

The Committee invited the Cabinet Secretary, the National Treasury to a consultative workshop organized to deliberate on the plight of ECDE teachers' on 11th February, 2022. The National Treasury was represented in the workshop by Hon. Eric Wafukho, the Chief Administrative Secretary (CAS).

The Committee was informed that the National Treasury was involved in the development of the draft Scheme of Service for the ECDE teachers that has since been shared with the county governments by the CoG for appropriate customization.

The Committee was further informed that Early Childhood Education (ECE) is a devolved function and as such there is need for prioritization in allocation of resources to the function by respective county governments, taking into account its key role in the development of learners.

Moreover, the revenue sharing formula developed by the Commission on Revenue Allocation provides a framework to guide on sharing revenue based on parameters including the county services.

The National Treasury informed the Committee that counties should enhance allocations to ECDE function and actively plan through respective County Integrated Development Plans (CIDPs) and Annual Development Plans (ADPs) and annual budgets. They should also manage and monitor budget execution for ECE sector in line with the Public Finance Management Act, 2012 provisions on fiscal responsibility.

The Committee was informed that the equitable share to counties has been increasing over the years since the advent of devolution from Kshs 190 billion in Financial Year (FY) 2014/14 to Kshs 370 billion in the FY 2022/23. In light of the foregoing and the fiscal autonomy to the county governments in their equitable resource allocation, the counties need to mobilize additional resources for sector in order to actualize the improvement of the ECE sector.

The Committee was informed that the National Treasury is committed to fulfilling its mandate as provided for in section 12 of the PFM Act, 2012. Some of them include, resource mobilization; commitment to disbursement of equitable share, conditional grants to the sector and the financing agreements for proceeds from loans and grants; and facilitate tax exemptions for donor funded programmes to the education sector.

The National Treasury also noted that there are significant variations across counties in the manner in which ECDE is implemented. These variations are notable in quality of ECDE infrastructure, numbers and skills mix of ECDE teachers deployed, terms and conditions of employment of ECDE teachers amongst others. The National Treasury called upon all relevant stakeholders to fast track the development of standards and norms to guide the implementation of ECDE across counties.

2.5. Submission from the Ministry of Education (MoE)

The Committee invited the Cabinet Secretary, the Ministry of Education (MoE) to a consultative workshop organized to deliberate on the plight of ECDE teachers' on 11th February, 2022. The Ministry of Education was represented in the workshop by Mr. Moriasi Gari, the Director, the ECDE the Ministry of Education.

The MoE informed the Committee that all the ECDE policies and guidelines had been disseminated to all counties. The National government has also made efforts to provide oversight and quality assurance on the policies.

The Committee was further informed that Quality Assurance and Standards Officer have been posted in all the counties and they are tasked with the mandate of checking on the quality of ECDE infrastructure amongst other related issues.

CHAPTER THREE

3. THE PLIGHT OF ECDE TEACHERS' IN THE COUNTIES

Having analyzed the submissions on different issues, the Committee identified the following three issues as the basic characteristics of the ECDE teachers' environment in the counties, countrywide-

1) ECDE teachers' Recruitment and Scheme of Service

The recruitment of ECDE teachers is done by the county governments through the County Public Service Boards (CPSBs). These CPSBs are expected to recruit from a pool of teachers registered by the TSC and are supposed to ensure that ECDE teacher recruitment policies are fully implemented.

There is an approved ECDE teachers' scheme of service and each county government has the responsibility of using it in the emoluments for ECDE teachers. The estimated annual expenditure to fully implement the scheme of service would be Kshs. 12,910,143,487.80 in all counties. However, the Committee observed that the annual budget allocation for departments of education mostly combines with gender, youth, labour, ICT and social services and is estimated to be Kshs. 10,828,076,256.00.

The Committee observed that, in 2017, the CoG, the CPSBs and the Intergovernmental Technical Committee developed a detailed Job Description for the ECDE teachers which was submitted to SRC for evaluation to determine the relative worth of the jobs. Consequently, the SRC conducted and finalized Job Evaluation Report with all the envisaged Job Groups and attendant remuneration structure for all ECDE teachers from the lowest to the highest for the 2021/22 – 2024/25 remuneration review cycle.

The entry level (Assistant ECDE teacher III) would be on Job Group F while the highest level of ECDE teachers (Chief Principal Graduate ECDE Teacher/Director) would be on job group R.

On 5th January, 2022, the CoG issued an advisory to county governments on the implementation of the scheme of service and allocation of budgetary resources on the same.

The following eight (8) county governments are reported to have fully implemented the scheme of service-

- | | |
|-------------|------------|
| 1. Embu | 5. Garissa |
| 2. Meru | 6. Bungoma |
| 3. Nairobi | 7. Samburu |
| 4. Machakos | 8. Kajiado |

The following 16 (sixteen) county governments are reported to be finalizing the onboarding of the ECDE teachers onto the scheme of service-

- | | |
|------------|-----------------|
| 1. Wajir | 10. Isiolo |
| 2. Busia | 11. Kiambu |
| 3. Bomet | 12. Nyeri |
| 4. Turkana | 13. Kwale |
| 5. Lamu | 14. Uasin Gishu |
| 6. Kisii | 15. Kisumu |
| 7. Mandera | 16. Kilifi |
| 8. Nakuru | |
| 9. Mombasa | |

The following (23) twenty-three county governments have not initiated the process of implementing the scheme of service-

- | | |
|---------------------|----------------|
| 1. Kitui | 13. West Pokot |
| 2. Makueni | 14. Nandi |
| 3. Kirinyaga | 15. Baringo |
| 4. Murang'a | 16. Kericho |
| 5. Nyandarua | 17. Homa Bay |
| 6. Taita Taveta | 18. Migori |
| 7. Vihiga | 19. Laikipia |
| 8. Tana River | 20. Nyamira |
| 9. Marsabit | 21. Kakamega |
| 10. Turkana | 22. Siaya |
| 11. Trans Nzoia | 23. Narok |
| 12. Elgeyo Marakwet | |

As at 31st January, 2022, data from the counties indicated that 42,457 ECDE teachers had been employed by the county governments. 13,502 were on permanent and pensionable terms while 28,955 were employed on contracts. There is also a third category of caregivers who are engaged in the ECDE centers by the school management boards or the parents-teachers' association.

The least paid certificate level ECDE teacher earns a monthly remuneration of Kshs. 9,420 while the highest paid graduate ECDE teacher earns Kshs. 59,770. The bulk of the ECDE teachers earn within the range of Kshs. 12,000 and 22,000 across all the cadres.

2) ECDE teachers' Professional Development

The Committee acknowledges that, the professional development for ECDE teachers and constant equipping them with skills and ability to interact with learners is an important prerequisite for the CBC.

However, Committee observed that there is more focus in terms of content and curriculum development on primary and secondary education by the MoE, the KICD and the TSC at the expense of the ECE. The re-tooling of the ECE curriculum to be in tandem with the CBC requirements appears to be inadequate and there are no instructional materials, resources and framework to continue professional development for ECDE teachers.

Since the launch of the CBC in 2017, there has been concerted efforts to coordinate the capacity building of teachers. However, ECDE teachers have not benefited from TPAD programmes by the TSC nor have they been included in the ongoing upgrade programmes of unemployed teachers to be CBC compliant.

3) ECDE Infrastructure and Resourcing

The Committee observes that the county governments have invested significantly in the development of ECDE centers, with the number of public ECDE centers increasing by 14.5% from 24,767 in 2013 to 28,383 in 2019. The county governments have also made significant investment in assorted age-appropriate and safe play resources and have ensured that the ECDE centers have been equipped with appropriate learning resources to facilitate learning.

However, the Committee observed that some ECDE centres relinquished their classrooms for use by the host primary school pupils, leaving ECDE learners congested in a room or two. Overcrowded classrooms prevent teachers from delivering, monitoring teaching and providing necessary guidance at the right time. Some schools do not have enough textbooks and other instructional and teaching resources necessary for molding the ECDE learners.

ECDE centers lack physical facilities such as toilets, adequate water and WASH facilities for both learners and teachers use. Some centers do not have staffrooms and separate ablution blocks for ECDE teachers which complicates their efforts to prepare for lessons or have some privacy. In majority of Arid and Semi-Arid Lands there are no permanent classrooms for ECDE and learning takes place under trees and make shift structures.

The Committee observed that there have been some huge declines in the ECDE sector investments in some counties partly because there is no specific budget allocation is given to provide ECDE services. Indeed, county governments chose to prioritize spending their education sector budgets and allocation in other areas other than pre-primary education, village polytechnics, homecraft centers and childcare facilities.

The current ECDE financing is inadequate to cover the full cost of ECDE services probably because most of the counties spent a great percentage of their education sector budgets on bursaries for both secondary and university students although they are not devolved functions.

CHAPTER FOUR

4. CONCLUSION AND RECOMMENDATION

The slow implementation of the scheme of Service of ECDE teachers has led to low and irregular remuneration of ECDE teachers thus adversely affecting their morale.

4.1. Committee Recommendations

Based on the foregoing, the Committee therefore recommends-

1. **THAT**, the following twenty (23) county governments should implement the ECDE teachers' Scheme of Service and provide budgets for the ECDE teachers salary increment to attain minimum salaries in line with the SRC Guidelines-

- | | |
|---------------------|----------------|
| 1. Kitui | 13. West Pokot |
| 2. Makueni | 14. Nandi |
| 3. Kirinyaga | 15. Baringo |
| 4. Murang'a | 16. Kericho |
| 5. Nyandarua | 17. Homa Bay |
| 6. Taita Taveta | 18. Migori |
| 7. Vihiga | 19. Laikipia |
| 8. Tana River | 20. Nyamira |
| 9. Marsabit | 21. Kakamega |
| 10. Turkana | 22. Siaya |
| 11. Trans Nzoia | 23. Narok |
| 12. Elgeyo Marakwet | |

2. **THAT**, the Council of Governors should submit a report to the Senate on the implementation status of the ECDE schemes of service in each county within sixty (60) days after tabling of this report;
3. **THAT**, the Council of Governors, the County Public Service Boards and other members of the Intergovernmental Technical Committee should review the job description and roles for the ECDE teachers and submit a revised report to Salaries and Remuneration Commission (SRC) for Job Evaluation within ninety (90) days after tabling of this report;
4. **THAT**, the Council of Governors, the Teachers Service Commission and the Kenya Institute of Curriculum Development (KICD) should, within ninety (90) days after the tabling of this report, establish modalities and create a collaboration framework on ECDE teachers' management and capacity building, and develop a program to roll out CBC to ECE learners and teachers;

5. **THAT**, the National Treasury and the county governments should through Intergovernmental Technical Committee establish conditional granting and ring-fencing framework to allow the National Government to fund the **ECDE sector** through conditional grants.
6. **THAT**, Parliament expedites the passing of the County Governments Grants Bill, (*Senate Bill No. 35 of 2021*).
7. **THAT**, the county governments should provide sufficient resources to ECDE sector and that the county assemblies should consider enacting legislations aimed at increasing annual budgetary allocating to ECDE sector to at least 10% of the county revenue; and
8. **THAT**, the Ministry of Education and Teachers Service Commission should enhance and facilitate their Quality Assurance and Standards Officers to undertake rigorous monitoring and inspections covering the ECDE centres.

LIST OF ANNEXURES

- Annex i: Statement sought by Sen. Enoch Wambua, MP on the plight of ECDE teachers in the counties, countrywide
- Annex ii: Report by the Council of Governors on the Statement sought by Sen. Enoch Wambua, MP on the plight of ECDE teachers
- Annex iii: Standing Committee on Education letter to the Council of Governors on the supplementary issues
- Annex iv: The ECDE teachers scheme of service
- Annex v: The Council of Governors Advisory to the county governments on the implementations of the ECDE scheme of service
- Annex vi: Job Evaluation Report on the ECDE teachers by the Salaries and Remuneration Commission (SRC)
- Annex viii: Minutes of the Senate Standing Committee on Education meetings

Mr. Amilo

The Statement
is in order for
Processing.

LAD
08/09/2021

REPUBLIC OF KENYA

TWELFTH PARLIAMENT - (FIFTH SESSION)

THE SENATE

REQUEST FOR A STATEMENT

ON THE PLIGHT OF EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE)
TEACHERS IN COUNTIES

Mr. Speaker, Sir,

I rise, pursuant to Standing Order 48 (1), to seek a Statement from the Standing Committee on Education regarding the plight of Early Childhood Development Education (ECDE) teachers in counties, country wide. In the Statement, the Committee should-

- 1) investigate reports that most counties pay ECDE teachers below the gazetted Government minimum wage, in violation of Article 41(2)(a) of the Constitution;
- 2) establish who is responsible for streamlining the terms of service of the ECDE teachers, as they are currently employed and remunerated under different terms of service, with some receiving a stipend instead of salary for work done since 2013;
- 3) establish the progress made by the County Governments towards implementing the draft Scheme of Service for ECDE teachers that was validated by various relevant agencies/stakeholders, including the Teachers Service Commission (TSC), the Salaries and Remuneration Commission (SRC), National Treasury, among others; and
- 4) state the measures in place to ensure that County governments, including Kitui, engage ECD teachers on enforceable contracts with clear terms.

SEN. ENOCH KIIO WAMBUA, MP
SENATOR FOR KITUI COUNTY

Date: 8th September, 2021

④ DCCMA

Submitted for further processing

9/9/21

③ DLR

Submitted for further processing

C/R Asstt - Education
09/09/21

Kindly Seal

16/09/2021

② DLR
Submitted for further processing
08/09/2021

③ Approved

9/9/21

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COUNCIL OF GOVERNORS

MEMORANDUM ON THE

PLIGHT OF ECDE TEACHERS IN COUNTIES

TO

SENATE STANDING COMMITTEE ON EDUCATION

FROM

THE COUNCIL OF GOVERNORS

ON

19th October 2021

Introduction

At the sitting of the Senate held on Wednesday 15th September 2021, Sen. Enoch K. Wambua, MP, requested a for a Statement from the Standing Committee on Education regarding the plight of Early Childhood Development Education (ECDE) teachers in counties, country wide.

The Council hereby notes as follows:

1. Prior to devolution, the burden of providing ECDE learners with learning materials, paying ECDE teachers and running school feeding programmes was on parents and faith based organizations.
2. Since 2013, ECDE management was devolved to counties. County governments have revamped this education sub-sector by ensuring provision of quality learning facilities. This includes: properly ventilated classrooms, safe and clean water, kitchens, furniture, toilets suitable for children, age-appropriate learning materials and play equipment.
3. Furthermore, County governments continue to facilitate capacity building for ECDE teachers and officers, providing feeding programmes in ECDE centers and facilitating quality assurance and assessment.
4. The Council of Governors, in consultation with the Ministry of Education and other key stakeholders in the ECDE sector developed a draft scheme of service for ECDE teachers in January 2018. The scheme became operational on 1st July 2018. The scheme of service established:
 - a) Six (6) grades of Assistant ECDE Teachers (Certificate level) cadre,
 - b) Six (6) grades of ECDE Teachers (Diploma level) cadre
 - c) Seven (7) grades of ECDE Teachers (Graduate level);
 - d) The entry level (Assistant ECDE Teacher III) ECDE teachers would be on Job Group F while the highest level of ECDE teachers (Chief Principal Graduate ECDE Teacher/ Director) would be on Job Group R.
5. As at 18th October 2021, data from 38 county governments shows that:

- a) **32,656** ECDE teachers have been employed by county governments.
 - b) **2407** are on permanent and pensionable terms.
 - c) **30,249** are on contracts.
6. **Five (5)** county governments have fully implemented the scheme of service, **5** county governments have partially implemented it while the rest are yet to implement the scheme of service.
 7. The least paid certificate level ECDE Teacher has a monthly remuneration of **Ksh. 9,420** while the highest paid graduate ECDE Teacher has a monthly remuneration of **Ksh. 59,770**. The bulk of the ECDE Teachers have a monthly remuneration ranging between **Ksh. 12,000- Ksh. 22,000** across all the cadre (certificate, diploma and graduate).
 8. County governments note that based on the current budgetary allocations, it would be difficult to engage all the ECDE teachers on permanent and pensionable contracts as per the scheme of service because this will bloat the counties wage bill above the recommended 35% of the overall county budget per financial year.
 9. Current discussion within the Council of Governors is to consider provision of capitation for ECDE Centers just like the other levels of education (primary, secondary and vocational). If the capitation is provided, this would enable more ECDE teachers to be employed on permanent and pensionable terms. Further, the capitation would take care of, teaching and learning materials, school feeding programme, classroom management and infrastructural development (this take up the bulk of ECDE budget per financial year).
 10. In order to provide further financial support to the ECDE centre, county governments are encouraged to allocate at least 10 percent of their overall budget to the education sector, to ensure that the needs of the ECDE teachers and learners are adequately addressed.

HE Mutahi Kahiga

Governor, Nyeri County

Chairperson, CoG Education Committee



REPUBLIC OF KENYA

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'Bunge', Nairobi
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The Senate
Clerk's Chambers
Parliament Buildings
P. O. Box 41842 -00100
NAIROBI, Kenya

**PARLIAMENT
OFFICE OF THE CLERK OF THE SENATE**

Ref: SEN/SCE/CORR/2022/001/02

Date: 27th January, 2022

Hon. Martin Wambora, EGH,
Governor, Embu County & Chairman
Council of Governors,
P.O. Box 40401 00100,
NAIROBI.

Hon. Mutahi Kahiga,
Governor, Nyeri County & Chairman,
Council of Governors Education Committee,
P.O. Box 40401 00100,
NAIROBI.

Dear Sirs,

**RE: THE PLIGHT OF EARLY CHILDHOOD DEVELOPMENT EDUCATION
TEACHERS IN COUNTIES**

Previous correspondence on this matter refers.

The Senate Standing Committee on Education has considered the responses submitted and requests that you provide further clarification and information on the following issues-

1. The implementation status of the ECDE Teachers Schemes of Service in each county;
2. The indicative cost of implementing the ECDE teachers Schemes of Service in each county and the existing budget and resources;
3. The measures that county governments have taken to ensure that the ECDE teachers are remunerated in line with the gazetted Government minimum wage;
4. The number of ECDE teachers employed in each county and their terms of service, highlighting details of each cadre (Certificate, Diploma and Graduate) and the category of the terms (permanent and pensionable and contractual); and

5. The strategies employed by the county governments to address the plight of ECDE teachers in their counties.

The purpose of this letter is to invite you to a workshop of the Committee which shall be held on **11th and 12th February, 2022** in **Kiambu County** to present a report from the Council of Governors on the afore-mentioned issues.

The Senate shall cater for the conferencing costs. We request that you cater for your travel, accommodation and other incidental costs. A detailed programme will be shared with your office ahead of the workshop.

Mr. Humphrey Ringera, Research Officer (Cell phone: +254 722 985 682, email: senateeducom@gmail.com), is the Clerk to this Committee and the officer responsible for facilitating this matter.

Yours faithfully,

For: 
J. M. NYEGENYE, CBS,
CLERK OF THE SENATE.

Copy to:

Ms. Mary Mwiti,
Chief Executive Officer,
Council of Governors,
P.O. Box 40401- 00100,
NAIROBI.

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**SCHEMES OF SERVICE
FOR
ECDE TEACHERS**

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MAIN ECDE COMMITTEE MEMBERS

This Scheme of Service was drafted and validated by:

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

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

TECHNICAL WORKING COMMITTEE MEMBERS

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

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

SCHEMES OF SERVICE FOR EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE) TEACHERS

1. AIMS AND OBJECTIVES

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

2. ADMINISTRATION AND TRAINING SCOPE

a) The responsibility for administration

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

b) Training Scope

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

3. FUNCTIONS

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

The function involves:

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

Similarly, the early childhood development and education training function involves

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

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

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

4. GRADING STRUCTURE AND SCOPE:

(a) Grading Structure

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

i) ECDE Teachers (Certificate Level)

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

Senior Assistant ECDE Teacher I L

ii) ECDE Teachers (Diploma Level)

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

iii) ECDE Teachers (Graduate level)

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

(b) Conversion to the New Grading Structure

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

(i) Assistant ECDE Teacher (Certificate level)

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

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

(ii) ECDE Teacher (Diploma level)

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

(iii) ECDE Teacher (Graduate level)

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

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

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

(c) Serving Teachers

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

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

5. RECOGNIZED QUALIFICATIONS

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

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

6. ENTRY INTO THE SCHEMES OF SERVICE

(a) Direct Appointment

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

7. ADVANCEMENT TO HIGHER GRADES

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

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

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

8. IMPLEMENTATION OF THE SCHEME

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

9. JOB GROUPS AND APPOINTMENT DESIGNATIONS

APPENDIX I

Certificate ECDE Teachers

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

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

(a) Duties and Responsibilities.

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

(b) Requirements for Appointment

Direct Appointment

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

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

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

Transition Clause:

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

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

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

Personal Qualities

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

Core Competencies

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

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

(a) Duties and Responsibilities.

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

¹ Such appointments must be consistent with existing Government policy.

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

(b) Requirements for Appointment:

Direct Appointment

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

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

Promotion

For promotion to this grade, a teacher must: -

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

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

Personal Qualities

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

Core Competencies

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

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

(a) Duties and Responsibilities

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

(b) Requirements for Promotion

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

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

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

Personal Qualities

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

Core Competencies

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

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

(a) Duties and Responsibilities

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

(b) Requirements for Appointment

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

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

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

Personal Qualities

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

Core Competencies

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

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

(a) Duties and Responsibilities

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

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

(b) Requirements for Appointment

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

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

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

Personal Qualities

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

Core Competencies

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

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

This is the highest grade in this cadre

(a) Duties and Responsibilities

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

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

(b) Requirements for Appointment

For appointment to this grade a teacher must have: -

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

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

Personal Qualities

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

Core Competencies

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

APPENDIX II

ECDE Teachers (Diploma)

1. ECDE TEACHER III JOB GROUP “H”

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

(a) Duties and responsibilities.

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

(b) Requirement for appointment

Direct Appointment

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

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

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

Personal qualities;

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

Core Competences

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

2. ECDE TEACHER II, JOB GROUP “J”

a) Duties and responsibilities:

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

b) Requirement for appointment;

Promotion:

For promotion to this grade, a teacher must have;

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

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

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

Personal qualities;

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

Core competences

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

3. ECDE TEACHER I, JOB GROUP 'K'

a) Duties and responsibilities:

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

(b) Requirement for appointment

Promotion:

For promotion to this grade, a teacher must have;

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

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

Personal Qualities

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

Core Competencies

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

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

(a) Duties and responsibilities

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

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

(b) Requirement for appointment;

Promotion:

For promotion to this grade, a teacher must have;

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

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

Personal Qualities

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

Core Competencies

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

5. SENIOR ECDE TEACHER II JOB GROUP ‘M’

(a) Duties and Responsibilities

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

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

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

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

(b) Requirement for appointment;

Promotion:

For promotion to this grade, a teacher must have;

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

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

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

Personal Qualities

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

Core Competencies

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

7. SENIOR ECDE TEACHER I JOB GROUP 'N'

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

(a) Duties and responsibilities.

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

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

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

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

(b) Requirement for appointment

Promotion:

For promotion to this grade, a teacher must have

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

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

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

Personal Qualities

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

Core Competencies

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

APPENDIX III

GRADUATE ECDE TEACHERS

1. GRADUATE ECDE TEACHER III JOB GROUP 'K'

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

a) Duties & Responsibilities

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

b) Requirements for Appointment

Direct Appointment

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

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

OR

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

OR

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

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

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

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

Personal Qualities

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

Core Competencies

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

2. GRADUATE ECDE TEACHER II JOB GROUP 'L'

a) Duties and Responsibilities.

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

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

b) Requirement for appointment

Promotion:

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

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

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

Personal Qualities

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

Core Competencies

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

3. GRADUATE ECDE TEACHER I JOB GROUP

'M' a) Duties and Responsibilities

- i. Class teaching
- ii. Facilitate learning

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

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

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

i) ECDE Programmes

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

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

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

ii) ECDE Curriculum Implementation

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

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

iii) Community Mobilization, Health & Nutrition

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

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

iv) ECDE Quality Assurance

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

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

(b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

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

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

Personal Qualities

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

Core Competencies

- Team player

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

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

a) Duties and responsibilities

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

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

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

a) ECDE Programmes

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

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

b) ECDE Curriculum Implementation

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

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

ii. Community Mobilization, Health & Nutrition

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

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

iii. ECDE Quality Assurance

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

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

b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

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

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

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

Personal Qualities

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

Core Competencies

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

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

a) Duties and Responsibilities

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

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

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

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

a) ECDE Programmes

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

b) ECDE Curriculum Implementation

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

c) Community Mobilization, Health & Nutrition

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

d) ECDE Quality Assurance

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

(b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

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

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

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

Personal Qualities

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

Core Competencies

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

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

a) Duties and Responsibilities

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

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

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

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

(b) Requirements for Appointment

Promotion

For promotion to this grade, a teacher must have;

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

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

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

Personal Qualities

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

Core Competencies

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

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

(a) Duties and Responsibilities

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

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

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

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

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

(b) Requirements for Appointment

Promotion:

For promotion to this grade, a teacher must have;

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

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

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

Personal Qualities

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

Core Competencies

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

V



COUNCIL OF GOVERNORS

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Our Ref. COG/6/39 Vol 13(94)

5th January, 2022

Through Excellency Governors

To: All County Executive Committee Members in charge of Finance
All County Executive Committee Members in charge of Education
All County Secretaries

RESOLUTIONS OF THE COUNCIL OF GOVERNORS ON THE EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE) SECTOR

Receive greetings from the Council of Governors.

Following the Council of Governors' meeting on 20th December 2021, the Early Childhood Education function was discussed. The Council resolved that:

- i. The Secretariat of the Council of Governors to share with all the County Governments the approved ECDE Teachers Scheme of Service.
- ii. Excellency Governors to consider providing additional resources in the Financial Year 2022/23 for implementation of the Scheme of Service

The purpose of this letter, therefore, is to forward to you the ECDE Teachers Scheme of Service to guide the recruitment and career progression of pre-primary teachers for implementation.

Please accept the assurances of our highest esteem and consideration.

Ms. Mary Mwiti
Chief Executive Officer

Encl: Early Childhood Development and Education Teachers' Scheme of Service

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**Salaries & Remuneration
Commission**

Rewarding productivity

Ref. No. SRC/TS/JE/CG/3/33/6 Vol. V (30)

10th December, 2021

H.E Hon. Martin Wambora

Chairman

Council of Governors

P.O. Box 40401-00100

NAIROBI



Attn: Human Resource Committee of Council of Governors

**REPORT ON JOB EVALUATION GRADING RESULTS AND SALARY STRUCTURE FOR THE
EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE) TEACHERS AND
CAREGIVERS FOR THE 2021/22 – 2024/25 REMUNERATION REVIEW CYCLE**

The Salaries and Remuneration Commission (Commission) in the discharge of its mandate as set out in Article 230 (4) of the Constitution and the Section 11 (d) of the Salaries and Remuneration Commission Act, 2011, issued Job Evaluation Guidelines vide SRC Circular Ref. No. SRC/ADM/CIR/1/13 Vol. IV (39) dated 6th August, 2020. The Guidelines provided a standard procedure for conducting job evaluation in the public service.

During the 3rd Remuneration and Benefits Review cycle the County Governments submitted ECDE cadre roles among other county roles to be considered for evaluation. Consequently, the Commission conducted job evaluation (JE) for the ECDE cadre roles and has finalized the grading. Further, following the deliberations in the various consultative meetings with relevant stakeholders and the challenges observed in matters of funding and remuneration for the ECDE teachers at the County Government, the Commission has developed a salary structure for the ECDE cadres (Diploma and Certificate levels) based on the results of job evaluation. This advisory supersedes any other Circular the Commission has issued on the grading and remuneration for the ECDE cadres.

The purpose of this letter, therefore, is to communicate the job evaluation grading results and the attendant remuneration structure for the ECDE cadres for the County Government for the 2021/22 – 2024/25 remuneration review cycle for your further necessary action. **(Enclosed)**

The Commission appreciates your continued support and cooperation in the JE exercise.


Mrs. Anne R. Gitau, MBS
COMMISSION SECRETARY/CEO

APPROVED JOB EVALUATION GRADING AND REMUNERATION STRUCTURE FOR THE EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE) TEACHERS AND CAREGIVERS

Table 1: Job Evaluation Grading Results for ECDE cadres for the 3rd Remuneration and Benefits Review Cycle

position	Academic Qualification and Experience	JE Grade
1. Assistant ECDE Teacher III	Cert. in ECDE, Entry level	B1
2. Assistant ECDE Teacher II	Cert. in ECDE, 3 Years	B2
3. Assistant ECDE Teacher I	Cert. in ECDE, 6 Years	B2
4. Senior Assistant ECDE Teacher III	Cert. in ECDE, 9 Years	B3
5. Senior Assistant ECDE Teacher II	Cert. in ECDE, 12 Years	B4
6. Senior Assistant ECDE Teacher I	Cert. in ECDE, 15 Years	B4
7. ECDE Teacher III	Dip. ECDE, Entry	B4
8. ECDE Teacher II	Dip. ECDE, 3 Years	B5
9. ECDE Teacher I	Dip. ECDE, 6 Years	B5
10. Senior ECDE Teacher III	Dip. ECDE, 9 Years	B5
11. Senior ECDE Teacher II	Dip. ECDE, 12 Years	B5
12. Senior ECDE Teacher I	Dip. ECDE, 15 Years	C1
13. Graduate ECDE Teacher III	Degree in ECDE, Entry	C1
14. Graduate ECDE Teacher II	Degree in ECDE, 3 Years	C1
15. Graduate ECDE Teacher I	Degree in ECDE, 6 Years	C2
16. Principal Graduate ECDE Teacher II	Degree in ECDE, 9 Years	C4
17. Principal Graduate ECDE Teacher I/ Assistant Director	Degree in ECDE, 12 Years	C5
18. Senior Principal Graduate ECDE Teacher II/ Deputy Director	Master's Degree in ECDE, 15 Years	D2
19. Chief Principal ECDE Teacher/Director	Master's Degree in ECDE, 21 Years	D4

Table 2: Approved Grading and Remuneration Structure for ECDE Teachers

Evaluated Job Title	Minimum Qualification and Experience	JE GRADE	Job Grade	Approved Basic Salary p.m.	
				Min.	Max.
Senior ECDE Teacher I	Dip. ECDE, 15 Years	C1	CPSB 10	15,224	19,094
Senior ECDE Teacher II	Dip. ECDE, 12 Years	B5	CPSB 11	12,980	16,054
Senior ECDE Teacher III	Dip. ECDE, 9 Years	B5	CPSB 11	12,980	16,054
ECDE Teacher I	Dip. ECDE, 6 Years	B5	CPSB 11	12,980	16,054
ECDE Teacher II	Dip. ECDE, 3 Years	B5	CPSB 11	12,980	16,054
ECDE Teacher III	Dip. ECDE, Entry	B4	CPSB 12	11,467	14,123
Senior Assistant ECDE Teacher I	Cert. in ECDE, 15 Years	B4	CPSB 12	11,467	14,123
Senior Assistant ECDE Teacher II	Cert. in ECDE, 12 Years	B4	CPSB 12	11,467	14,123
Senior Assistant ECDE Teacher III	Cert. in ECDE, 9 Years	B3	CPSB 13	9,060	11,113
Assistant ECDE Teacher I	Cert. in ECDE, 6 Years	B2	CPSB 14	8,404	9,425
Assistant ECDE Teacher II	Cert. in ECDE, 3 Years	B2	CPSB 14	8,404	9,425
Assistant ECDE Teacher III	Cert. in ECDE, Entry level	B1	CPSB 15	7,836	8,717

Table 3: Annual Progression of the Basic Salary Structure for ECDE Teachers

ECDE Teacher	JE Grade	Annual increment					
		Year 0 (Entry)	Year 1	Year 2	Year 3	Year 4	Year 5
Senior ECDE Teacher I	C1	15,224	15,869	16,514	17,159	17,804	18,449
Senior ECDE Teacher II	B5	12,980	13,492	14,004	14,516	15,028	15,540
Senior ECDE Teacher III	B5	12,980	13,492	14,004	14,516	15,028	15,540
ECDE Teacher I	B5	12,980	13,492	14,004	14,516	15,028	15,540
ECDE Teacher II	B5	12,980	13,492	14,004	14,516	15,028	15,540
ECDE Teacher III	B4	11,467	11,909	12,351	12,793	13,235	13,677
Senior Assistant ECDE Teacher I	B4	11,467	11,909	12,351	12,793	13,235	13,677
Senior Assistant ECDE Teacher II	B4	11,467	11,909	12,351	12,793	13,235	13,677
Senior Assistant ECDE Teacher III	B3	9,060	9,402	9,744	10,086	10,428	10,770
Assistant ECDE Teacher I	B2	8,404	8,574	8,744	8,914	9,084	9,254
Assistant ECDE Teacher II	B2	8,404	8,574	8,744	8,914	9,084	9,254
Assistant ECDE Teacher III	B1	7,836	7,983	8,130	8,277	8,424	8,571

Table 3: Approved Gross Remuneration Structure for ECDE Teachers

ECDE Teacher	Approved Basic Salary Per Month		Computer Allowance	House Allowance (Prevailing SRC Circular)						Approved Gross Salary Per Month							
	Min.	Max.		Nairobi	Cluster 2	Cluster 3	Cluster 4	Min.	Max.	Cluster 2	Cluster 3	Cluster 4	Min.	Max.	Cluster 2	Cluster 3	Cluster 4
Senior ECDE Teacher I	15,224	19,094	4,000	10,000	7,500	5,800	4,200	29,224	33,094	26,724	30,594	25,024	28,894	23,424	27,294		
Senior ECDE Teacher II	12,980	16,054	4,000	6,750	4,500	3,850	3,200	23,730	26,804	21,480	24,554	20,830	23,904	20,180	23,254		
Senior ECDE Teacher III	12,980	16,054	4,000	6,750	4,500	3,850	3,200	23,730	26,804	21,480	24,554	20,830	23,904	20,180	23,254		
ECDE Teacher I	12,980	16,054	4,000	6,750	4,500	3,850	3,200	23,730	26,804	21,480	24,554	20,830	23,904	20,180	23,254		
ECDE Teacher II	12,980	16,054	4,000	6,750	4,500	3,850	3,200	23,730	26,804	21,480	24,554	20,830	23,904	20,180	23,254		
ECDE Teacher III	11,467	14,123	4,000	6,750	4,500	3,850	3,200	22,217	24,873	19,967	22,623	19,317	21,973	18,667	21,323		
Senior Assistant ECDE Teacher I	11,467	14,123	4,000	6,750	4,500	3,850	3,200	22,217	24,873	19,967	22,623	19,317	21,973	18,667	21,323		
Senior Assistant ECDE Teacher II	11,467	14,123	4,000	6,750	4,500	3,850	3,200	22,217	24,873	19,967	22,623	19,317	21,973	18,667	21,323		
Senior Assistant ECDE Teacher III	9,060	11,113	3,000	4,500	3,730	3,000	2,700	16,560	18,613	15,790	17,843	15,060	17,113	14,760	16,813		
Assistant ECDE Teacher I	8,404	9,425	3,000	4,500	3,730	2,960	2,700	15,904	16,925	15,134	16,155	14,364	15,385	14,104	15,125		
Assistant ECDE Teacher II	8,404	9,425	3,000	4,500	3,730	2,960	2,700	15,904	16,925	15,134	16,155	14,364	15,385	14,104	15,125		
Assistant ECDE Teacher III	7,836	8,717	3,000	4,125	3,375	2,750	2,375	14,961	15,842	14,211	15,092	13,586	14,467	13,211	14,092		

(Annep VIII)

**MINUTES OF THE 68th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 21st
OCTOBER, 2021 ON ZOOM ONLINE MEETING PLATFORM AT
0900 HRS.**

PRESENT

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

ABSENT WITH APOLOGIES

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

IN ATTENDANCE

- | | |
|-------------------------------|--|
| 1. Hon. Sen. Enoch Wambua, MP | - Friend of the Committee |
| 2. Hon. (Dr.) Hillary Barchok | - Governor, Bomet County,
Member of the Council of Governors Committee on Education |
| 3. Ms. Yuliana Yegon | - CECM Education, Bomet |
| 4. Kizito Wangalwa | - Director of Committees, COG |
| 5. Jackline Migide | - CoG Secretariat |
| 6. Daisy Chebet | - CoG Secretariat |
| 7. Valarie Angela | - CoG Secreatriat |

SENATE SECRETARIAT

- | | |
|---------------------|---------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Malcom Ngugi | - Legal Counsel |
| 3. Florence Waweru | - Hansard Reporter/ Clerk |
| 4. Winnie Atieno | - Audio Recording Officer |
| 5. Wilson Bosmet | - Sergeant at Arms |
| 6. Abdalla Mbore | - Sergeant at Arms |

MIN. NO./SEN/EDU/423/2021

PRELIMINARIES

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

MIN. NO./SEN/EDU/424/2021

**ADOPTION OF THE
AGENDA**

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

1. Preliminaries
2. Adoption of agenda
3. Confirmation of the Minutes of the previous Committee meetings

4. Matters Arising from Minutes of the previous Committee meetings
5. Meeting with the Council of Governors to deliberate on the Statement sought by Sen. Enoch Wambua, MP on *the plight of Early Childhood Development Education (ECDE) teachers in the counties.*
6. Any other business
7. Adjournment/Date of the next meeting.

MIN. NO./SEN/EDU/425/2021

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

Confirmation of the Minutes of the previous Committee meeting was pended following reorganization the Agenda.

MIN. NO./SEN/EDU/426/2021

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

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

MIN. NO./SEN/EDU/427/2021

**MEETING WITH THE
COUNCIL OF GOVERNORS
ON THE PLIGHT OF ECDE
TEACHERS IN THE
COUNTIES**

1. The Committee was informed that at the sitting of the Senate held on Wednesday, 15th September, 2021, Sen. Dr. Enoch Wambua, MP requested for a Statement from the Standing Committee on Education regarding the plight of Early Childhood Development Education (ECDE) teachers in counties, country wide. Consequently, the Committee had invited the Council of Governors to a Committee meeting to be held on Thursday, 21st October, 2021 to deliberate on the issues raised in the Statement;
2. The Council of Governors (CoG) informed the Committee that-
 - a. the CoG developed a draft Schemes of Service for ECDE teachers in January 2018 which became operational on 1st July, 2018;
 - b. As at 18th October, 2021, data from 38 county governments indicate that-
 - i. 32,656 ECDE teachers have been employed by county governments;
 - ii. 2,407 are on permanent and pensionable terms; and
 - iii. 30,249 are on contracts.
 - c. Five (5) county governments have fully implemented the Schemes of Service, five (5) others have partially implemented it while the rest are yet to implement it;

- d. The least paid certificate level ECDE Teacher receives a monthly pay of Kshs. 9,420 while the highest paid graduate ECDE Teacher has a monthly pay of Kshs. 59,770. The bulk of the ECDE Teachers have a monthly remuneration ranging between Kshs. 12,000 and Kshs. 22,000 across all the cadre (certificate, diploma and graduate);
 - e. based on the current budgetary allocations, it would be difficult to engage all the ECDE teachers on permanent and pensionable contracts as per the Scheme of Service because this will bloat the counties wage bill above the recommended 35% of the overall county budget per financial year; and
 - f. to provide further financial support to the ECDE centre, county governments are encouraged to allocate at least 10 percent of their overall budget to the education sector, to ensure that the needs of the ECDE teachers and learners are adequately addressed.
3. The Committee observed that the ECDE teachers are critical in provision of basic education and therefore the responses to the Statement were unsatisfactory;
 4. The Committee **resolved** to invite different ECDE Stakeholders such as the Council of Governors (CoG), The National Treasury, the Ministry of Education, (MoE), the Ministry of Labour, the Teachers Service Commission (TSC) and Salaries and Remuneration Commission (SRC) to a one day workshop to deliberate on the plight of the ECDE teachers in the country.

MIN. NO./SEN/EDU/428/2021

ANY OTHER BUSINESS

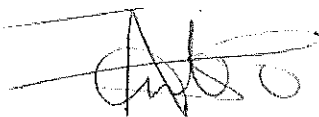
There was no other business.

MIN.NO./SEN/EDU/429/2021

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

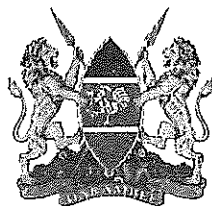
There being no other business, the meeting was adjourned at 1040 hrs.

SIGNED.....



..DATE.. *Thursday, 4th November, 2021.*

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



COUNCIL OF GOVERNORS

Westlands Delta House 2nd Floor, Waiyaki Way.
P.O. BOX 40401-00100,
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E-mail: info@cog.go.ke

Our Ref. COG/6/39 Vol 13(94)

5th January, 2022

Through Excellency Governors

To: All County Executive Committee Members in charge of Finance
All County Executive Committee Members in charge of Education
All County Secretaries

RESOLUTIONS OF THE COUNCIL OF GOVERNORS ON THE EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE) SECTOR

Receive greetings from the Council of Governors.

Following the Council of Governors' meeting on 20th December 2021, the Early Childhood Education function was discussed. The Council resolved that:

- i. The Secretariat of the Council of Governors to share with all the County Governments the approved ECDE Teachers Scheme of Service.
- ii. Excellency Governors to consider providing additional resources in the Financial Year 2022/23 for implementation of the Scheme of Service

The purpose of this letter, therefore, is to forward to you the ECDE Teachers Scheme of Service to guide the recruitment and career progression of pre-primary teachers for implementation.

Please accept the assurances of our highest esteem and consideration.

Ms. Mary Mwati
Chief Executive Officer

Encl: Early Childhood Development and Education Teachers' Scheme of Service

**MINUTES OF THE 3rd SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON FRIDAY, 11th
FEBRUARY, 2022 AT THE WINDSOR GOLF HOTEL AND
COUNTRY CLUB, KIAMBU COUNTY AT 0900 HRS.**

PRESENT

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

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 5. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 6. Hon. Sen. Fred Outa, MP | - Member |
| 7. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 8. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 9. Hon. Sen. Iman Falhada Dekow, MP | - Member |

IN ATTENDANCE

- | | |
|---------------------------------|---|
| 1. Hon. Mutahi Kahiga | - Governor, Nyeri County,
<i>Chairperson Council of Governors Committee on Education</i> |
| 2. Hon. Eric Wafukho | - Chief Administrative
Secretary (CAS), <i>the National Treasury</i> |
| 3. Hon. Paul Thairu, HSC | - County Executive Committee
(CEC) Member in charge of Education, Lamu County and <i>the
Chairperson Education CEC Caucus.</i> |
| 4. Dr. Leah Munyao (PhD) | - Commissioner, <i>Salaries and
Remuneration Commission (SRC)</i> |
| 5. Ms. Nelly Ashubwe | - Commissioner, SRC |
| 6. Ms. Margaret Sawe | - Commissioner, SRC |
| 7. Dr. Reuben Nthamburi | - Director, <i>Quality Assurance
and Standards, Teachers Service Commission (TSC)</i> |
| 8. Mr. Moriasi Gari | - Director, <i>Early Childhood
Development Education, Ministry of Education</i> |
| 9. Mr. Cavin Anyuor | - Director, <i>Legal, Labour and
Industrial Relations, TSC</i> |
| 10. Dr. Hilary Patroba | - Director, <i>Remuneration
Services, SRC</i> |
| 11. Dr. Douglas Barasa | - ECDE Director, <i>Busia
County, Chairperson ECDE Directors Caucus</i> |
| 12. Mr. Kizito Wangalwa | - <i>Director of Committees,
Council of Governors (CoG)</i> |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Mwanate Shaban | - Clerk Assistant |
| 2. Humphrey Ringera | - Research Officer/Clerk |
| 3. Florence Waweru | - Hansard/ Clerk |
| 4. Winnie Atieno | - Audio Officer |
| 5. Malcom Ngugi | - Legal Counsel |

- | | | |
|----|---------------|---------------------------|
| 6. | Njeri Manga | - Media Relations Officer |
| 7. | Agnes Muchoki | - Executive Secretary |
| 8. | Rita Chudi | - Office Assistant |
| 9. | Abdalla Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/016/2022

PRELIMINARIES

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

MIN. NO./SEN/EDU/016/2022

ADOPTION OF THE AGENDA

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

1. Preliminaries
2. Adoption of Agenda
3. The role of National Government in Early Childhood Education Policies and oversight.
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/017/2022

ROLE OF NATIONAL GOVERNMENT IN ECDE POLICIES AND OVERSIGHT

1. The Committee invited the Cabinet Secretary (C.S), Ministry of Education to make a presentation on Early Childhood Education Policies; the role of the National Government in oversight and ensuring uniformity;
2. The C.S was represented in the meeting by Mr. Moriasi Gari, the Director of Early Childhood Development Education (ECDE) in the Ministry of Education;
3. The Ministry of Education informed the Committee that all policies have been cascaded down to the counties through respective county directors of education who also follow up on their implementation.

MIN. NO./SEN/EDU/018/2022

ANY OTHER BUSINESS

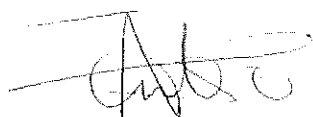
There was no other business.

MIN.NO./SEN/EDU/019/2022

ADJOURNMENT AND DATE OF THE NEXT MEETING

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

SIGNED.....



.....DATE.....03/03/2022.....

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

**MINUTES OF THE 10th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON MONDAY, 28th
FEBRUARY, 2022 ON ZOOM ONLINE MEETING PLATFORM AT
1400HRS.**

PRESENT

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

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 6. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 7. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 8. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 9. Hon. Sen. Mwangi Githiomi, MP | - Member |

SENATE SECRETARIAT

- | | |
|---------------------|---|
| 1. Humphrey Ringera | - Research Officer/Clerk to the Committee |
| 2. Florence Waweru | - Hansard Officer/Clerk Assistant |
| 3. Winnie Atieno | - Audio Recording Officer |
| 4. Malcolm Ngugi | - Legal Counsel |
| 5. Rama Athaman | - Intern, DCom |

MIN. NO./SEN/EDU/056/2022 PRELIMINARIES

The meeting was called to order at 1406hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Gertrude Musuruve, MP

MIN. NO./SEN/EDU/057/2022 ADOPTION OF THE AGENDA

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

1. Preliminaries
2. Adoption of agenda
3. Consideration of the Committee Report on the Plight of ECDE teachers in the counties, countrywide
4. Any other business
5. Adjournment/Date of the next meeting

**MIN. NO. /SEN/EDU/058/2022 CONSIDERATION OF THE COMMITTEE
REPORT ON THE PLIGHT OF ECDE
TEACHERS IN THE COUNTIES**

1. The Secretariat presented the draft report on the consideration of the Statement sought from the Committee on the plight of Early Childhood Development Education teachers in the counties, countrywide;
2. The Committee observed that there is need to conduct county visits to
 - a. confirm the implementation status of the ECDE teachers scheme of service in the counties that were reported to be implementing and ascertain the status of the counties reported to have initiated the onboarding processes; and
 - b. investigate how county governments are remunerating caregivers employed in special needs schools

3. The Committee recommended that-
 - a. county governments should provide budget for education sector as stand-alone items in their budgets;
 - b. county governments should set aside at least 10% of their county revenues for provision of ECDE services;
 - c. all stakeholders should submit job description for ECDE teachers for SRC to review.
4. The Committee advised the Secretariat to attach all the documents submitted by the stakeholder in the report for ease of referencing and revise the report with all the inputs raised by the members.

MIN. NO./SEN/EDU/059/2022

ANY OTHER BUSINESS

The Committee resolved that during the county visits, centres for learners with disabilities and special needs should be included in the schedules

MIN. NO. /SEN/EDU/060/2022

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1525 hrs. The next meeting would be by notice.

SIGNED.....



...DATE.....03/03/2022.....

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

**MINUTES OF THE 4th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON FRIDAY, 11th
FEBRUARY, 2022 AT THE WINDSOR GOLF HOTEL AND
COUNTRY CLUB, KIAMBU COUNTY AT 1100 HRS.**

PRESENT

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

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 5. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 6. Hon. Sen. Fred Outa, MP | - Member |
| 7. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 8. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 9. Hon. Sen. Iman Falhada Dekow, MP | - Member |

IN ATTENDANCE

- | | |
|---------------------------------|---|
| 1. Hon. Mutahi Kahiga | - Governor, Nyeri County,
<i>Chairperson Council of Governors Committee on Education</i> |
| 2. Hon. Eric Wafukho | - Chief Administrative
Secretary (CAS), <i>the National Treasury</i> |
| 3. Hon. Paul Thairu, HSC | - County Executive Committee
(CEC) Member in charge of Education, Lamu County and <i>the
Chairperson Education CEC Caucus.</i> |
| 4. Dr. Leah Munyao (PhD) | - Commissioner, <i>Salaries and
Remuneration Commission (SRC)</i> |
| 5. Ms. Nelly Ashubwe | - Commissioner, SRC |
| 6. Ms. Margaret Sawe | - Commissioner, SRC |
| 7. Dr. Reuben Nthamburi | - Director, <i>Quality Assurance
and Standards, Teachers Service Commission (TSC)</i> |
| 8. Mr. Moriasi Gari | - Director, <i>Early Childhood
Development Education, Ministry of Education</i> |
| 9. Mr. Cavin Anyuor | - Director, <i>Legal, Labour and
Industrial Relations, TSC</i> |
| 10. Dr. Hilary Patroba | - Director, <i>Remuneration
Services, SRC</i> |
| 11. Dr. Douglas Barasa | - ECDE Director, <i>Busia County,
Chairperson ECDE Directors Caucus</i> |
| 12. Mr. Kizito Wangalwa | - <i>Director of Committees, Council
of Governors (CoG)</i> |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Mwanate Shaban | - Clerk Assistant |
| 2. Humphrey Ringera | - Research Officer/Clerk |
| 3. Florence Waweru | - Hansard/ Clerk |
| 4. Winnie Atieno | - Audio Officer |

- | | | |
|----|---------------|---------------------------|
| 5. | Malcom Ngugi | - Legal Counsel |
| 6. | Njeri Manga | - Media Relations Officer |
| 7. | Agnes Muchoki | - Executive Secretary |
| 8. | Rita Chudi | - Office Assistant |
| 9. | Abdalla Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/020/2022

PRELIMINARIES

The meeting was called to order at 1100hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Gertrude Musuruve, MP.

MIN. NO./SEN/EDU/021/2022

ADOPTION OF THE AGENDA

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

1. Preliminaries
2. Adoption of agenda
3. Meeting with the CoG on the plight of ECDE teachers in the counties
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/022/2022

MEETING WITH THE CoG ON THE PLIGHT OF ECDE TEACHERS IN THE COUNTIES

1. The Committee invited the Council of Governors to provide clarification and information on the implementation status of the ECDE teachers' Schemes of Service in each county; the indicative costs of its implementation and the measures taken by the county governments to ensure that ECDE teachers are well remunerated in line with the gazetted government minimum wage;
2. The CoG represented by Governor Mutahi Kahiga, the CoG Committee on Education chairperson informed the Committee that the Regulation of Wages (General) (Amendment) Order, 2018 prescribes the basic minimum monthly wages inclusive of housing allowance. Consequently, the ECDE teachers have a monthly remuneration ranging between Kshs. 14,000 to Kshs. 42,000 across all cadre;
3. The Committee was informed that there is an approved Scheme of Service for ECDE teachers and that each county government has the responsibility of using the Scheme of Service in the emoluments for ECDE teachers. The estimated annual expenditure to fully implement the Scheme of Service would be Kshs. 12,910,143,487.80 in all the counties;
4. As at 31st January, 2022, data from all the county governments shows that, 42,457 ECDE teachers have been employed by county

- governments with 13,502 employed on permanent and pensionable terms and 28,955 are employed on 3 year contracts;
5. The Committee observed that the annual budget allocation for the education function (sector), which mostly combines with gender, youth, labour, ICT and social services, is estimated to be Kshs. 10,828,076,256.00. As such, the cost of implementing the Scheme of Service by far exceeds the total budget allocation for the department responsible for Education by Kshs. 2,082,067,231.80, a 16% variance.

MIN. NO./SEN/EDU/023/2022

ANY OTHER BUSINESS

There was no other business.

MIN.NO./SEN/EDU/024/2022

**ADJOURNMENT AND DATE OF
THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1300 hrs.

SIGNED.....



....DATE.....03/03/2022.....

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

**MINUTES OF THE 5th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON FRIDAY, 11th
FEBRUARY, 2022 AT THE WINDSOR GOLF HOTEL AND
COUNTRY CLUB, KIAMBU COUNTY AT 1430hrs.**

PRESENT

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

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 5. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 6. Hon. Sen. Fred Outa, MP | - Member |
| 7. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 8. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 9. Hon. Sen. Iman Falhada Dekow, MP | - Member |

INATTENDANCE

- | | |
|---------------------------------|---|
| 1. Hon. Mutahi Kahiga | - Governor, Nyeri County,
<i>Chairperson Council of Governors Committee on Education</i> |
| 2. Hon. Eric Wafukho | - Chief Administrative
Secretary (CAS), <i>the National Treasury</i> |
| 3. Hon. Paul Thairu, HSC | - County Executive Committee
(CEC) Member in charge of Education, Lamu County and <i>the
Chairperson Education CEC Caucus.</i> |
| 4. Dr. Leah Munyao (PhD) | - Commissioner, <i>Salaries and
Remuneration Commission (SRC)</i> |
| 5. Ms. Nelly Ashubwe | - Commissioner, SRC |
| 6. Ms. Margaret Sawe | - Commissioner, SRC |
| 7. Dr. Reuben Nthamburi | - Director, <i>Quality Assurance
and Standards, Teachers Service Commission (TSC)</i> |
| 8. Mr. Moriasi Gari | - Director, <i>Early Childhood
Development Education, Ministry of Education</i> |
| 9. Mr. Cavin Anyuor | - Director, <i>Legal, Labour and
Industrial Relations, TSC</i> |
| 10. Dr. Hilary Patroba | - Director, <i>Remuneration
Services, SRC</i> |
| 11. Dr. Douglas Barasa | - ECDE Director, <i>Busia County,
Chairperson ECDE Directors Caucus</i> |
| 12. Mr. Kizito Wangalwa | - <i>Director of Committees, Council
of Governors (CoG)</i> |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Mwanate Shaban | - Clerk Assistant |
| 2. Humphrey Ringera | - Research Officer/Clerk |
| 3. Florence Waweru | - Hansard/ Clerk |
| 4. Winnie Atieno | - Audio Officer |
| 5. Malcom Ngugi | - Legal Counsel |

- | | | |
|----|---------------|---------------------------|
| 6. | Njeri Manga | - Media Relations Officer |
| 7. | Agnes Muchoki | - Executive Secretary |
| 8. | Rita Chudi | - Office Assistant |
| 9. | Abdalla Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/025/2022

PRELIMINARIES

The meeting was called to order at 1430hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Gertrude Musuruve, MP.

MIN. NO./SEN/EDU/026/2022

ADOPTION OF THE AGENDA

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

1. Preliminaries
2. Adoption of agenda
3. Meeting with the education stakeholders on resourcing the ECDE sector
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/027/2022

RESOURCING THE ECDE SECTOR

1. The Committee invited the Council of Governors (CoG), the National Treasury, the Ministry of Education (MoE), the Teachers Service Commission (TSC) and the Salaries and Remuneration Commission (SRC) to a consultative meeting to deliberate on resourcing the ECDE sector in the country;
2. The CoG informed the Committee that on 5th January, 2022, they had issued an advisory to county governments (*copy attached*) on the implementation of the Schemes of Service and allocation of budgetary resources on the same. They further proposed that there is a need for the establishment of a grant similar to the grant to Vocational Training Centres to argument existing resources;
3. The TSC informed the Committee that as at December, 2021, the TSC had registered a total of 121, 680 ECDE teachers, being 103,700 females and 17,980 males since 2014. The Commission had also helped the county governments to develop a Scheme of Service that would be adopted by all counties ensuring uniformity across the board;
4. The Salaries and Remuneration Commission (SRC) informed the Committee that they have undertaken job evaluation roles of ECDE teachers to determine the relative worth of the jobs and finalised grading and consequently shared the results on the grading and attendant remuneration structure with the CoG;
5. The National Treasury informed the Committee that Early Childhood Education is a devolved function and as such there is need for prioritization in allocation of resources to the function by respective county governments.

MIN. NO./SEN/EDU/028/2022

ANY OTHER BUSINESS

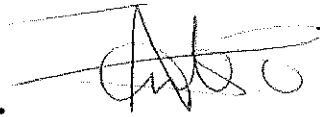
There was no other business.

MIN.NO./SEN/EDU/029/2022

**ADJOURNMENT AND DATE OF
THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1630 hrs.

SIGNED.....



.....DATE.....03/03/2022....

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

**MINUTES OF THE 6th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON SATURDAY, 12th
FEBRUARY, 2022 AT THE WINDSOR GOLF HOTEL AND
COUNTRY CLUB, KIAMBU COUNTY AT 0900HRS.**

PRESENT

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

ABSENT WITH APOLOGIES

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|---|----------|
| 5. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 6. Hon. Sen. Fred Outa, MP | - Member |
| 7. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 8. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 9. Hon. Sen. Iman Falhada Dekow, MP | - Member |

INATTENDANCE

- | | |
|---------------------------------|---|
| 1. Hon. Mutahi Kahiga | - Governor, Nyeri County,
<i>Chairperson Council of Governors Committee on Education</i> |
| 2. Hon. Eric Wafukho | - Chief Administrative
Secretary (CAS), <i>the National Treasury</i> |
| 3. Hon. Paul Thairu, HSC | - County Executive Committee
(CEC) Member in charge of Education, Lamu County and <i>the
Chairperson Education CEC Caucus.</i> |
| 4. Dr. Leah Munyao (PhD) | - Commissioner, <i>Salaries and
Remuneration Commission (SRC)</i> |
| 5. Ms. Nelly Ashubwe | - Commissioner, SRC |
| 6. Ms. Margaret Sawe | - Commissioner, SRC |
| 7. Dr. Reuben Nthamburi | - Director, <i>Quality Assurance
and Standards, Teachers Service Commission (TSC)</i> |
| 8. Mr. Moriasi Gari | - Director, <i>Early Childhood
Development Education, Ministry of Education</i> |
| 9. Mr. Cavin Anyuor | - Director, <i>Legal, Labour and
Industrial Relations, TSC</i> |
| 10. Dr. Hilary Patroba | - Director, <i>Remuneration
Services, SRC</i> |
| 11. Dr. Douglas Barasa | - ECDE Director, <i>Busia County,
Chairperson ECDE Directors Caucus</i> |
| 12. Mr. Kizito Wangalwa | - <i>Director of Committees, Council
of Governors (CoG)</i> |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------|
| 1. Mwanate Shaban | - Clerk Assistant |
| 2. Humphrey Ringera | - Research Officer/Clerk |
| 3. Florence Waweru | - Hansard/ Clerk |
| 4. Winnie Atieno | - Audio Officer |
| 5. Malcom Ngugi | - Legal Counsel |

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|----|---------------|---------------------------|
| 6. | Njeri Manga | - Media Relations Officer |
| 7. | Agnes Muchoki | - Executive Secretary |
| 8. | Rita Chudi | - Office Assistant |
| 9. | Abdalla Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/030/2022

PRELIMINARIES

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

MIN. NO./SEN/EDU/031/2022

ADOPTION OF THE AGENDA

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

1. Preliminaries
2. Adoption of agenda
3. ECDE teachers' registration, remuneration, capacity building and management
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/032/2022

ECDE TEACHERS' REGISTRATION, REMUNERATION, CAPACITY BUILDING AND MANAGEMENT

1. The Committee was informed that the recruitment of ECDE teachers is supposed to be done by the County Governments through the County Public Service Boards (CPSB) from a pool of teachers registered by the Teachers Service Commission. The CPSBs are expected to be guided by the Draft ECDE Teachers' Scheme of Service launched in 2018 which guides the recruitment and career progression;
2. TSC informed the Committee that the Code of Regulations for Teachers regulation 19 stipulates that no person shall be qualified to practice as a teacher unless the person holds a certificate of registration issued by the TSC;
3. The Committee was further informed that the TSC has been able to publish regulations on registration of ECDE teachers, established a register of ECDE teachers and developed a tailor made Teacher Professional Development (TPD) module for ECDE teachers;
4. However, the TSC faces challenges related to inadequate resources to undertake monitoring and evaluation, lack of harmonization in the employment of ECDE teachers, lack of clear cut demarcation between the administration of public ECDE centres, especially where they are domiciled within the primary schools and inadequate infrastructural facilities;

5. The Committee resolved to continuously engage with the counterpart Committee at the National Assembly to ensure adequate resources are allocated to the TSC for continuous capacity building of teachers;
6. The Committee further resolved that there is need for an in-depth discussion on scheme of service for ECDE teachers and ensure standardisation and certification of ECDE teachers.

MIN. NO./SEN/EDU/033/2022

ANY OTHER BUSINESS

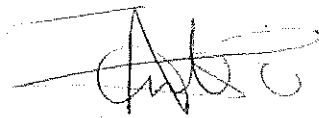
There was no other business.

MIN.NO./SEN/EDU/034/2022

**ADJOURNMENT AND DATE OF
THE NEXT MEETING**

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

SIGNED.....



....DATE.....03/03/2022.....

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

**MINUTES OF THE 11th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 3rd MARCH,
2022 ON ZOOM ONLINE MEETING PLATFORM AT 1400HRS.**

PRESENT

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

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 6. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 7. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |
| 8. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 9. Hon. Sen. Mwangi Githiomi, MP | - Member |

SENATE SECRETARIAT

- | | |
|---------------------|---|
| 1. Humphrey Ringera | - Research Officer/Clerk to the Committee |
| 2. Florence Waweru | - Hansard Officer/Clerk Assistant |
| 3. Winnie Atieno | - Audio Recording Officer |
| 4. Malcolm Ngugi | - Legal Counsel |
| 5. Abdalla Mbore | - Sergeant-at-Arms |
| 6. Rama Athaman | - Intern, DCom |

MIN. NO./SEN/EDU/061/2022 PRELIMINARIES

The meeting was called to order at 0916hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Gertrude Musuruve, MP.

MIN. NO./SEN/EDU/062/2022 ADOPTION OF THE AGENDA

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

1. Preliminaries
2. Adoption of agenda
3. Consideration of the Committee Report on
 - the Plight of ECDE teachers in the counties, countrywide
 - the Special Needs Education Bill (*Senate Bills No. 44*) 2022
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO. /SEN/EDU/063/2022 CONSIDERATION OF THE COMMITTEE REPORTS

1. The Secretariat presented the draft reports on the consideration of the Statement sought from the Committee on the plight of Early Childhood Development Education teachers in the counties, countrywide; and the Special Needs Education Bill (*Senate Bills No. 44*) 2021.
2. The Committee reports were unanimously adopted by the Committee after being proposed by Sen. Mary Seneta, MP and seconded by Sen. (Dr.) Gertrude Musuruve, MP.

MIN. NO./SEN/EDU/064/2022 ANY OTHER BUSINESS

The Committee resolved to finalize the other pending Committee reports and table the reports for consideration expeditiously.

MIN. NO. /SEN/EDU/065/2022

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1525 hrs. The next meeting would be by notice.

SIGNED.....



..DATE....03/03/2022.....

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