

Teacher Training For Early Childhood Development and Education in Kenya

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Abstract

The training of early childhood development and education (ECDE) teachers in Kenya remains a priority in recognition of the vital role well-trained professionals play in the quality of early childhood experiences for children ages 0+ to 5+. This article provides a detailed overview of the current structure and training of ECDE professionals, including pedagogical strategies and curricular guidelines. Specific attention is given to the Ministry of Education, Science and Technology's intersectoral framework for stakeholders and the holistic, child-centered, multidimensional approach to coordinated early childhood development and education. A cross-section of challenges to training ECDE teachers and recommendations are offered.