

GOVERNMENT OF NAIROBI CITY COUNTY



THE NAIROBI CITY COUNTY ASSEMBLY

OFFICE OF THE CLERK

FIFTH SESSION

NCCA/TJ/PL/2021 / (25)

16th September, 2021

PAPER LAID

Pursuant to Standing Order 191, I beg to lay the following Paper on the Table of the Assembly, today, Thursday 16th September, 2021

— THE REPORT OF THE SECTORAL COMMITTEE ON CHILDREN, EARLY CHILDHOOD EDUCATION & VOCATIONAL TRAINING ON THE WORKSHOP HELD FROM 25TH - 28TH FEBRUARY, 2021 AT FLAMINGO BEACH HOTEL, MOMBASA COUNTY

(Chairperson, Sectoral Committee on Children, Early Childhood Education & Vocational Training)

Copies to:

The Speaker
The Clerk
Hansard Editor
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The Press



Paper laid on 16th Sept 2021
by Hon. Peter Wanyo
MCA Dep. Majority Rep

THE NAIROBI CITY COUNTY GOVERNMENT



THE NAIROBI CITY COUNTY ASSEMBLY

SECOND ASSEMBLY – FIFTH SESSION

THE REPORT OF THE SECTORAL COMMITTEE ON CHILDREN, EARLY
CHILDHOOD EDUCATION & VOCATIONAL TRAINING

ON

THE WORKSHOP HELD FROM 25TH TO 28TH FEBRUARY, 2021 AT FLAMINGO
BEACH HOTEL, MOMBASA COUNTY

Clerk's Chambers,
CITY HALL,
NAIROBI.

Edition: September, 2021

*Laid on the
Assembly
Poles
16 Sept 2021.
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1.0. PREFACE

Establishment and Mandate

Hon. Speaker,

The Sectoral Committee on Children, Early Childhood Education and Vocational Training was established pursuant to the Standing Order 203, the Committee's mandate amongst others, as outlined under Standing Orders 203 (6) is to:

- a. investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned departments;
- b. study the programme and policy objectives of departments and the effectiveness of the implementation;
- c. study and review all county legislation referred to it;
- d. study, assess and analyze the relative success of the departments as measured by the results obtained as compared with their stated objectives;
- e. investigate and inquire into all matters relating to the assigned departments as they may deem necessary, and as may be referred to them by the County Assembly;
- f. to vet and report on all appointments where the Constitution or any law requires the County Assembly to approve, except those under Standing Order 196 (Committee on Appointments); and
- g. make reports and recommendations to the County Assembly as often as possible, including recommendation of proposed legislation.

In accordance with the Third Schedule to the Standing Orders, the Sectoral Committee on Children, Early Childhood Education and Vocational Training is mandated to consider all matters relating to: - **“to investigate, inquire into, and report on all matters relating to pre-primary education, village polytechnics, home craft centres and childcare facilities; children welfare”**.

Committee Membership

The Committee Membership comprises of:

- 1. Hon. Mwaura Samora, MCA – Vice-Chair**

2. Hon. Samuel Ng'ang'aMwangi, MCA
3. Hon. KabiruMbugua, MCA
4. Hon. Esther WaitheraChege, MCA
5. Hon. Patrick Karani, MCA
6. Hon. Abdikadir Mohammed, MCA
7. Hon. Fredrick NjorogeNjogu, MCA
8. Hon. Elijah Mputhia, MCA
9. Hon. Robert Mbatia, MCA
10. Hon. Stephen GikonyoKanyi, MCA
11. Hon. JayendraMalde, MCA
12. Hon. Mark Mugambi, MCA
13. Hon. Ann Catherine Akinyi, MCA
14. Hon. Esther Nyangweso, MCA
15. Hon. Paul Shilaho, MCA
16. Hon. Fredrick OtienoOmondi, MCA
17. Hon. Jane Muasya, MCA
18. Hon. Husin Mohammed Lawi, MCA
19. Hon. Rosemary MasitsaShitote, MCA
20. Hon. Mary ArivizaMwami, MCA
21. Hon. Kennedy Oyugi, MCA
22. Hon. RedsonOtieno Onyango, MCA
23. Hon. Caroline AndisiMayunzu, MCA
24. Hon. Eunice WanjikuMarimbi, MCA

Hon. Speaker,

The County Assembly Committees are extensions of the Assembly established under the County Assembly Standing Orders and in accordance with Section 14 of the County Governments Act, 2012. The Committees are supposed to perform functions that the Assembly is not well fitted to consider in plenary.

The Sectoral Committee on Children, Early Childhood Education and Vocational Training exercises its oversight role on the operations and administration of the Education, Sports Culture, Youth, Gender & Social Services Sector.

Pursuant to the provisions of Standing Order 203 (6) (b), (d) and (e), the Sectoral Committee on Children, Early Childhood Education and Vocational Training is supposed to study the programme of the Education and Children Sub-Sectors and the effectiveness of the implementation; study, assess, and analyze the success of the Sector as measured by the results obtained; and inquire into all matters relating to the Sector.

Hon. Speaker,

Pursuant to Article 185 of the Constitution of Kenya, 2010, the legislative authority of a County is vested and exercised and the County Assembly. The County Assembly is to make laws that are necessary for effective performance of the functions of the County Government as provided for in Part Two of the Fourth Schedule to the Constitution.

The Committee received draft policy on the Nairobi City County Free Early Childhood Development Education. The Committee was to undertake prepublication scrutiny of the policy. For the Committee to consider the proposed policy conclusively, a workshop was organized for the Members to be taken through the document by the County Assembly Legal Office. The Members were to have ample time to conclusively have prepublication scrutiny the Nairobi City County Free Early Childhood Development Education Policy.

Hon. Speaker,

Sectoral Committee on Children, Early Childhood Education and Vocational Training held its workshop from 25th to 28th February, 2021 at Flamingo Beach Hotel, Mombasa County. The objectives of the training workshop included the following.

The main purpose for undertaking this workshop is to enable the Members of the Sectoral Committee on Children, Early Childhood Education and Vocational Training to have ample time to conclusively enable the Committee have pre-publication scrutiny of the proposed Nairobi City County Free Development Education Policy and consider the status report on the ongoing Education Sector projects and programmes for the financial year 2020/2021.

Acknowledgement

Hon. Speaker,

I wish to acknowledge with gratitude the offices of the Speaker and the Clerk of the County Assembly for the support extended to the Committee to facilitate its training workshop.

Finally, much thanks to the Members of the Committee and the Secretariat for their dedication, untiring commitment and valuable contributions during the training workshop.

Hon. Speaker,

It is therefore my pleasant duty and privilege, on behalf of the Members of the Sectoral Committee on Children, Early Childhood Education and Vocational Training to table the report of the Committee on the workshop to scrutinize the proposed policy held from 25th to 28th February, 2021 at Flamingo Beach Hotel, Mombasa County.

Signed

Hon. Mwaura Samora, MCA

Vice-Chairperson

Date 15/02/2021

2.0. PROCEEDINGS OF THE WORKSHOP

Introduction

The County Assembly Committees are extensions of the Assembly established under the County Assembly Standing Orders and in accordance with Section 14 of the County Governments Act, 2012. The Committees are supposed to perform functions that the Assembly is not well fitted to consider in plenary. Good quality legislation is one of the most fundamental tenets of any modern and civilized democratic society. The process of developing such legislation is as critical as the product. However, County Assembly being entirely new entity, the effective exercise of this legislative function by Assembly has to a large extent been hindered by inter alia a lack of sufficient legislative capacity, the absence of proper systems and structures at the County level and the lack of a clear guide on the process of formulating legislation.

The Committee received draft policy on the Nairobi City County Free Early Childhood Development Education. The Committee was to undertake prepublication scrutiny of the policy.

For the Committee to consider the proposed policy conclusively, a workshop was organized for the Members to be taken through the document by the County Assembly Legal Office. The Members were to have ample time to conclusively have prepublication scrutiny the Nairobi City County Free Early Childhood Development Education Policy.

The workshop entailed clause by clause consideration of the proposed Nairobi City County Free City County Early Childhood Development Education Policy.

Proceedings of the Training Workshop

During the workshop several presentations were made by the officers from the County Assembly Legal and the Secretariat with the regard to the aforementioned proposed policy.

SESSION 1: OFFICIAL OPENING

The workshop was officially opened by a word of prayer by the Vice-Chairperson before welcoming Members to the meeting. The Vice-Chair then invited Members, the facilitators and the Secretariat to introduce themselves and subsequently urged Members to actively participate in the proceedings to enable them have concrete input on the proposed policy

and the report on the implementation of the Sector Budget for the financial year 2020/2021.

The Secretariat took the Members through the legal underpinnings on the role of the County Assembly and the Committee in legislation as provided for in Articles 176 and 185 of the Constitution of Kenya, 2010 which provides for the establishment of the County Government and the role of the County Assembly in making laws that are necessary for, or incidental to, the effective performance of the functions and exercise of the power of the County Government under Part Two of the Fourth Schedule to the Constitution respectively.

SESSION 2: POLICY MAKING

Session Chair: - Hon. Mwaura Samora, MCA – Vice-Chairperson

Topic 1: General presentation on policy making

Facilitators: - Secretariat

The Secretariat began by giving the general legal underpinnings on policy making as follows;

That when the term policy is used, it may also refer to: official government policy (legislation or guidelines that govern how laws should be put into operation); broad ideas and goals in political manifestos and pamphlets and/or a company or organization's policy on a particular topic. For example, the equal opportunity policy of a company shows that the company aims to treat its entire staff equally;

That each phase of policy making involves diverse players, procedures, and institutional structures. Often involve interconnected levels- international, national or local They include: the legislature, the Executive, Bureaucracy and Politicians;

That the policy cycle is a tool used for the analyzing development of a policy item. It can also be referred to as a "stagist approach", or "stages approach". It is thus a rule of thumb rather than the actual reality of how policy is created, but has been influential in how policy makers have looked at policy in general.

Stages of policy

- Agenda setting (Problem identification) - The recognition of certain subject as a problem demanding further government attention;
- Policy Formulation - Involves exploring a variation of options or alternative courses of action available for addressing the problem. (appraisal, dialogue, formulation, and consolidation);
- Decision-making - Government decides on an ultimate course of action, whether to perpetuate the policy status quo or alter it. (Decision could be 'positive', 'negative', or 'no-action');
- Implementation - The ultimate decision made earlier will be put into practice; and
- Evaluation - Assesses the effectiveness of a public policy in terms of its perceived intentions and results. Policy actors attempt to determine whether the course of action is a success or failure by examining its impact and outcomes.

Key components of a policy document

- **A purpose statement**, outlining why the organization is issuing the policy, and what its desired effect or outcome of the policy should be.
- **An applicability and scope statement**, describing who the policy affects and which actions are impacted by the policy. The applicability and scope may expressly exclude certain people, organizations, or actions from the policy requirements. Applicability and scope is used to focus the policy on only the desired targets, and avoid unintended consequences where possible.
- **An effective date** which indicates when the policy comes into force. Retroactive policies are rare, but can be found.
- **A responsibilities section**, indicating which parties and organizations are responsible for carrying out individual policy statements. Many policies may require the establishment of some ongoing function or action. For example, a purchasing policy might specify that a purchasing office be created to process purchase requests, and that this office would be responsible for ongoing actions.

Responsibilities often include identification of any relevant oversight and or/governance structures.

- **Policy statements** indicating the specific regulations, requirements, or modifications to organizational behavior that the policy is creating. Policy statements are extremely diverse depending on the organization and intent, and may take almost any form.

Some policies may contain additional sections, including:

- **Background**, indicating any reasons, history, and intent that led to the creation of the policy, which may be listed as motivating factors. This information is often quite valuable when policies must be evaluated or used in ambiguous situations, just as the intent of a law can be useful to a court when deciding a case that involves that law.
- **Definitions**, providing clear and unambiguous definitions for terms and concepts found in the policy document.

Role of Assembly in Policy Making

Representation – Legislatures listen to, communicate with, and represent the needs and wishes of citizens in policymaking; and intercede with government on behalf of the citizens.

Law-making – Legislatures identify problems, study issues, receive expert and public input, formulate or approve policies, and implement those policies through laws designed to address or remedy the problem or issue.

Oversight – Legislatures oversee the implementation of laws, policies, and programs by monitoring, reviewing, and investigating government activities to ensure that government actions are transparent, accountable, consistent with, and uphold existing laws and regulations.

A legislature that is representative and participatory is characterized by citizens having access to, and input in, the policy making process through the legislature;

There is high degree of interaction between members and citizens; issues are addressed or legislation amended because of public input or pressure; and civil society organizations, advocacy organizations, and/or interest groups are active participants in the legislative process.

In terms of enacting policy, a proactive legislature is one in which the policy formulation and law making processes are the product of informed decision-making, and legislation is well-thought out and drafted.

In terms of policy implementation, an accountable legislature ensures that laws and government programs are being implemented fairly and effectively; the national budget is scrutinized and agreed upon; public revenues and expenditures are monitored; and issues of public corruption and mismanagement are addressed.

SESSION 3: THE DRAFT NAIROBI CITY COUNTY FREE EARLY CHILDHOOD DEVELOPMENT EDUCATION POLICY

Session Chair: - Hon. Mwaura Samora, MCA – Vice-Chairperson

Topic 2: scrutiny of the draft Nairobi City County Free Early Childhood Development Education Policy

Facilitators: - Secretariat

The draft Nairobi City County Free Early Childhood Development Education policy is divided into six (6) chapters.

Chapter One: Introduction

This Chapter contains background information on the constitutional provisions of free and compulsory basic education as a right to children. Part Two of the Fourth Schedule to the Constitution Mandates County Government to develop and provide pre-primary education. the Basic Education Act, 2013 provides for all government agencies to provide child basic needs, protection and access to quality education for formative and future productive live and citizenship. The Chapter further provides for the active participation

of the County Government in provision of early education through establishment and running of education facilities across the County.

The Chapter further provides for the mandate of the Sector, policy framework, mission, vision and goals of the Sector with regard to the provision of early childhood education in the County.

It further provides for guiding principles which include the following: -

- ✚ Quality and equity access to early childhood education;
- ✚ Collaboration with early childhood development stakeholders;
- ✚ Transparency, accountability, integrity and good governance;
- ✚ Inclusiveness and attention to children with special needs;
- ✚ Fair and just distribution of capitation and other resources;
- ✚ Public participation; and
- ✚ Respect to the rights and welfare of the child

Chapter Two: enhance access and equity

This chapter highlights the challenges in accessing to early childhood education which include insufficient number of trained teachers, inadequate number of early childhood education Centres, limited availability of teaching and learning materials, limited community participation and inadequate nutrition and health support services.

The Chapter further highlights some of the mitigation policies to be explored in addressing the challenges which include expansion of early childhood education services, implementation of free and compulsory early childhood education for all 4 to 5-year-old children in the County.

The Chapter also provides for strategies the County Executive has proposed in implementing the various government policies on early childhood education in the County.

The Chapter provides for the Standard and Quality Assurance in curriculum implementation. It states that to ensure optimal and quality services in the early childhood

education Centres in the County, the County Government will develop and implement policies on quality management system in all the early childhood education Centres and implement a competence based formative assessments to track quality of the services.

The Chapter further provides for the strategies to be employed by the County Government in addressing the policies. Some of the strategies proposed include the following: -

- Develop a progressive assessment framework which identifies the knowledge, skills and competencies for the teachers in the ECDE Centres;
- Supply electronic teaching and learning materials;
- Implement a digital learning program across all the ECDE Centres in the County;
- Strengthen school quality assurance mechanisms;
- Partner with Kenya National Examination Council to develop competence based assessment databank for the pre-primary;
- Continually develop capacities for the teachers to administer and report on formative assessments;
- Build the capacity of early childhood of education officers, teachers and other caregivers;
- Strengthen classroom support and supervision systems;
- Provision of Instruction Materials and play equipment to early childhood education
- Ensure seamless transition of learners from the early childhood education to Grade 1;
- Establish mechanism that ensure provision of nutritious meals, clean adequate water and appropriate sanitation facilities including child friendly toilets for boys and girls and hand washing facilities; and
- Establish model early childhood education schools with safe and developmentally appropriate classrooms, playground, kitchen, dining and hand washing facilities.

Chapter Three: Governance, Accountability and Management of Education and Training

This chapter provides for the governance of the pre-primary education in the County. It highlights some of the challenges in governance of early childhood education the County,

implementation of certain policies in addressing such challenges and strategies to be employed in implementing the policies.

Some of the challenges highlighted in this chapter include the County Education board established in line with the Basic Education Act (2012), however, the Board is heavy on post early childhood development and education needs. The early childhood development and education matters are often overlooked and not given the much-needed attention.

At the institutional level, the pre-primary is often left out in the establishment of the Boards of Management as well as the Parents Association. The entire management responsibility is left to the Centre Manager with limited oversight and accountability left to the headquarters.

To address such challenges, the County Executive has proposed the following policies for implementation: -

- a) Establishment of a County Government Education Board (CGEB) whose role will be to advise the Executive Committee Member on all matters concerning pre-primary education in the county;
- b) Establishment of Centre governance structures; and
- c) Establishment of a sound financial management structure

The Chapter highlights the following strategies to be employed in implementing the stated policies: -

- ✓ Enact the County Education Act;
- ✓ Rationalize headquarters, sub-county and Centre level staffing;
- ✓ Define the functions and membership of County Government Education Board;
- ✓ Establish the Parents Associations in all the ECDE Centres;
- ✓ Establish a Centre Board of Management (CBoM);
- ✓ Develop a free ECDE Funds guideline;
- ✓ Train BoMs in Financial Management, (Chap 6) Ethics and Integrity.

- ✓ Ensure ECDE school management maintain proper books of accounts and other professional records;
- ✓ Ensure early childhood development and education school management provide quarterly financial report;
- ✓ Ensure ECDE Centres are audited by the County Government Auditors;
- ✓ Publication of annual early childhood development and education status report.

The Chapter further provides for human resource development including teacher education and development. The policy note that the County does not have a comprehensive continuous professional program for the teachers at the pre-primary education. The proposed policy provides for professionalization of teaching at pre-primary and establishment of a continuing professional development of teachers.

The draft policy provides for strategies to enhance teaching development which include partnering with the Teachers Service Commission to develop the Continuing Professional Development (CPD) framework of teachers, implementation of the scheme of service for the teachers at the pre-primary, funding CPD on the basis of an annual grant to teachers (a teachers' capitation grant) for their exclusive use to buy validated CPD training services, making ICT a priority area for CPD for all teachers and building the capacity of teachers in developing and using school based assessment of learning achievements, paying social attention to the cognitive, psychomotor and affective domains.

Chapter Four: Financing, Investment and Resource Mobilization

This chapter provides for financing of early childhood development and education where it noted that the County Government still depends on manual processes to update and disburse the capitation amounts to the early childhood development and education Centres. The policy states that the financing of the ECDE Centres is sub-optimal. There is therefore need to review the capitation formula, review the resource mobilization models, review the relationship with the private sector and enhance financial management practices. That there is low off budget support directed to the ECDE Centres in the County, meaning that the private sector prefers to directly provide the services and charge them.

The address the challenge of financing the early childhood development and education, the County Government proposed the following policy measures: -

- a) Mainstream ECDE into basic education and ensure automatic transition from ECDE to primary education across the country;
- b) Provide ECDE capitation grants based on the unit cost of providing such services at this level; while considering specific standards for school inputs including teachers; teaching and learning materials and capacity building; and
- c) Promote increased private sector financing of ECDE services;

To address the stated policy measures, the County Government proposed the following strategies to be employed: -

- Enforcement of the provisions of the Constitution on Early Childhood Development and Education;
- Reviewing ECDE standards and regulations with a view of arriving at a clear instruments and articles governing the ECDE sub-Sector;
- Recruitment, remuneration and deployment of teachers to ECDE Centres to meet a pupil-teacher ratio target of 30:1 and a class size of 25:1;
- Monitor and ensure automatic transition from ECDE to primary education across the country;
- Establish clear criteria for registration of ECDE Centres;
- Regulate levels of fees charged in private ECDE Centres;
- Strengthen partnership for development of ECDE services through a number of incentives private investors;
- Identify and allocate capitation grants for children with special needs and plan for special ECDE Centres that would offer services to such children;
- Promote nutritional and health programs at ECDE Centres in collaboration with the line Ministries of Health, agriculture and other stakeholders;
- Review financing of ECDE to ensure that ECDE funding becomes sustainable; including teacher education curriculum support;
- Mobilize funding for the introduction of appropriate ICT across all ECDE Centres;

- Allocate adequate recurrent and development budgetary support to finance ECDE services; and
- Ensure all ECDE centers have suitable infrastructure and facilities for implementation of free ECDE policy programs.

The chapter further provides for public/private partnerships in the education and training where the sector proposes for the adoption of the framework for provision of ECDE in the County.

Chapter Five: Legal Frame Work

This chapter provides for repeal of the County Government Pre-primary Education Act and other relevant pre-primary education acts with a view to: -

- Establish the County Government Pre-primary Education Board;
- Establish the Centre Boards of Management;
- Provide for mechanisms for establishing, registration and regularization of ECDE Centres;
- Provision of free pre-primary education;
- Close all the identified gaps;
- Define roles of parents;
- Define roles of partners including private providers and communities in provision of ECDE services in the County;
- Define the collaboration and relationship with the National Government agencies involved in provision of pre-primary education; and
- Review the provisions for sanctions against individuals and/or' bodies found guilty of the misappropriation of public funds, breach of contract or for unprofessional conduct.

Chapter Six: Planning, Implementation, Monitoring and Evaluation of Education and Training

This chapter includes provisions for planning of pre-primary education in the County, implementation, monitoring and evaluation. The chapter provides for policy measures in

addressing planning issues. Such measures include, proactively plan for education through a developing and implementing costed sector wide plan and rationalizing of the County Education Plans with the National Government Plans.

The draft policy highlights the following strategies to be employed in education plans: -

- Development and implementation of a five year 'strategic plan that aligns needs to tie CIDP and the new competence based education curriculum;
- Fully comply with the demands of implementing CBC curriculum in all the ECDE Centres;
- Develop and implement the Centre based improvement plans that align with the CIDP and County Education Policy;
- Adopt a sector wide approach to fiscal planning for each financial year for resource leverage;
- Implement evidence based decision making;
- Partner with KEMI, KSG to continually develop capacities for education planning and delivery; and
- Partner with the Teachers Service Commission in developing and implementing performance based management for instructors and teachers.

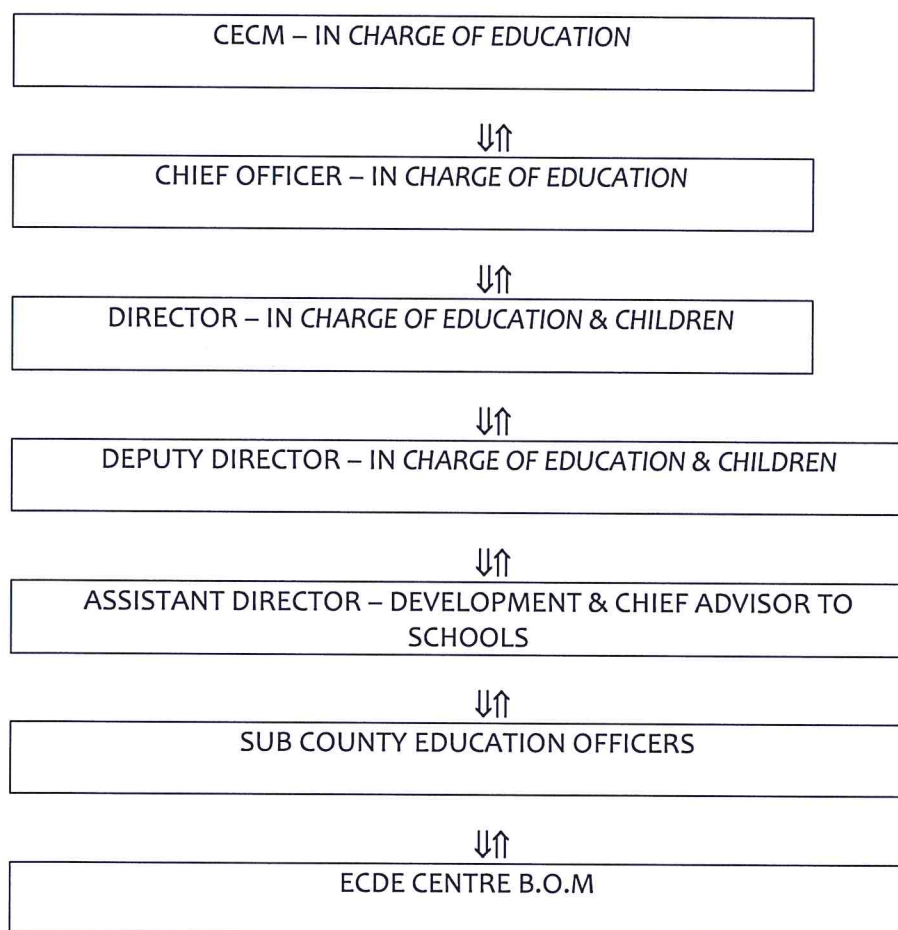
On monitoring and evaluation, the proposed policy provides the adoption of Continually equip Education Standards Quality Unit by: -

- Developing a Monitoring and Evaluation (M&E) strategy and link the education M&E system;
- Strengthening the Quality Assurance and Standards unit;
- Standardizing Monitoring and Evaluation procedures at the County level;
- Building capacity of personnel at institutional level;
- Enhancing Centre based M&E activities;
- Partnering with the National Ministry of Education in the use of the National Education Management Information System (NEMIS); and

- Developing and implementing a comprehensive scorecard system on key indicators Partner with the inspectorate division to ensure compliance across the ECDE Centres.

Figure 1: Coordination Framework

The draft policy proposed the following coordination framework



SESSION 4: COMMITTEE'S OBSERVATIONS AND RECOMMENDATIONS

Topic 3: Committee's Observations

The Committee having been taken through the proposed free early childhood development and education policy made the following observations: -

- a) That the draft policy had several in-complete sentences especially in the introductory chapter and the chapter on financing, investment and resource mobilization;
- b) That the draft policy attempted to address the issues for children with especial needs to ensure free pre-primary education for all;

1. On the technical draft;

- i) There is a general problem with the drafting of the policy as the policy does not provide conclusive information of the contents therein. For instance: firstly, the table of contents is not properly elaborated in accordance with the contents therein; secondly the policy does not provide the data in the financing, investment and resource mobilization sections (chapter four) this therefore indicates that the policy cannot be relied on as a final draft; lastly, the policy provides for implementation of strategies that have not been catered for to completion.

2. On the legal framework

- i) The draft free policy erroneously stipulates that Article 231 establishes the Teachers Service Commission with the mandate to register and maintain teaching standards across all levels of basic education whereas the Article establishes the Central Bank of Kenya. The Policy should be corrected to read Article 237.
- ii) The Policy erroneously refers to the repealing of the County Government Pre-Primary Education Act which is non-existent.

- iii) The Policy is largely well integrated with the provisions of the proposed Early Childhood Education and Development Bill, 2020 as proposed by Hon. Jayendra Malde, MCA.

3. Emerging Issues

- i) The Policy seeks to supply electronic teaching and learning materials which is not catered for in the draft Early Childhood Education and Development Bill, 2020.
- ii) The Policy also seeks to professionalize teaching at pre-primary but does not provide the strategy and mechanisms. However, it recognizes the importance of establishing a continuous professional development program for the teachers at the ECDs.

Topic 4: Committee's Recommendation

The Committee having been taken through the draft policy on free early childhood development and education and after further deliberations made the following recommendations THAT: -

- 1) That the draft policy should be finalized including finalizing the several in-complete sentences identified especially in the introductory chapter and the chapter on financing, investment and resource mobilization Counsel;
- 2) That the security and safety of the children in the Centres should be included in the proposed policy;
- 3) That the proposed policy should provide for free feeding programmes in the Early Childhood Education Centres where there is have a balanced diet to avoid malnutrition in children;
- 4) That the draft policy should include provisions for adequate space for children in the early childhood education centres. In addition, the centres should be more friendly to children with disability and special needs;
- 5) That the policy should strengthen the Quality Assurance Strategies;

- 6) That the draft policy should include “Nyumba Kumi” or Estate Leaders/Elders as some of the strategies in implementing the policies stated under Chapter Three of the draft policy;
- 7) That the draft policy should include the parent-teacher education and development – provide for the role of parents in upbringing of children. Parents to be directly involved in the activities of their children in the school i.e provide for parents’ involvement and cooperation in school activities;
- 8) That the draft policy should provide for children to celebrate their diverse cultural activities in school – provide for establishment of cultural activities in schools;
- 9) That the draft policy should provide for the position of a Director in charge of special needs and children with disability at the coordination framework; and
- 10) That the policy should include the County partnering with the Kenya Institute of Curriculum Development in curriculum development for early childhood education teachers.

SESSION 5: REPORT ON THE IMPLEMENTATION OF THE FIRST HALF OF THE SECTOR BUDGET FOR THE FY 2020/2021

Topic 5: Report on the implementation of the Sector Budget for the FY 2020/2021

The Secretariat tabled report on the implementation status of the sector budget for the first half of the financial year 2020/2021. From the report, the County Executive stated that the Sector was able to achieve the following achievement despite the lack of financial facilitation coupled with the COVID-19 pandemic: -

Under Early Childhood Development –

- a) the Sector partnered with Save the Children International (NGO) to improve 3 ECDEs; Kiboro, Valley Bridge and Mathare North in capacity building for teachers, BOMs and parents on Inclusive Education, Child Safeguarding, Competence Based Curriculum, Positive Discipline and Gender Based Pedagogy;
- b) the Sector partnered with the Water and Sanitation Sector and supplied 3 ECDE centres (Chieko, Ruthimitu and Mwangaza) each with a 10,000 litres water tank;

- c) The Sector partnered with UNICEF to provide Handwashing stations and soap for all the 230 ECD Centres and Special Schools; and
- d) The Sector partnered with ECD Network for Kenya and provided face masks and learning materials and handwashing stations for the ECD centres and Special schools.

Under Vocational Training Centres –

- a) The Sector partnered with Generations Kenya (NGO) to empower over 300 youths with employability and job placement skills from the 11 Vocational Training Centres; and
- b) The Sector collaborated with Safaricom Foundation to rehabilitate Waithaka Vocational Training Centre by giving it a face lift and supplying learning/teaching equipment for the various departments at a total cost of 28M.

Under Children and Family Welfare– the Sector rescued 56 street and vulnerable children and re-integrated 116 children through family re-unification. The Sector provided care and protection to 48 Elderly persons.

On development budget, the Sector stated that there was no budget for the first half of the Financial Year 2020/2021 and as such the expenditure was NIL due to delay in passage of the Appropriation Act. However, the following projects went on awaiting payment.

PROJECTNAME	Contract Sum	Amount Paid to Date	Amount to Complete the Project	Estimated Completion Time	Status
Construction of ECDE centres	12,000,000	4.2M	7.8M	Subject to payment	At70%
1.Kangemi					
2.Gatina	13,989,855	0	13,989,855	”	Awarded. Awaiting site possession
3.SupaLoafprimary- ECD Centre	13,948,884	0	13,948,884	”	Awarded. Awaiting site possession

4.Kayole1	13,948,884	0	13,948,884	”	Awarded. Awaiting site possession
5.Ushirika	12,000,000	0	12,000,000	”	At40% First Certificate Raised awaiting payment
Construction of perimeter wall at Kiwanja VTC	10,000,000	0	10M	”	60%Complete
Construction of a toilet block at Kangemi VTC	4,330,000	0	4,330,000	”	70%Complete
Construction of a new VTC at Highrise	20,000,000	0	20,000,000	”	20%CompleteOngoing
Construction of Children Rehabilitation Centre in Ruai–phase2	126,956,200	38,585,947.5	88,370,252.5	”	-3 certificates raisedandpaid38,585,947.5 -Contractor on site and work going on at48% 4th Certificate raised yet to be paid

The Sector further provided the status of the suspended /stalled Sector projects due to non-payment as follows: -

PROJECTNAME	Contract Sum	Amount Paid to Date	Amount to Complete The Project	Status
Constructionof17 No. ECDE Centres	204M	0	204M	Contract Awarded Slabsfor5ECDEs (AyanyECD in Kibra, Kawangware ECD, Starehe Day Nursery, Tana Day Nursery, Tumaini ECD) erected but the project stalled due to lack of capacity of the contractor Works did not begin in the remaining 12ECDs The Assembly requested for termination of contract

Construction of ICT lab –Kangemi VTC	8,100,000	0	8,100,000	Stalled at 20%. Requested for termination of the contract.
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SESSION 6: CONSIDERATION AND ADOPTION OF THE COMMITTEE WORK PLAN FOR THE PERIOD MARCH TO MAY 2021

Topic 6: Consideration and Adoption of the Committee work plan

The Secretariat tabled the draft work plan for the Committee for the period March to May, 2021. The Committee deliberated on the draft work plan and resolved to adopt it with the following objectives of the year: -

1. To ensure the effective and timely implementation of bursaries as approved in the Sector Budget for the Financial Year 2020/21;
2. Ensure implementation of the Sector Budget for the Financial Year 2020/2021 – implementation of the proposed Sector projects;
3. Regulations on Village Polytechnics and Home craft centres in the County;
4. Rehabilitation of childcare Centres;
5. Regulations on children welfare – street children;
6. Development of regulations on management of Children's homes; and
7. Implementation of the passed legislations –Acts of the Assembly - Childcare Facilities Act & ECD Education Act

SESSION 6: CONCLUSION AND WAY FORWARD

The Committee having been taken through the draft Free Education Policy and after further deliberations made the following recommendations THAT: -

1. The Draft Policy be published and submitted to the County Assembly for approval taking into consideration the recommendations of the Committee as contained under topic four (pg 19-20) of this report; and
2. The construction of the Children Rehabilitation Centre in Ruai has been in the Sector budgets for over five years, the Sector to set timelines to complete the project for homeless children to be removed from the streets.

MINUTES OF THE 13TH SITTING OF THE NAIROBI CITY COUNTY ASSEMBLY SECTORAL COMMITTEE ON CHILDREN, EARLY CHILDHOOD EDUCATION AND VOCATIONAL TRAINING (FIFTH SESSION) HELD ON WEDNESDAY, 24TH MARCH, 2021 AT 3.00 P.M. THROUGH ZOOM TELECONFERENCING.

PRESENT

1. Hon. Mwaura Samora, MCA – Vice-Chairperson
2. Hon. Kabiru Mbugua, MCA
3. Hon. Fredrick Omondi Otieno, MCA
4. Hon. Rosemary Masitsa, MCA
5. Hon. Paul Shem Shilaho, MCA
6. Hon. Redson Otieno Onyango, MCA
7. Hon. Kennedy Odhiambo Oyugi, MCA
8. Hon. Samuel Mwangi Ng'ang'a, MCA
9. Hon. Mark Mugambi, MCA
10. Hon. Eunice Wanjiku Marimbi, MCA
11. Hon. Jayendra Malde, MCA
12. Hon. Robert Mbatia, MCA
13. Hon. Stephen Gikonyo Kanyi, MCA
14. Hon. Esther Nyangweso, MCA
15. Hon. Caroline Andisi Mayunzu, MCA
16. Hon. Ann Catherine Akinyi, MCA
17. Hon. Fredrick Njoroge Njogu, MCA
18. Hon. Esther Waithera Chege, MCA

ABSENT

1. Hon. Hassan Abdikadir Mohammed, MCA
2. Hon. Patrick Karani, MCA
3. Hon. Elijah Mputhia, MCA
4. Hon. Jane Muasya, MCA
5. Hon. Husin Mohamed Lawi, MCA
6. Hon. Mary Ariviza Mwami, MCA

SECRETARIAT

1. Mr. Kevin Wasike – Snr. Clerk Assistant
2. Ms. Rose Edna Kanana – Clerk Assistant

MIN.39/SC-ED/MAR/2021 – PRELIMINARIES

The Vice-Chairperson called the meeting to order at five minutes past Three O'clock and the opening prayers were said by the Secretariat. The Vice-Chairperson then welcomed the Members present to the meeting and took them through the agenda which was adopted for discussion as proposed by Hon. Kennedy Oyugi, MCA and seconded by Hon. Kabiro Mbugua, MCA as follows;

- a) *Preliminaries (prayers & adoption of the Agenda);*
- b) *Confirmation of Minutes – 12th Sitting*
- c) *Matters Arising*
- d) *Consideration and adoption of the draft report on the workshop held from 25th to 28th February, 2021*
- e) *A.o.B; and*
- f) *Adjournment*

Following internet connection failure from the Vice-chairperson's gadget, Hon. Stephen Gikonyo, MCA was unanimously elected to chair the meeting.

MIN.40/SC-ED/MAR/2021 – CONFIRMATION OF MINUTES

Hon. Stephen Gikonyo, MCA took the Committee through the Minutes of the 12th Sitting held on 22nd March, 2021. The Minutes were confirmed to be true record of the proceedings as proposed by Hon. Kennedy Oyugi, MCA and seconded by Hon. Jayendra Malde, MCA.

MIN.41/SC-ED/MAR/2021 – MATTERS ARISING

Reference was made to MIN.36/SC-ED/MAR/2021 – it was noted that the County Executive had not yet submitted justifications on the request to increase the Sector ceilings together with a list of pending bills.

MIN.42/SC-ED/MAR/2021 – CONSIDERATION AND ADOPTION OF THE DRAFT REPORT ON THE WORKSHOP HELD FROM 25TH TO 28TH FEBRUARY, 2021

The Secretariat tabled the draft report on the workshop of the Committee held from 25th to 28th February, 2021. Hon. Stephen Gikonyo took the Committee through the report for deliberations. The Committee deliberated on the report and adopted it for tabling in the Assembly as proposed by Hon. Robert Mbatia, MCA and seconded by Hon. Fredrick Otieno, MCA.

MIN.43/SC-ED/MAR/2021 – A.o.B

The Committee was concerned with the Sector absorption of the budget; and the disbursement of bursary forms. The matters were to be discussed in the next meeting.

MIN.44/SC-ED/MAR/2021 – ADJOURNMENT

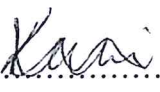
There being no other business and the time being twenty-eight minutes past to Four O'clock, the presiding Chair (Hon. Stephen Gikonyo, MCA) adjourned the meeting. The next virtual meeting was to be held on Wednesday, 31st March, 2021 at 3.00 p.m.

CONFIRMED AS TRUE RECORD OF THE PROCEEDINGS

SIGNATURE 

(Chairperson)

DATE..... 31/3/2021

SIGNATURE 

(Secretariat)

DATE..... 31/3/2021

