

Assessment of the Early Childhood Development Policy Implementation in Kenya, Case Study of Ruiru District

Simon Ngigi Kang'ethe, Jane Wakahiu Jane and Michael Karanja

Abstract

In 2006, Kenya government introduced the Early Childhood Development (ECD) policy to be implemented by the Ministry of Education. A mixed method approach is applied to study the implementation. Data were collected through interviews, questionnaires and observations at ECD centers. Findings indicate that the ECD policy has achieved gains including teacher employment and enhanced quality education standards. Comparatively, learning outcomes indicate that teacher student ratio impact education outcomes significantly. Results indicate that government should consider prioritization of teacher employment and training them on ECD policy standards. Parents and communities should take part in the improvement of ECD class infrastructure especially in rural areas where ECD is mainly provided in public facilities.

Keyword: Early Childhood Development, Policy development, Program Evaluation, Education Programs and Poverty Reduction