

ECD- OPPORTUNITIES FOR EARLY LEARNING

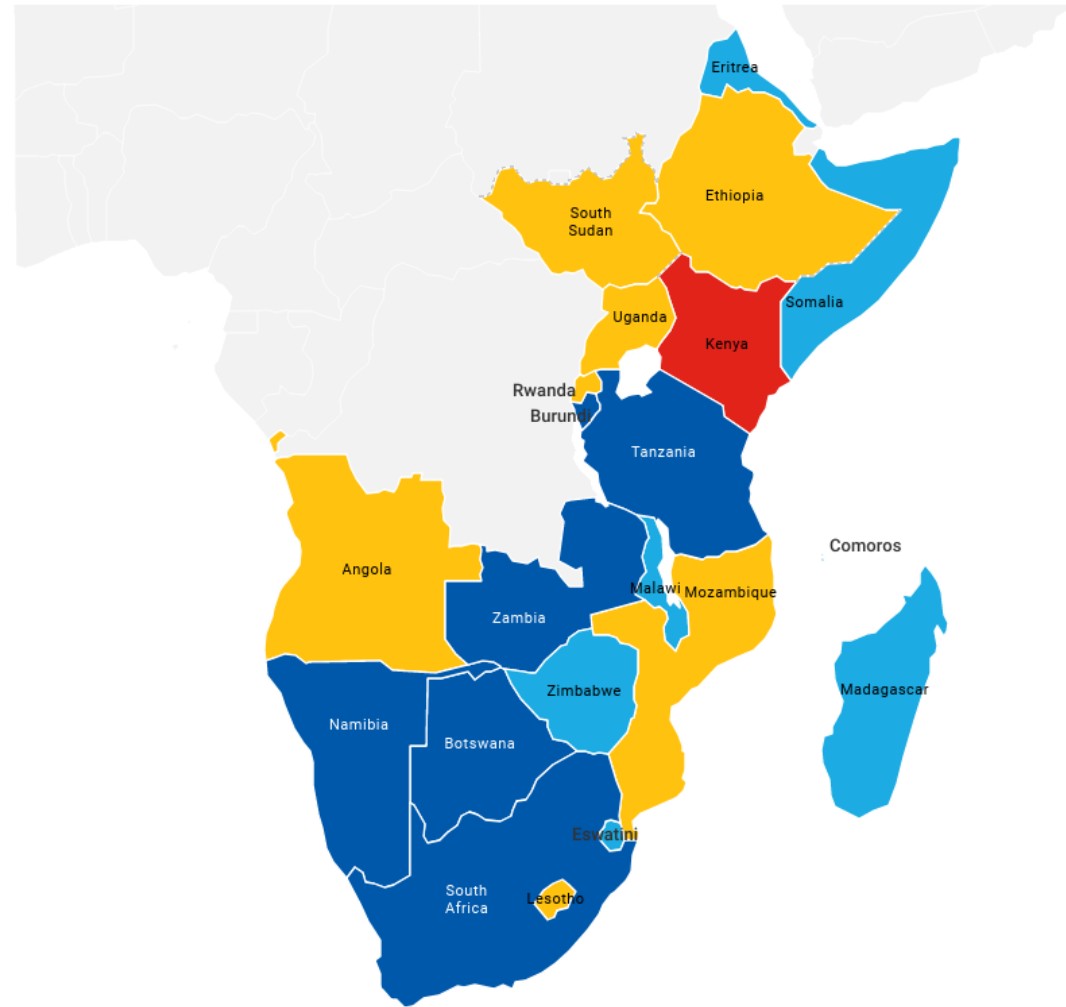
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UNICEF KENYA

SEPTEMBER 2020

PREPARATION OF PRE PRIMARY SCHOOL REOPENING AND CONTINUITY OF LEARNING IN THE CONTEXT OF COVID 19

ESARO COUNTRIES STATUS OF SCHOOL REOPENING- 28th Sept 2020



● 1. Totally open ● 2. Partially reopened ● 3. Plan to reopen in September/October ● 4. Schools closed



3.2M

Number of ECD Children in Kenya who have been affected by school closure since March 2020 due to COVID 19

UNICEF RESPONSE TO COVID 19



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Continuity of Learning



Mr. Elyas Abdi Jillaow, Director General, MOE distributing learning materials in Wajir.

Continuity of Learning

ECD children in Kalobeyei settlement engaged in modeling activity at the community level



GIGA

An initiative to connect every school to the internet and every young person to information and opportunity
1000 Schools to be connected.



Spot it Stop it

Spot the signs: dial *116#

BY CALLING OUR
ANONYMOUS
AND FREE HELPLINE

116



End violence against children

6,959,850
satches of RUTF

598,150 pcs
Soaps, hand
wash and Bleach

1,760,000 Muac
Tapes

4,374 Family
Relief Kits

2,530
knapsack sprayers

103,570 pcs
of Jerrycans, buckets,
handwashing stations,
water tanks,

180,099 pcs
of Covid PPEs (face shields,
coveralls, gowns,
N95 masks)

15,744,800
Retinol Capsules

50,000
pacs ORS

200,140
pieces of Exercise
Books, text books,
pens, sharpeners

100,950
kgs of Alum

6,955 litres of Hand Sanitizer

And
many
others!



for every child, a childhood

Challenges COVID 19 Pandemic in the ECE Settings

- Achievement of SDG 4.2
- Coordination of the ECD sector – National and County Government
- Minimal attention to Pre-primary education during the covid pandemic
- Continuity of Learning for pre-primary children-
- Child protection issues
- Inadequate budgets and resources for preparedness of reopening
- Nutrition needs of children

Results of Prolonged School Closure

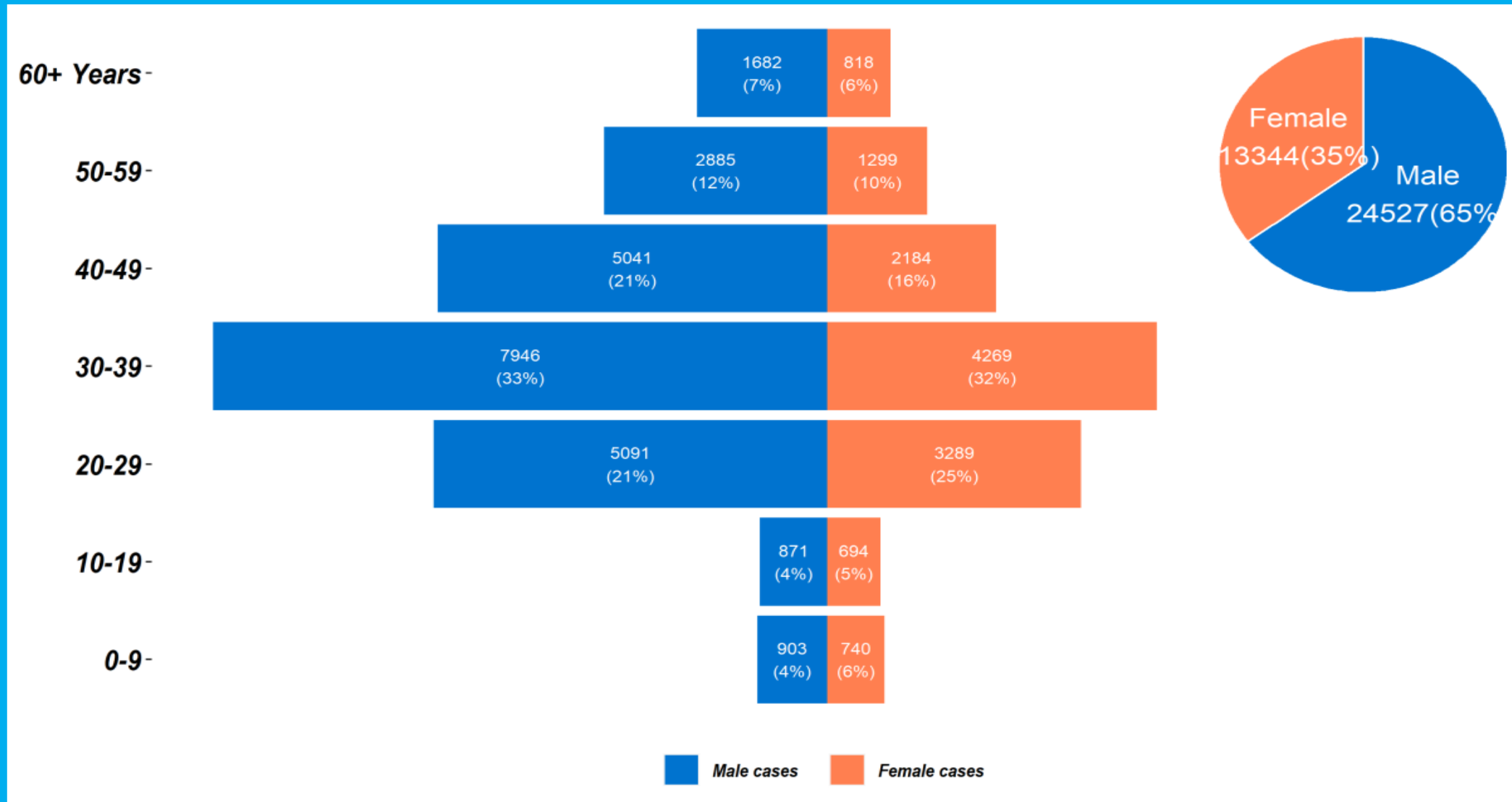
- Extended school closure is harmful to children. It can lead to severe learning loss
- Disparities in educational outcomes caused by school closures are a particular concern for low-income and minority students and students with disabilities.
- Extended school closures are harmful to children's development of social and emotional skills. Important social interactions that facilitate the development of critical social and emotional skills are greatly curtailed or limited when children are not physically in school.



Covid 19 and Children in Kenya

Reported Confirmed Cases, 0-9 year old's- Male (4%) and female (6%)

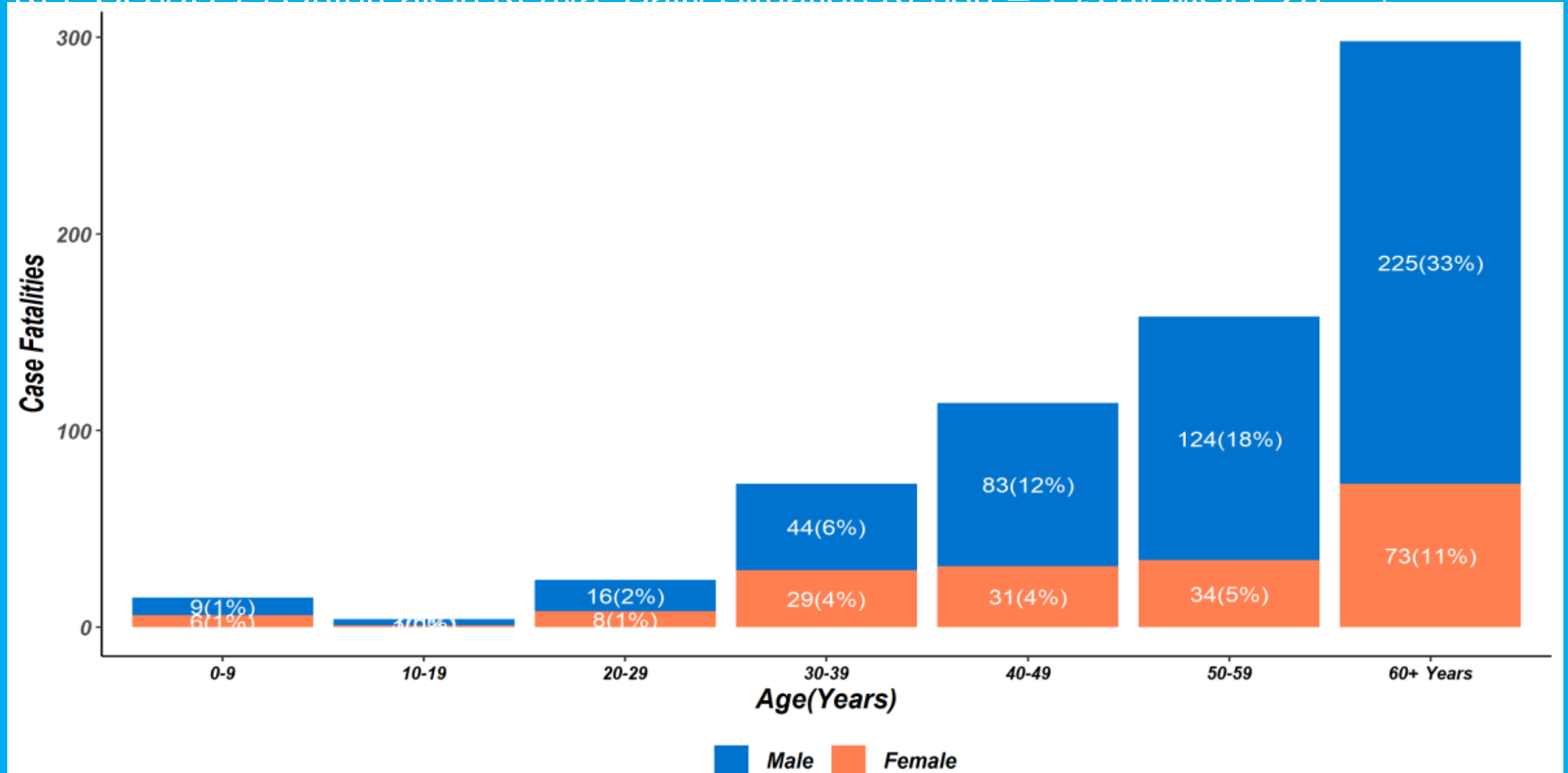
Ref. COVID 19 Outbreak in Kenya, Daily Situation Report – 193 by MOH. 26th Sept 2020



Covid 19 and Children in Kenya

Reported Fatalities, 0-9 year old's- Male (1%) and female (1%)

Ref: COVID-19 Outbreak in Kenya Daily Situation Report – 193 by MOH 26th Sept 2020



COVID 19 and Children

Based on the best available data, COVID-19 appears to have a limited direct burden on children's health, accounting for about 8.5% of reported cases globally, and very few deaths (Consideration for school related public measures in the context of COVID 19. WHO, UNICEF and UNESCO. Sept 2020)

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Opportunities for Reopening

Globally, the following informs the reopening of the education sector:

1. No cases-All schools open and implement COVID-19 prevention and control measures.
2. Sporadic cases-All schools open and implement COVID-19 prevention and control measures.
3. Cluster transmission-Most schools open, and implement COVID-19 prevention and control measures.
4. Community Transmission-Risk-based approach for the operation of school and other community-wide Public Health and Social Measures (PHSM) with aim of ensuring the continuity of children's education. If cases serious, schools to be closed and those open to ensure strict follow up of COVID 19 Guidelines

Ref: Consideration for school related public measures in the context of COVID 19. WHO, UNICEF and UNESCO. Sept 2020



Opportunities for Reopening in Kenya

- The chair of COG and Governor of Kakamega announced over the weekend (24th Sept 2020) that Nursery schools will open a month after official resumption of primary and secondary schools:
- MOE has released guidelines for health and safety protocols for reopening of basic education institutions amid covid-19.
- Pre-primary education protocols are highlighted in page 16
- The guidelines has a risk assessment matrix for reopening of educational institutions.
- A rating of leadership and management (94 points) is provided.
- Rating for institutional readiness in terms compliance and non compliance is also provided.



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

**State Department of
Early Learning and Basic Education**

**GUIDELINES ON HEALTH AND
SAFETY PROTOCOLS FOR
REOPENING OF BASIC
EDUCATION INSTITUTIONS
AMID COVID-19 PANDEMIC**

SEPTEMBER, 2020

**KENYA
VISION 2030**

What precautions should the Caregivers/ECD Teachers be taking to prevent COVID-19 virus from spreading in Pre-primary schools?

Physical Distancing

- Consider opening preschools in shifts to limit number of children per group at any time. Half of the children can attend in the morning, the other half in the afternoon
- Staggering mealtimes.
- Consider increasing the number of teachers, if possible, to allow for fewer children per classroom (if space is available).
- Increase spacing between tables, chairs, or spots on the carpet where children sit
- Stagger recesses/breaks so that smaller groups of children are playing at once on the playground or shared spaces.
- [Ref: Global Guidance on Reopening Early Childhood Education Settings Sept 2020 by UNICEF, World Bank Group, UNESCO.](#)



What precautions should the Caregivers/ECD Teachers be taking to prevent COVID-19 virus from spreading in Pre-primary schools?

- Limit mixing of classes and groups of children. For example, children in a small group (3-4) or classroom will stay in the same group/classroom with the same teachers throughout the day, without mixing with children and educators from other groups.
- No napping time. If not possible and a child has to nap, ensure that children's naptime mats (or cribs) are spaced out as much as possible, depending on space available.
- Establish healthy hygiene behavior and practices (including handwashing; covering coughs and sneezes; avoiding touching the face) among young children (it's a skill for lifetime).
- [Ref: MOE Guidelines on Health and Safety Protocols for Reopening of Basic Education Institutions Amid COVID -19 Pandemic](#)



Let us all support the government and communities to safely reopen the Education sector and build back better a sustainable resilient recovery post COVID pandemic.

Early Childhood Education Promotes physical health, emotional safety, social connections and engaged learning. Reopening ECE can provide children with much needed emotional support, learning opportunities and offers reliable child care options for parents, caregivers who need to return to work



References

1. **Guidelines on Health and Safety Protocols for Reopening of Basic Education Institutions amid COVID 19 Pandemic.** MoE, State Department of Early Learning and Basic Education.
2. **Framework for reopening schools, April 2020.**
<https://www.unicef.org/media/68366/file/Framework-for-reopening-schools-2020.pdf>
3. **Framework for reopening schools, April 2020.**
<https://www.unicef.org/media/68366/file/Framework-for-reopening-schools-2020.pdf>
4. **Considerations for school-related public health measures in the context of COVID-19, May 2020.** <https://www.who.int/publications-detail/considerations-for-school-related-public-health-measures-in-the-context-of-covid-19>
5. **Global guidance to reopening of Early Childhood Education setting by UNICEF, World Bank and UNESCO. Sept 2020**
6. **Considerations for Re-Opening of Preschools and Kindergartens post- COVID19** UNICEF Europe and Central Asia May 16, 2020
7. **Consideration for school related public measures in the context of COVID 19.** WHO, UNICEF and UNESCO. Sept 2020



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Thank you.

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