

Research to assess the effectiveness of policies that support Early Childhood Development

Objective

This study aims to assess how effectively Kenyan policies support Early Childhood Development, paying special attention to policy responses during recent climate emergencies such as the 2024 El Niño floods and the 2025 March–April–May floods.

Procedure

This study will involve surveys and in-person interviews. Participants will be asked some questions about their experience with Early Childhood Development during emergencies, highlighting the devastating impact of climate crises on children's education. **This survey is completely anonymous** and will take approximately 12 minutes of your time. The data will be analyzed and the findings published as part of the **Moving Minds Alliance** Research Data Base and Resources. The findings will also be shared with the Kenyan Ministry of Health, the Ministry of Education, Disaster Management, and various journals to help improve Early Childhood Development programs and the implementation of relevant policies.

The Policies highlighted in the Research Include: a). National Climate Change Action Plan (NCCAP) III 2023 – 2027. b.) National Disaster Management Policy 2017. c) Kenya Mental Health Policy 2015–2020. d) Kenya Education Sector Policy on Disaster Management (2017)

Demographic Information

All of your information is highly confidential and for internal use only. Please contact us if you have any concerns.

1. Name of Data Collector/ Researcher

2. Sex *

☐ Male

☐ Female

3. In which county are you located? *

☐ Nairobi

☐ Kisumu

4. What is your Occupation? *

- ☐ Policy Maker
- ☐ Government Worker
- ☐ NGO Representative
- ☐ Civil Society Representative
- ☐ Educator/ Teacher
- ☐ Community Health Promoter
- ☐ Caregiver
- ☐ Other

A. National Policy Makers and Local Government Representatives

5. How familiar are you with *Kenya Education Sector Policy on Disaster Management (2017)*, particularly regarding its strategies for Early Childhood Development (ECD) during climate emergencies such as floods and landslides? *

- ☐ Not familiar at all
- ☐ Moderately familiar
- ☐ Expert-level knowledge

6. Since the launch of the *Kenya Education Sector Policy on Disaster Management (2017)*, has your Ministry conducted any evaluations? *

- ☐ Yes
- ☐ No

7. If yes, when was this survey conducted?

- ☐ In the last 6 years
- ☐ In the last 4 years
- ☐ In the last 2 years
- ☐ In the last 6 months

8. If possible please provide link to the report of this evaluation.

9. *Section 39(2)(d) of the Education Act(2013) states that: "County governments shall provide infrastructure and ensure access to quality ECD education, especially for marginalized and vulnerable children."*

Do you have Early Childhood Development programs in your subcounty? *

- ☐ Yes, regularly available
- ☐ Yes, but limited or irregular
- ☐ No, not available
- ☐ I don't know

10. What do you think are the main barriers to Early Childhood Development programming in your area? *

- ☐ Lack of funding
- ☐ Lack of trained staff
- ☐ Lack of facilities
- ☐ Lack of community awareness
- ☐ Other

11. Have you received any formal training on incorporating Early Childhood Development (ECD) into emergency response or disaster risk management planning?

- ☐ Yes – extensive training
- ☐ Yes – limited training
- ☐ No – but planning to
- ☐ No – none at all

12. What proportion of the national/local budget for climate emergencies and disaster reduction is allocated to children's welfare? *

- ☐ Less than 15%
- ☐ Between 15 - 25%
- ☐ Between 25 - 50%
- ☐ More than 50%
- ☐ Not sure

13. To what extent did the *Kenya Education Sector Policy on Disaster Management (2017)* influence your county's planning or support for Early Childhood Development during the *2024 El Niño floods*? *

- ☐ Significantly guided planning
- ☐ Some influence
- ☐ No influence
- ☐ Not sure

14. What contingency plans or mitigation strategies are in place to address ECD service disruptions during emergencies in your county? Please Select All That Apply *

- ☐ Use of radio, mobile phones, or digital platforms for early learning
- ☐ Coordination with NGOs/UN agencies/ community groups for rapid response
- ☐ Cash transfers or material support to families with young children
- ☐ Teacher/caregiver emergency training
- ☐ Temporary learning spaces (ECD classrooms relocated to safe structures or tents)
- ☐ No specific contingency plan in place
- ☐ Other

15. Which stakeholders or organizations did you collaborate with to deliver ECD or child-focused services during the 2024 El-Niño emergency? Please Select All that Apply *

- ☐ Government agencies
- ☐ NGOs
- ☐ Faith-based organizations
- ☐ Community-based groups
- ☐ Donor agencies
- ☐ Other

16. What challenges have you faced in implementing Early Childhood Development priorities such as the Right to survival, basic education, and holistic development, as outlined in *The Children's Act, No. 29 of 2022*? *

17. *The Kenya National Mental Health Policy (2015–2030)* recognizes the psychosocial needs of children in crises. In your view, what would strengthen mental health and psychosocial support systems for children under 8 during emergencies in your county? *

18. "Recognizing that young children's survival, protection, and development are most at risk during emergencies," what specific changes or additions would you recommend for the *National Climate Change Action Plan (NCCAP III, 2023-2027)* and other climate-related policies to better integrate Early Childhood Development (ECD) in future emergency responses? *

Select All that Apply

- ☐ Increased budget allocation for child-centered climate emergency programs.
- ☐ Integration of child mental health and psychosocial support in disaster response.
- ☐ Training for caregivers, teachers, and local responders on ECD in emergencies.
- ☐ Enhanced community and caregiver engagement in planning.
- ☐ Monitoring and evaluation systems to track ECD outcomes
- ☐ Other

Nongovernmental Organizations/ Civil Society Organizations:

19. Briefly how do you support Early Childhood Development programs in your constituencies? *

20. Do you conduct needs assessments and impact evaluations during emergencies? *

- ☐ Yes
- ☐ No
- ☐ Not sure

21. If Yes, Could you provide links to reports or assessments conducted to further inform this research?

22. Was the community you work with affected by the 2024 El Niño floods? *

- ☐ Yes
- ☐ No

23. If yes, how was it affected? Please select all that apply and add where necessary. *

- ☐ Closure of schools
- ☐ Flooding of houses
- ☐ Landslides
- ☐ Death of loved ones
- ☐ Lack of food
- ☐ Loss of property
- ☐ Other

24. Since the community you work with was not directly affected, what measures (if any) were in place to prepare for or respond to such emergencies, particularly for children?

25. Were emergency camps set up for the affected? *

- ☐ Yes
- ☐ No
- ☐ Not sure

26. If yes, what services were provided for children? (Tick all that apply) *

- ☐ Temporary Shelter
- ☐ Food
- ☐ Basic Education (children above 8 years)
- ☐ Early Childhood Development (below 8 years)
- ☐ WASH (Water and Sanitation)
- ☐ Mental health support
- ☐ Child-friendly spaces
- ☐ Family tracing services
- ☐ Other

27. What types of child-focused psychosocial support services were offered during or after the 2024 El-Niño Floods? (Select all the apply) *

- ☐ Community based mental health services provided by NGOs and CHPs
- ☐ Play therapy/ child friendly spaces
- ☐ Counselling for caregivers/parents provided at local hospital through referral
- ☐ None
- ☐ Other

28. The Kenya Education Sector Policy on Disaster Management (2017) calls for continuity of learning during emergencies, including pre-primary/ECD centers.

What gaps have you identified in the implementation of Early Childhood Development Programs in your constituency during drought or flood emergencies? (Select All that Apply) *

- ☐ Lack of follow-through (i.e: by county government officials or NGOs)
- ☐ Lack of training
- ☐ Lack of funding
- ☐ Weak Coordination of all sector partners working in childs education
- ☐ Lack of community engagement on the importance of ECD
- ☐ Other

29. Considering the gaps highlighted in the previous question, what specific recommendations would you propose to strengthen Early Childhood Development programs? *

30. To what extent are child mental health services integrated into your organizations disaster preparedness plans? *

- ☐ Not at all
- ☐ Moderately
- ☐ Fully

31. From the 2024 El-Niño floods, what lessons can be applied in future emergencies to better protect and support young children's early development and wellbeing?

- ☐ Strengthening safe and accessible ECD centers during emergencies
- ☐ Ensuring continuity of early learning and play opportunities
- ☐ Providing psychosocial support for young children and caregivers
- ☐ Improving nutrition and feeding programs for children under five
- ☐ Training caregivers and teachers in emergency preparedness
- ☐ Other

32. The *Operational Guidelines for Child Protection in Emergencies (CPIE)* highlight that young children are among the most vulnerable during crises, and recommend integrating ECD with protection, nutrition, and psychosocial support.

Based on your work in the community, what specific gaps or challenges have you observed in addressing the needs of young children during emergencies? *

33. What support systems are currently available in your community to help children cope with stress or trauma during emergencies? Select all that apply *

- ☐ School-based counseling programs
- ☐ Community health workers / social workers
- ☐ Faith-based or community support groups
- ☐ NGO-provided psychosocial support
- ☐ No structured support available
- ☐ Other

34. In emergency contexts, which areas of child wellbeing are prioritized in your advocacy efforts? (Select all that apply)

- ☐ Education (access to school, learning continuity)
- ☐ Preservation of ECD during emergency
- ☐ Health and nutrition
- ☐ Child protection and safety
- ☐ Mental health and psychosocial support
- ☐ Shelter and basic needs
- ☐ Family support and caregiving
- ☐ Training of community members
- ☐ Other

35. Policies such as the Kenya Education Sector Policy on Disaster Management (2017) and the Children Act (2022) emphasize child-sensitive approaches.

Do you include children's views and opinions when making decisions or planning projects — especially during emergencies?

*

Educators (Teachers, Principals)

36. Was your primary/nursery school affected by any climate emergency in the last 5 years? *

- ☐ Yes
- ☐ No
- ☐ Not sure

37. Even though your school hasn't experienced a climate emergency, are there plans, trainings, or resources in place in your school for Early Childhood Development continuity in case an emergency occurs? *

- ☐ Yes
- ☐ No
- ☐ Not sure

38. If Yes please briefly describe the plans, trainings and resources *

39. If an emergency were to happen, what support systems (teachers, counselors, health workers) do you think would be mobilized to help children manage stress or trauma?

Iwapo dharura ingetokea, ni mifumo gani ya usaidizi (walimu, washauri, wahudumu wa afya) unadhani inaweza kuhamasishwa ili kuwasaidia watoto kudhibiti mfadhaiko au kiwewe?

*

40. If yes, which types of emergencies? (Tick all that apply) *

- ☐ Drought
- ☐ Floods
- ☐ COVID Pandemic
- ☐ Landslides
- ☐ Other

41. Were the schools and ECD centres closed during the recent 2024 El-Niño flooding emergency? *

- ☐ Yes
- ☐ No

42. After how long did education services resume after the emergency period? *

- ☐ After 1 - 2 weeks
- ☐ After 1 month
- ☐ After 2 months

43. The *Kenya National Mental Health Policy (2015–2030)* acknowledges the psychosocial needs of children in crisis situations. After the 2024 El Niño floods, did you notice changes in children's emotional or mental well-being (e.g., anxiety, withdrawal, aggression)? *

44. What training and resources have you received at the county level to effectively address child mental health in disaster scenarios? *

45. How do you manage ECD Programs during emergencies such as floods and droughts? What contingency and resilient development plans are in place in your nursery or primary school? *

46. Did you receive any support (government, county, NGO, community) to continue ECD services during these emergencies? Please describe. *

47. If you could suggest improvements, what actions should the government or NGOs take to better protect and support Early Childhood Development during climate-related disasters? *

Caregivers

48. How many children below the age of 8 do you have? How old are they?
Je, una watoto wangapi chini ya umri wa miaka 8?

*

49. Are Early Childhood Development services being provided in your community for children between the ages of 2 to 8 years? This includes PP1, PP2, nursery schools, and Daycare Centres.

Je, huduma za Ukuzaji wa Watoto wa Awali zinatolewa katika jamii yako kwa watoto wenye umri wa kati ya miaka 2 hadi 8? Hii ni pamoja na PP1, PP2, shule za kitalu, na Vituo vya kulelea watoto mchana.

- ☐ Yes
- ☐ No
- ☐ Not sure

50. If No, what are the main reasons? (Tick all that apply)

- ☐ Lack of facilities
- ☐ Lack of teachers
- ☐ Distance to ECD centre
- ☐ Emergency-related disruption
- ☐ Other

51. Was your community affected by the 2024 El Niño flood emergency?

Je, jumuiya yako iliathiriwa na dharura ya mafuriko ya El Niño ya 2024?

*

- ☐ Yes
- ☐ No
- ☐ Somewhat

52. If yes, how was it affected? Please tick all that apply and add as well. *

- ☐ Closure of schools / shule kufungwa
- ☐ Flooding of houses / mafuriko ya nyumba
- ☐ Landslides / maporomoko ya ardhi
- ☐ Death of loved ones / kifo cha wapendwa
- ☐ Lack of food
- ☐ Loss of property
- ☐ Other

53. Were there emergency camps setup for the affected families?
Je, kulikuwa na kambi za dharura kwa familia zilizoathirika?

*

- ☐ Yes / Ndio
- ☐ No / Hapana
- ☐ Not sure
- ☐ Other

54. If yes, what services were provided? (Tick all that apply) *

- ☐ Shelter / Nyumba
- ☐ Food/ Chakula
- ☐ Basic Education (children above 8 years) / Elimu ya kawaida (watoto zaidi ya miaka 8)
- ☐ Child Development Services (below 8 years) / Early Childhood Development (below 8 years) / Huduma za Maendeleo ya Watoto
- ☐ Water and Sanitation Services
- ☐ Counselling & Psychosocial support
- ☐ Other

55. How many school days did your child miss due to the 2024 El Niño Climate Disaster? (Please put figure in weeks, ie, 2, 3 weeks)

Mtoto wako alikosa shule kwa siku ngapi kutokana na Maafa ya Hali ya Hewa ya El Niño 2024? (Tafadhali weka takwimu katika wiki, yaani, wiki 2, 3)

*

56. Were there choices available for your child to continue learning whilst you waited for schools to reopen? Please describe who provided the Early Childhood Development Services
Je, kulikuwa na chaguo kwa mtoto wako kuendelea kujifunza huku ukingoja shule kufunguliwa tena? Tafadhali eleza ni nani aliyetoa Huduma za Maendeleo ya Utotoni

*

57. Since the recent flooding emergency last year, are you concerned about any aspect of your child's learning, social interactions, or emotional development?

Tangu dharura ya mafuriko ya hivi majuzi mwaka jana, je, una wasiwasi kuhusu kipengele chochote cha kujifunza kwa mtoto wako, mwingiliano wa kijamii, au ukuaji wa kihisia?

*

- ☐ Yes, very concerned/ Ndiyo, wasiwasi sana
- ☐ Yes, somewhat concerned / Ndiyo, nikona wasiwasi kiasi tu
- ☐ No, not concerned / Hapana, sijali
- ☐ Not sure

58. After the recent flooding disaster, did you notice any signs of stress, worry, or sadness in your child?

Baada ya maafa ya mafuriko ya hivi majuzi, je, uliona dalili zozote za mfadhaiko, wasiwasi, au huzuni kwa mtoto wako?

*

- ☐ Yes, often / Ndiyo, mara nyingi
- ☐ Yes, sometimes / Ndiyo, wakati mwingine
- ☐ No, not at all / Hapana
- ☐ Not sure / Sijui vizuri / Sina uhakika

59. If yes, what about your child's social or intellectual development worries you?

60. If yes, what worries you most about your child? (Select all that apply to you)

Ikiwa ndio, ni nini kinachokusumbua zaidi kuhusu mtoto wako?
(Chagua yote yanayokuhusu) *

- ☐ Unable to learn properly and complete schoolwork
- ☐ Child has anxiety about future floods/ Mtoto ana wasiwasi juu ya mafuriko ya siku zijazo
- ☐ Does not make friends or play with others/ Haifanyi marafiki au kucheza na wengine
- ☐ Aggressive behavior at home/ Tabia ya fujo nyumbani
- ☐ Other

61. What types of psychosocial support services were offered for children during or after the 2024 Elnino Floods? (Check all that apply)

Ni aina gani za huduma za usaidizi wa kisaikolojia na kijamii zilitolewa kwa watoto wakati au baada ya Mafuriko ya Elnino 2024? (Angalia yote yanayotumika)

*

- ☐ Child mental health care / ushauri wa afya ya akili kwa watoto
- ☐ Play Therapy/ Child friendly Spaces / tiba ya kucheza katika nafasi za watoto
- ☐ Counselling for caregivers/parents / ushauri kwa wazazi
- ☐ None / Hakuna
- ☐ Other

62. Is your child's speech in any way different from most children his or her age, to the point where only immediate family can understand it?
Je, hotuba ya mtoto wako ni tofauti na watoto wengi wa rika lake, hivi kwamba ni watu wa familia ya karibu tu wanaoweza kuielewa?

*

- ☐ Speech is very good / Hotuba ni nzuri sana
- ☐ Speech is sometimes difficult to understand/ Hotuba wakati mwingine ni ngumu kuelewa
- ☐ Speech is not at all understandable / Hotuba haieleweki hata kidogo

63. What support would you find most useful to help protect your children and family if floods or other emergencies occur in the future?

Je, ni usaidizi gani unaoweza kupata kuwa muhimu zaidi kusaia
kulinda watoto na familia yako ikiwa mafuriko au dharura nyingine
zitatokea katika siku zijazo?

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