



REPUBLIC OF KENYA A

**Ministry of Education**



**MENTORSHIP POLICY FOR  
EARLY LEARNING  
&  
BASIC EDUCATION**



REPUBLIC OF KENYA

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MINISTRY OF EDUCATION

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**MENTORSHIP POLICY**  
**FOR**  
**EARLY LEARNING AND BASIC EDUCATION**

FEBRUARY 2019

**Empowering Learners to Achieve their Full Potential**  
**For**  
**Sustainable Development**

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# FOREWORD

Education in Kenya focuses on attainment of broad goals that aim at political, economic, social as well as individual development. Education plays an important role in the promotion of nationalism, patriotism and unity and it is important in the development of citizens with the competencies required for supporting a growing economy. Education promotes social consciousness, attitude and values that foster healthy social interactions at individual, national and international levels. This can only happen when learners attain sound moral and religious values which help them to grow up into responsible citizens.

The Kenya Early Learning and Basic Education Curriculum Framework 2017 underscores the need to produce an engaged, empowered, and ethical citizen through nurturing every learner's potential. It is important to note that for some of the competencies to be acquired such as collaboration and communication, citizenship and self-efficacy, effective mentorship is a requisite service.

The Ministry of Education appreciates the initiatives by individuals, corporate bodies, organizations and government agencies in supporting learners to find a bearing in their personal and career development. The initiatives are often given different names depending on the individual or institutions offering the service. For instance, some of the initiatives come in the form of motivational talks, alumni associations mentoring, sponsorships, life skills promotion, school guidance and counselling among others.

There is concern in the way mentorship services are coordinated. Various actors in the field of mentorship have different curricula depending on their areas of focus. In addition, some of the content and the service providers are not vetted. In view of this, there is need to enhance vetting and approval of the mentors and the content for purposes of protecting the learners from any form of negative influence or abuse.

It is in this regard that the Ministry has developed this Mentorship Policy for Early Learning and Basic Education to provide direction and a coordination framework for effective and efficient delivery of mentorship services to all learners.

I wish to call upon all the Early Learning and Basic Education institutions to ensure that mentorship programmes are in line with the provisions of this policy.

**Amb. (Dr.) Amina C. Mohamed, EGH, CAV**  
**Cabinet Secretary**  
**Ministry Of Education**

## PREFACE

Mentorship worldwide is embraced as a key component of an individual's holistic development. It is practiced at different levels which include family, community, school and work place. Mentorship is critical in nurturing positive values, attitude and skills to help individuals make informed choices.

The implementation of Mentorship Policy will enhance the acquisition of relevant positive values and life skills by learners. This will go a long way in promoting the realization of the national goals of Education. It will also lead to positive discipline and enable individuals to grow into well-adjusted citizens. Mentorship programmes will connect learners with mentors who they can look up to as role models in their education, career and life in general. This policy document outlines the ministry's commitment to the realization of effective mentorship programmes in learning institutions.

This policy document is organized into five chapters and two annexes. Chapter one discusses the background, rationale, general provisions on vision, mission, objectives and scope of the policy. Chapter two contains areas of mentorship including communication, capacity development, protection and safety while chapter three outlines institutional strengthening, structure of mentorship programmes, collaboration, linkages and partnership, recognition, as well as minimum requirements. Chapter four provides for research, monitoring, evaluation, accountability and learning and finally chapter five provides for minimum standards and review of the policy.

The annexes include the guidelines for implementation of this policy and the list of technical working group members.

The policy stipulates the modalities and mandates of all stakeholders involved in mentorship programmes in all institutions of Early Learning and Basic Education

I wish to call upon all the Early Learning and Basic Education institutions to ensure that mentorship programmes are in line with the provisions of this policy

**Dr. Belio R. Kipsang, CBS**  
**Principal Secretary**  
**State Department For Early Learning and Basic Education**

## ACKNOWLEDGMENT

The Mentorship Policy and its implementation guidelines for Early Learning and Basic Education Institutions is a product of an intensive and inclusive process that comprised of a wide range of stakeholders. It is in this regard that the Ministry of Education (MOE) recognizes the various stakeholders for their critical inputs and tireless efforts.

The development of this policy and guidelines was made possible through the able leadership of Amb. (DR.) Amina C. Mohamed, EGH, CAV, The Cabinet Secretary Ministry of Education together with Dr. Belio R. Kipsang, the Principal Secretary, State Department for Early Learning and Basic Education. I recognize the input of the MOE senior management and all stakeholders in the education sector for their invaluable contributions in the policy development process.

The contribution of Mr. Darius Mogaka Ogutu, the Director Policy, Partnerships and East African Community Affairs, in guiding the process of developing this policy is commendable.

The Ministry is highly indebted to UNICEF, KNATCOM, World Vision, Life Skills Promoters, I Choose Life – Africa, EDUCATE!, Future First, Child Fund, Plan International, Save the Children and The Cradle in terms of financial and technical support toward the development of this Policy.

The Mentorship Technical Working Group drawn from the Ministry's various Directorates, Kenya Institute of Curriculum Development (KICD), Kenya Education Management Institute (KEMI) and Teachers Service Commission (TSC) did an exemplary job in ensuring that this policy becomes a reality. Their effort is appreciated.

Finally, I wish to acknowledge the role played by other stakeholders who may not have been mentioned here for their contribution during the consultative and validation meetings. All concerned stakeholders are hereby called upon to ensure full implementation of this policy.

**Elyas J. Abdi**  
**Director General**  
**State Department For Early Learning and Basic Education**

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## DEFINITION OF OPERATIONAL TERMS

Mentorship:	The development of a personal relationship in which a more experienced, knowledgeable and caring person (mentor) provides support, advice, friendship, reinforcement and constructive role modeling over time, in order to promote continuous personal development of a less experienced person (mentee) and realization of their full potential.
Life skills:	Psychosocial abilities that enable individuals to effectively deal with day to day challenges.
Peer Educator:	A trained person who informally teaches, influences and molds persons with whom they share similar social backgrounds or life experiences.
Alumni Associations:	A network of graduates or former students who attended the same school or college.
Child:	A person under the age of 18.
Child Abuse:	All forms of physical, emotional or sexual ill-treatment resulting to actual or potential risk to a child's health and development.
Child Protection:	Philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. It entails reducing risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's holistic development.
Special Needs :	Implies any form of vulnerability which can be social, physical or biological which limits someone's capacity to function and participate in the society. In the context of education, when someone is considered having 'special needs', he or she is someone coming from certain vulnerable situations (social, physical, biological or political). Hence, children with special needs include refugee children, street children, children with disabilities as well as gifted and talented.
Disability:	Long-term physical, mental, psychosocial, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in



everyday activities on an equal basis with others. Examples include visual and hearing impairments, cerebral palsy, physical and intellectual disabilities.

Mentee:

A person who is guided and supported by a more experienced person who is interested in his or her career or welfare

Mentor:

A knowledgeable and experienced guide, a trusted ally, advocate and caring role model who teaches or gives advice or guidance to someone less experienced

Community Service Learning:

It is a form of experiential approach to education that enables learners to apply their knowledge and skills in a different setting. It entails a balanced emphasis on both students' learning and addressing real needs in the community

Child Friendly Schools:

This is characterized as an inclusive, healthy and protective school environment for all children, effective, and involved with families and communities.

It is a learning environment that is physically safe, emotionally secure and psychologically enabling.

## ACRONYMS

APBET	Alternative Provision of Basic Education and Training
CBO	Community Based Organization
CDE	County Director of Education
CEMASTEА	Centre for Mathematics, Science & Technology Education in Africa
CESA	Continental Education Strategy for Africa
CSL	Community Service Learning
DQAS	Directorate of Quality assurance and Standards
ECDE	Early Childhood Development Education
FBO	Faith Based Organization
G&C	Guidance & Counselling
HoD	Head of Department
IEC	Information, Education & Communication
KCA	Kenya Children Assembly
KEMI	Kenya Educational Management Institute
KEPSHA	Kenya secondary schools heads association
KESSHA	Kenya Primary Schools Head Teachers Association
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
KPSA	Kenya Private Schools' Association
MCDAs	Ministries, Commissions, Departments and Agencies
MCU	Mentorship Coordination Unit
MOE	Ministry of Education
MSP	Mentorship Service Providers

NESP	National Education Sector Plan
NGO	Non-Governmental Organization
PoYA	Principal of the Year Award
SCDE	Sub County Director of Education
SDGs	Sustainable Development Goals
SNE	Special Needs Education
TPD	Teacher Professional development
ToYA	Teacher of the Year Award
TTC	Teacher Training College
TSC	Teachers Service Commission
UN	United Nations

# 1 CHAPTER 1: INTRODUCTION

## 1.1 Background

Mentorship is the development of a personal relationship in which a more experienced, knowledgeable and caring person provides support, advice, friendship, reinforcement and constructive role modeling over time, in order to promote continuous personal development of the mentee and realization of their full potential. It is a learning and development partnership between a person with vast experience and one who wants to learn and grow. Mentorship is a one-on-one learning relationship between a mentee and an expert in a specific topic or discipline. Mentorship is different from teaching. It is a relationship in which the mentee plays an active role in his/ her own learning and development whereas the mentor provides guidance, support and serves as a facilitator of that development. The mentor in this relationship takes on a number of roles such as a teacher, a role model and an advisor.

Research supports that school-based mentoring services have positive outcomes for children and youth which include increased completion rates, improved attitude towards learning, social skills, behavior and resilience. The programmes also strengthen peer, school and family relationships. In addition, they reduce the risk of involvement in drugs and substance abuse and increase a sense of belonging in the school and the community at large. Mentorship is a critical aspect that boosts individuals' intrinsic motivation, aspiration and inspiration in matters of life. Those constantly mentored are highly motivated to engage in their endeavors since they are exposed to opportunities for growth and development. It makes them appreciate life skills such as self-awareness, self-esteem and the need to achieve self-efficacy.

Majority of learners in Kenya are faced with numerous personal challenges that require them to make life-defining decisions early in their lives. Increasingly, young people have to handle issues dealing with career choices, sexuality, peer pressure, drug and substance abuse, harmful traditional practices and negative media influence among others. At the same time, they are expected to make sense of broader political and social changes. Article 10 of the Constitution of Kenya 2010 also stipulates the national values and principles that need to be inculcated into all Kenyans. The Early Learning and Basic Education Curriculum Framework (2017) adopts a value based education approach to nurture values in learners.

In view of the above, providing young people with support and guidance to assist them manage these issues effectively forms a critical part of education. The Ministry recognizes the role that the parents, immediate family and the wider community play in this regard. Moreover, the education sector is required to provide guidance and support through the provision of mentorship programmes. Over the years, the ministry in collaboration with other stakeholders has endeavored to develop the relevant skills, knowledge and attitude in learners through guidance and counselling, life skills education and mentorship among other initiatives.

The foundation of mentorship can be traced from several theories. However, this policy is anchored on the Social Learning Theory (Bandura, 1977) and Social Interaction Theory (Vygotsky, 1978). The Social Learning Theory maintains that human beings tend to emulate behavior they see in others whom they respect and admire. The Social Interaction Theory holds that learners require support when encountering new and complex thoughts and actions. The two theories are preferred because of their ability to explain how behavior change occurs through observation, interaction and emulation.

## **1.2 Situational Analysis**

The National Education Sector Plan (NESP, 2013-2018) points out that in spite of pockets of good practice in some schools and institutions, guidance, counselling and mentoring services currently do not exist in sufficient depth, neither are they provided in a comprehensive or coherent manner. Specifically, they do not address in a holistic way career and entrepreneurship guidance, personal development and educational mentoring. Teachers do not have adequate skills necessary to provide this support, and there is lack of clarity on how parents, teachers and others can work together to provide life skills support and training, and advice on entry into the world of work.

The Ministry of Education also offers guidance and counselling services to children with learning difficulties, emotional and behavioral disorders. The Special Needs Education Policy (2018) has provision for the inclusion of learners with special needs and disabilities in learning institutions. However, few actors have the capacity to adequately provide psychosocial support and mentorship to these learners in all institutions of Early Learning and Basic Education.

According to NESP, failure to implement Life Skills Education in most schools, has impacted negatively on the acquisition of knowledge and skills to cope with life challenges such as HIV and AIDS, human sexuality and changing world of work as well as operating in a globalized world. This situation has created a vacuum that has seen a number of non-state actors and individuals enter into partnership with MOE to promote life skills and various mentorship programmes. Some of these service providers who include motivational speakers offer these services at a fee, thus burdening the parents.

Evidence from research and practice in mentorship depicts that lack of structured mentorship and inspirational activities or mechanisms in schools play a critical role in hindering learners' attendance and learning outcomes. Because of the mentorship void in schools, girls and boys end up lacking the intrinsic motivation and inspiration needed to attend, stay in school and learn. They lack the self-confidence to express themselves and interact with others. Schools do not have sufficient mentors to model the learners in a structured way. Yet, even in schools where mentorship occurs, it is neither institutionalized nor structured. Thus, placement of mentors and structured mechanisms for mentors and mentees meeting are a missing link to having motivated and inspired learners who develop the right skills and values while in school.

The net result is having youth who drop out of school at will since they do not recognize the value of education and are therefore not motivated; youth leaving school with limited life skills and values. This ends up compromising on the demographic dividends among these population (ICL midline survey 2015)

## **1.3 Rationale**

Learners in Early Learning and Basic Education institutions have varied mentorship needs. This is evidenced by the issues observed among some learners which include negative peer pressure, substance abuse, risky sexual behavior, psychological disturbance, poor nutrition & health, poor goal-setting, bullying, radicalization and violent extremism among others.

The Value Based Education Report of 2015 pointed out that a culture of values and ethics is largely absent in Kenyan Primary schools. It also noted multiple disconnects between theory and practice. The report recommended that all the dimensions of Value Based Education

must be addressed through partnerships with children, parents, teachers, education administrators, Civil Society Organizations, Faith Based Organizations and policy makers.

Kenya, like many other countries in the world today, is facing threats to peaceful co-existence among communities. Emerging forms of violence pose a threat to the country's social economic development. In the face of such threats, young people need relevant and timely learning opportunities to develop the desired knowledge, skills and attitudes that can help build their resilience for peaceful co-existence. Mentorship plays a critical role in transforming individuals through nurturing values such as respect, integrity, empathy, responsibility, patriotism and peace.

Evidence from research and practice indicate that mentorship contributes to acquisition of the positive values and life skills by learners. The implementation of the policy will go a long way in promoting discipline and enabling learners to grow into productive citizens. The programme will link learners with mentors who they can emulate in their education, career and life in general. The mentees will acquire and internalize values such as hard work, integrity, tolerance, patriotism and equality among others.

Evidence derived from some successful mentorship programs indicate that there is increased motivation to stay in school through positive portrayal of education, increased uptake of leadership roles by female learners involved in mentorship. For instance, more girls are reported to have improved in academic performance to an extent of taking up science subjects as a result of mentorship. Teachers reported improved learner participation in classroom with learners demonstrating high levels of self-esteem, increased awareness of diverse career paths and improved learners-teacher interaction leading to better teaching and learning.

The Task Force on the Realignment of Education and Training with the Kenya Constitution, 2010 noted that despite the importance of inspiring, mentoring and nurturing of national values in the education sector, gaps still exist. In particular, there is no policy or guidelines on mentorship save for what takes place under guidance and counseling, which is not comprehensive. The Task Force recommended:

- a) Proper positioning of mentoring and inspiring at all levels with a clear policy and legislation.
- b) Partnership and collaboration with the relevant stakeholders including parents and local communities be encouraged.
- c) National values are mainstreamed in the curriculum.

The Ministry through this Mentorship Policy will mainstream mentorship programmes across all Basic Education institutions of Early Learning and Basic Education. The mentorship programmes will support the realization of the targets set out in the NESP (2013-2018).

#### **1.4 Scope**

This Mentorship Policy applies to all Early Learning and Basic Education institutions. It shall also apply to all mentorship service providers.

#### **1.5 Vision and Mission**

**Vision:** A well mentored and empowered patriotic citizenry for sustainable development

**Mission:** To nurture learners' potential through comprehensive mentorship by harnessing social competencies and talents in the society.

**Overall Goal:** Provide a framework for the provision of mentorship services in Basic Education institutions

## **1.6 Guiding Principles**

### **National values**

This Mentorship Policy will be guided by the National Values and principles of governance as stipulated in Article 10 of the Constitution of Kenya 2010.

### **Confidentiality**

All information regarding the mentorship process will be treated with confidentiality. Mentors shall have the responsibility to maintain and respect confidentiality. However, it may be broken to the extent that maintaining it may pose grave danger, to either parties or where it is deemed that breaking it may prevent commission of a crime.

### **Non-Discrimination**

All the learners in the Early Learning and Basic Education institutions shall access mentorship services without discrimination.

### **Inclusiveness and Participation**

Adequate opportunities for participation shall be provided for all learners as per their developing capacities. All stakeholders including learners will be involved in the conceptualization, design and management of their mentorship programmes.

### **Voluntary Participation**

The mentorship programme will be anchored on the principle of volunteerism. The actors in mentorship programmes shall be encouraged to offer their services voluntarily for the good of the society.

The mentees shall have the autonomy to participate or not participate in mentorship programmes.

### **Collaboration**

The Ministry of Education will coordinate and seek to establish partnerships and collaboration with actors offering mentorship services. This will create synergies and minimize duplication of the mentorship services in Basic Education institutions.

### **Sustainability**

The Ministry will promote institutional ownership of mentorship programmes through multi-sectoral collaboration to ensure sustainability.

### **Protection**

In all matters relating to mentorship, the interests of the mentee shall be safeguarded.

## **2 CHAPTER 2: LEGAL AND POLICY CONTEXT**

The Mentorship Policy is anchored on Article 10 of the Constitution of Kenya 2010 which prescribes the national values and principles that need to be inculcated into all Kenyans. The Kenya Vision 2030, which is Kenya's blueprint for social, economic and political development, aims at making Kenya "a newly industrializing, middle income country providing high quality life for all its citizens by the year 2030". The education system should therefore endeavor to develop youths who are properly mentored in order to achieve this vision. The national goals of education 3 and 4 stipulate that education should promote individual development, self-fulfillment and sound moral and religious values respectively. Learners should be accorded opportunities to develop their full potential while enhancing the acquisition of sound moral values that help them to grow into self-disciplined, self-reliant and integrated citizens.

The Early Learning and Basic Education Act 2013 provides that a parent/guardian shall have the right to participate in the character development of his/her child. Parents and guardians should therefore be the first mentors of the child. The National Education Sector Plan (2013- 2018) provides for molding, mentoring and nurturing of national values. It further champions a value based education system and the need to transmit life skills, principles and values for personal, social and economic development.

The vision for Early Learning and Basic Education Curriculum Framework 2017 is to enable every Kenyan to become an engaged, empowered and ethical citizen. Its mission is to nurture every learner's potential to acquire core competencies. Mentorship can enhance the acquisition of these competencies.

Africa Agenda 2063 and Continental Education Strategy for Africa (CESA) 2016-2025 emphasizes life skills and value based education as an important component of quality education. The Education Agenda 2030 pledges to; "ensure inclusive and equitable quality and relevant education and promote lifelong learning opportunities for all." The goal is about enabling everyone to study, learn and fulfill their full potential. Through Sustainable Development Goal Four (SDG 4), the international community has adopted a life cycle approach to education and skills.



### **3 CHAPTER 3: POLICY PROVISIONS**

#### **3.1 Mentorship Services**

Learners in all Basic Education institutions require mentorship. Mentorship is valuable in that it facilitates acquisition of life skills, values and attitude to cope with day to day challenges as well as prepare them for the world of work.

##### **Policy Statement:**

Provide comprehensive age appropriate mentorship services that adequately address the diverse needs of all learners in institutions of Basic Education.

##### **Strategies**

###### **The Ministry shall;**

- 3.1.1 Integrate mentorship in the curriculum and other Ministry programmes.
- 3.1.2 Establish and/or enhance mentorship services in all basic institutions.

#### **3.2 Vetting of Mentorship Service Providers**

Vetting of persons and organizations offering mentorship services is a critical element in safeguarding the wellbeing of mentees. The responsibility of vetting rests with Ministry of Education Head Quarters.

##### **Policy Statement**

Establish mechanisms to identify, vet and approve persons and organizations offering mentorship services in all Basic Education institutions.

##### **Strategies**

The Ministry shall;

- 3.2.1 Develop a procedure and tools for vetting and approving persons and organizations offering mentorship services.
- 3.2.2 Approve vetted persons and organizations to offer mentorship services.
- 3.2.3 Maintain a data base of those approved to offer mentorship services.
- 3.2.4 Ensure compliance to the code of ethics for individuals and organizations offering mentorship services.
- 3.2.5 Ensure quarterly reporting on performance of mentorship service providers to the Ministry of Education

#### **3.3 Vetting of mentorship Information, Education and Communication (IEC) materials**

There is influx of mentorship IEC materials in learning institutions. Some of these materials do not meet the threshold for relevance and quality as per the evaluation, vetting and approval criteria provided by KICD Act 2013. To this end, the Ministry will ensure that KICD vets all materials used for mentorship in learning institutions.

##### **Policy Statement**

Ensure all mentorship IEC materials in use in all Basic Education institutions are approved

as per the provision of the KICD Act 2013.

### **Strategies**

To implement this policy, the Ministry shall;

- 3.3.1 Ensure all IEC materials for mentorship are evaluated, vetted and approved as per the procedures.
- 3.3.2 Identify and maintain an inventory of the approved IEC materials.
- 3.3.3 Review of IEC materials on mentorship after every 5 years and/or as per need.

### **3.4 Capacity Development**

Mentorship programmes call for comprehensive capacity building of actors to help them develop skills, values and attitude needed to effectively guide the learners to achieve their full potential. These actors will include education officials, Boards of Management, teachers, Alumni Associations, parents/guardians, learners and the community at large.

This will also include individuals and organizations offering mentorship services to learners in all basic learning institutions.

### **Policy Statement**

Enhance the capacity of actors implementing mentorship services in all basic learning institutions.

### **Strategies**

The Ministry shall;

- 3.4.1 Design and operationalize innovative and cost effective capacity development programs for actors offering mentorship services.
- 3.4.2 Bench mark for best practices on mentorship through cross learning.

### **3.5 Special needs and disability**

While the role of mentorship in promoting and delivering quality education services cannot be overemphasized, it is noted that the concept is yet to be mainstreamed in the education sector to include learners with special needs and disabilities. General observation indicates that few mentorship programmes exist that either target or meet the specific needs of learners with special needs and disabilities. While most of the needs are similar to those of their peers without disabilities, specific modifications are required for mentorship programmes to be considered inclusive.

Inclusive mentorship programmes aim at helping learners with disabilities, their families and life assistants to deal with the negative psychosocial effects of disabilities such as discrimination, negative self-image, low self-esteem, stigma, marginalization, abuse and concealment.

In this policy, learners with special needs would include orphans and vulnerable children (OVCs), Children living in the streets, children from refugee families, internally displaced, children living with or affected by HIV, children in informal settlements among others. Also included in this group are children with disability and those who are gifted and talented.

### **Policy statement**

Enhance mentorship programmes and initiatives that promote holistic development of learners and trainees with disabilities.

### **Strategies**

The Ministry shall;

- 3.5.1 Mainstream special needs and disability in all mentorship programmes.
- 3.5.2 Adapt and implement relevant, accessible and disability responsive mentorship programmes.
- 3.5.3 Sensitize actors on the mentorship needs of learners with special needs and disabilities.
- 3.5.4 Enhance the involvement of appropriate role models and actors to mentor learners with special needs and disabilities.
- 3.5.5 Adapt and implement mentorship programmes that prepare learners with special needs and disabilities for transition from school to the world of work.

### **3.6 Mainstreaming Mentorship in Teacher Education and Development**

Learners spend most of their formative years in school, guided by teachers. This presents opportunities for schools to facilitate mentorship and help learners to cope with schooling and other social challenges. This policy recognizes the fact that teachers need to have capacity and support to effectively offer mentorship services to learners.

### **Policy Statement**

Mainstream mentorship in pre and in-service teacher training.

### **Strategies**

The Ministry shall;

- 3.6.1 Integrate mentorship into teacher training curriculum.
- 3.6.2 Infuse mentorship into the Teacher Professional Development Programs (TPD).
- 3.6.3 Integrate mentorship into in-service and sensitization programmes for schools.

### **3.7 Communication**

Effective communication is key to the implementation of this Mentorship Policy as it enhances awareness, ownership, collaboration, and engagement among the actors. Traditionally, IEC materials have tended to be a one-way communication. There is therefore need to embrace interactive communication provided by technology and other platforms, such as social media.

### **Policy statement**

Establish and strengthen mechanisms for effective communication and information management on Mentorship Policy and mentorship services for Basic Education institutions.

### **Strategies**

The Ministry shall;

- 3.7.1 Disseminate the Mentorship Policy.

3.7.2 Sensitize stakeholders on the mentorship services.

### **3.8 Collaborations, Partnerships and Linkages**

Implementation and sustainability of effective mentorship services require enhanced partnership and linkages with various stakeholders. This policy recognizes the key role played by partners through collaborative effort. This collaboration will include all levels of Basic Education institutions, line ministries and departments, County governments, civil societies, Faith Based Organizations (FBOs), alumni associations, private sector and development partners in order to harness resources and create synergy in the implementation of mentorship programmes.

#### **Policy statement**

Establish, strengthen and maintain partnerships, collaborations and linkages with relevant stakeholders on mentorship at all levels of Early Learning and Basic Education.

#### **Strategies**

The Ministry shall;

- 3.8.1 Develop a framework for collaboration, linkages and partnerships on mentorship.
- 3.8.2 Coordinate and support mentorship programmes at the county and national levels.
- 3.8.3 Adopt a multi-sectoral approach to establish linkages with MCDAs in mentorship.
- 3.8.4 Adopt a multi-sectoral approach to establish linkages, collaborations and partnerships with MCDAs and non-state actors in mentorship
- 3.8.5 Leverage on existing mentorship programmes implemented by various stakeholders and partners.

### **3.9 Information, Communication Technology (ICT) in Mentorship**

Information, Communication Technology (ICT) plays a key role in the lives of many people as it enables access to information from a wide variety of sources. It has further offered opportunities for empowerment and education through development of skills and increased income. Misuse of ICT has had equally far reaching negative effects and presented new challenges such as information explosion, misleading information, moral degradation, antisocial behavior, and cyber-crime while making the users passive consumers of information. There is therefore need to mentor learners on safe use of ICT. ICT can also be used as a tool for mentorship.

#### **Policy Statement**

Equip the learners with knowledge and skills to positively use ICT as a mentorship tool.

#### **Strategies**

The Ministry shall;

- 3.9.1 Empower learners to make informed choices on use of media.
- 3.9.2 Collaborate with relevant institutions and line ministries to influence content and programmes aired in the media.

### **3.10 Protection and Safety in Mentorship**

The Constitution of Kenya 2010 and other legal and policy documents provide for protection of individuals from all forms of abuse, discrimination and exploitation. It is important therefore that provision of mentorship services and programmes take cognizance of the safety and protection of mentees.

#### **Policy statement**

Ensure protection and safety of the mentees in basic learning institutions.

#### **Strategies**

The Ministry shall;

3.10.1 Enforce code of conduct for actors involved in mentorship services.

3.10.2 Strengthen reporting and response mechanisms for child abuse cases during mentorship.

### **3.11 Community Service Learning**

Involving learners in community service is a form of experiential education that enables them to apply their knowledge and skills in real-life settings. It entails a balanced emphasis on both learning as well as addressing the needs of the community. Mentorship is critical in ensuring effective community service learning.

#### **Policy Statement**

Establish avenues for mentoring learners through community service learning

#### **Strategies**

The Ministry shall;

3.11.1 Mainstream mentorship in community service learning.

3.11.2 Create awareness on the importance of CSL

3.11.3 Identify avenues and opportunities for community service learning which expose learners to different mentors

### **3.12 Research, Monitoring, Evaluation and Learning**

Mentorship is a dynamic field that requires regular research to address emerging issues and trends. Research, Monitoring, Evaluation and Learning shall facilitate generation of data for learning and continuous improvement of mentorship programmes.

#### **Policy Statement**

Develop and operationalize a research, monitoring, evaluation and knowledge management framework for mentorship programmes.

#### **Strategies**

The ministry shall;

3.12.1 Promote research for continuous improvement of mentorship services.

3.12.2 Ensure quarterly reporting on performance of MSPs to the Ministry of Education.

3.12.3 Document research and publications of mentorship programmes at all levels.

3.12.4 Provide for regular monitoring and evaluation of mentorship programmes.

### **3.13 Recognition for best practices in mentorship**

Recognition of achievement and exemplary performance of mentors and mentees is critical for the sustainability of mentorship programmes. This policy provides for recognition for best practices.

#### **Policy statement**

Provide a framework for establishment and implementation of a recognition system for best practices in mentorship of learners.

#### **Strategies**

The Ministry shall;

3.13.1 Establish a comprehensive criterion to recognize individuals and institutions for best practices in mentorship programmes.

3.13.2 Harmonize mentorship recognition system with existing recognition schemes at all levels.

3.13.3 Observe Annual mentorship Day.

### **3.14 Financing for Mentorship Programmes**

In order to effectively implement this policy, there is need to ensure sustainable resource provision. The resources will be mobilized from state and non-state actors in accordance with Public Finance Management Act 2012.

#### **Policy Statement:**

Establish a structure for the provision of adequate and sustainable resources for the support of mentorship programmes.

#### **Strategies**

The ministry shall;

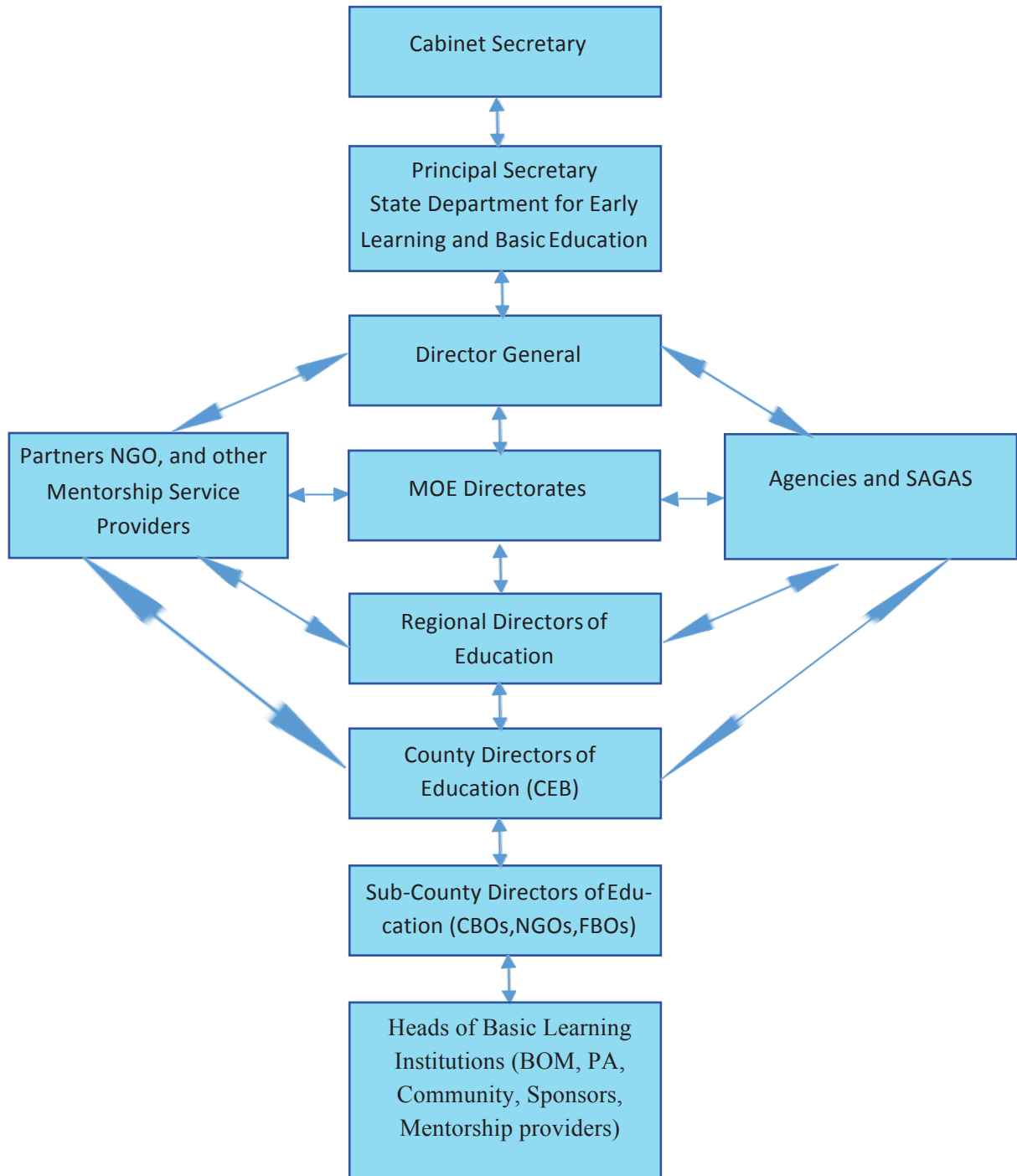
3.14.1 Provide budgetary allocation for mentorship programs.

3.14.2 Mobilize stakeholders to support provision of resources to implement mentorship programmes.

3.14.3 Implement sustainable cost effective projects under the mentorship programmes.

#### 4 CHAPTER 4: INSTITUTIONAL FRAMEWORK

The Implementation Framework for this policy shall be implemented within the existing governance and coordination structures as shown in the framework below. The detailed roles, responsibilities and organogram are provided in the guidelines below.



<b>LEVEL</b>	<b>STRUCTURE</b>	<b>ROLES AND RESPONSIBILITIES</b>
National level	Cabinet Secretary	i. Shall ensure the legal and regulatory framework for the Mentorship Policy is in place.
	Principal Secretary	i. Shall facilitate the implementation and the review of this policy in liaison with other state and non-state actors.
	The Director General	i. Shall oversee the implementation of this policy by all MOE Directorates and SAGAs.
	Director Policy, Partnership and EACA	<ul style="list-style-type: none"> <li>i. Shall coordinate dissemination, implementation and review of the policy in liaison with other MOE Directorates, SAGAs and partners</li> <li>ii. Shall submit progress reports to the Director General in liaison with other Directorates, SAGAs and Partners.</li> </ul>
	Regional Directors of Education	<ul style="list-style-type: none"> <li>i. Oversee the implementation of mentorship programmes at regional level</li> <li>ii. Maintain records on mentorship programmes at the regional level</li> </ul>
County level	County Directors of Education (CEB)	<ul style="list-style-type: none"> <li>i. Oversee the implementation of mentorship programmes in the county level</li> <li>ii. Coordinate actors in mentorship at the County level</li> <li>iii. Maintain records on mentorship programmes at the County level</li> </ul>
Sub -County level	Sub-County Director of Education (CBOs,NGOs,FBOs)	<ul style="list-style-type: none"> <li>i. Oversee implementation of mentorship programmes in learning institutions at the sub-County level</li> <li>ii. Maintain records on mentorship programmes at the Sub- County level</li> <li>iii. Reporting to the County Director of Education on mentorship Programmes</li> </ul>
Institutional Level	Heads of Basic Learning Institutions (BOM, PA, Community, Sponsors, Mentorship providers)	<ul style="list-style-type: none"> <li>i. Integrate and Implement mentorship programmes at the institutional level.</li> <li>ii. Establish relevant collaborations with stakeholders.</li> <li>iii. Maintain relevant records at the institutional level as per the guidelines.</li> <li>iv. Monitor and evaluate the mentorship programmes at the institutional level</li> <li>v. Report on progress of mentorship programmes to the Sub-County Director of Education</li> </ul>



## **5 CHAPTER 5: MINIMUM REQUIREMENTS FOR THE IMPLEMENTATION OF THE POLICY**

### **5.1 Implementation of the policy**

To commence implementation of this policy, the following minimum requirements shall apply:

- 5.1.1 Launch and disseminate the Mentorship Policy at the National, County and Sub county levels.
- 5.1.2 Establish National, County, Sub county and Institutional structures for the mentorship programmes.
- 5.1.3 Collaborate with the media to create awareness on the Mentorship Policy

### **5.2 Review of the policy**

This policy shall be reviewed after five years to reflect dynamic contexts within which learners grow and learn.

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## **7 ANNEX 1: Implementation Guidelines**

The guidelines stipulated below provide a practical reference for implementation of mentorship programmes by all service providers including state and non-state actors. They will also provide a well-coordinated framework for effective implementation of mentorship programmes by all stakeholders.

In addition, the guidelines operationalize the strategies outlined in the Mentorship Policy by highlighting the key activities to be implemented under each policy provision. They also identify the target audience and key actors in the provision of coordinated mentorship programmes. Further, the document highlights prospective partners for collaboration, partnership and linkages in the mentorship programmes.

Finally, the guidelines clearly spell out the roles and responsibilities of stakeholders to be involved in mentorship programmes in Early Learning and Basic Education Learning Institutions.

Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/Whom?)
<b>3.1, Policy Statement: Provide comprehensive age appropriate mentorship services that adequately address the diverse needs of all learners in all Basic Education Institutions.</b>				
Integrate mentorship in the curriculum and other Ministry programmes	<ul style="list-style-type: none"> <li>i. Design age appropriate mentorship activities in the curriculum.</li> <li>ii. Integrate mentorship in the annual school calendar to allow for intentional planning and execution</li> <li>iii. Integrate mentorship in co-curricular activities.</li> </ul>	Learners	MOE KICD Head Teachers	TSC Approved mentors Alumni Parents/guardians Teachers Sponsors Caregivers
Establish and/or enhance mentorship services in all institutions	<ul style="list-style-type: none"> <li>i. Disseminate the Mentorship Policy to key stakeholders of schools</li> <li>ii. Sensitize and involve the school community on the mentorship programmes</li> <li>iii. Integrate mentorship programmes in school activities through joint planning, feedback and review.</li> </ul>	Teachers Learners School community BoM PAs	MOE Head Teacher	TSC Non-state actors MSPs
<b>3.2, Policy Statement: Establish mechanisms to identify, vet and approve persons and organizations offering mentorship services in all Basic Education institutions</b>				
Develop a procedure and tools for vetting and approving persons and organizations offering mentorship services	<ul style="list-style-type: none"> <li>i. Adopt the existing MOE structure to lead in vetting and approval of mentorship service providers</li> <li>ii. Review existing related procedures/tools</li> <li>iii. Adopt the existing MOE procedure and tools to guide vetting and approval process</li> </ul>	Mentorship service providers such as NGOs, PA, FBOs, Alumni Associations, Motivation Speakers, Counselors, Chaplaincy,	MOE	Development Partners, MCDAs
Approve vetted persons and organizations to offer mentorship services.	<ul style="list-style-type: none"> <li>i. Receive applications from interested service providers</li> <li>ii. Conduct vetting and approval of the applications</li> </ul>	Mentorship service providers	MOE	MCDAs
Maintain a data base of those approved to	<ul style="list-style-type: none"> <li>i. Establish a data base for approved service providers (upload and routinely update the database on the MOE website)</li> </ul>	Mentorship service providers	MOE	MCDAs

Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/ Whom?)
offer mentorship services	<ul style="list-style-type: none"> <li>ii. Maintain an updated list of approved service providers with Counties and Sub counties</li> <li>iii. Conduct routine assessment of the MSPs on their continued suitability and compliance</li> </ul>			
<b>3.3, Policy Statement: Ensure all mentorship IEC materials in use in all Basic Education institutions are approved as per the provision of the KICD Act 2013.</b>				
Ensure all IEC materials for mentorship are evaluated, vetted and approved as per the procedures.	<ul style="list-style-type: none"> <li>i. Invite publishers and mentorship service providers with IEC materials to submit them for evaluation</li> <li>ii. Conduct evaluation and approval of the IEC materials</li> <li>iii. Assess compliance on the use of approved mentorship IEC materials</li> </ul>	Publishers and mentorship service providers	MOE KICD	KISE TSC KNEC Development partners
Identify and maintain an inventory of the approved IEC materials	<ul style="list-style-type: none"> <li>i. Publish the list of approved Mentorship IEC materials in the Orange Book</li> <li>ii. Digitize and upload the updated Orange Book in the MOE and KICD websites</li> </ul>	Learning institutions Parents/ Guardians	MOE and KICD	State and Non State Actors
Review of IEC materials on mentorship after every 5 years and/or as per need	<ul style="list-style-type: none"> <li>i. Conduct assessments every five years on the relevance of the existing mentorship IEC materials and/or as per need</li> <li>ii. Advise the publishers and mentorship service providers on the required changes or improvements on the existing IEC materials on mentorship</li> </ul>	Publishers and mentorship service providers Learning institutions	MOE and KICD	State and Non State Actors
<b>3.4, Policy Statement: Enhance the capacity of partners implementing mentorship services in learning institutions</b>				
Design and operationalize innovative and cost effective	<ul style="list-style-type: none"> <li>i. Map service providers for capacity building</li> <li>ii. Conduct capacity assessment to identify capacity development</li> </ul>	MSPs	MOE,	MCDAs Development Partners

Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/ Whom?)
capacity development programs for those offering mentorship services	<ul style="list-style-type: none"> <li>iii. Develop materials for capacity development</li> <li>iv. Capacity development of MSPs based on their needs</li> </ul>			
Bench mark for best practices on mentorship through cross learning	<ul style="list-style-type: none"> <li>i. Identify institutions with best practices in mentorship, both locally and internationally</li> <li>ii. Develop a tool for bench marking.</li> <li>iii. Facilitate cross learning for mentorship service providers for bench marking of best practices</li> <li>iv. Develop an action plan to replicate the identified best practices from the bench marking</li> </ul>	MOE officers in charge of mentorship programmes Learning institutions MSPs in the institutions MSPs from the partner organizations	MOE	MCDAs, Development Partners TSC
<b>3.5, Policy Statement: Enhance mentorship programmes and initiatives that promote the holistic development of learners and trainees with special needs and disabilities</b>				
Mainstream Special needs and disability in all mentorship programmes	<ul style="list-style-type: none"> <li>i. Sensitize mentors on mainstreaming Special Needs and disability in mentorship programmes</li> <li>ii. Adapt specific and relevant Special Needs and disability materials on mentorship</li> <li>iii. Produce materials and disseminate in accessible formats relevant for specific Special Needs and disability</li> </ul>	Learners with Special Needs and disabilities, Teachers Caregivers	MOE KISE KICD	State and Non State actors in mentorship
Adapt and implement relevant, accessible and disability responsive mentorship programmes	<ul style="list-style-type: none"> <li>i. Map out needs of Learners with Special Needs and disability</li> <li>ii. Adapt programmes based on the needs of learners with Special Needs and disability</li> </ul>	Learners with Special Needs and disabilities Teachers Caregivers	MOE	State and Non State actors in mentorship
Enhance the involvement of appropriate role models and partners	<ul style="list-style-type: none"> <li>i. Map out role models and actors with Special Needs and disabilities</li> <li>ii. Organize mentorship tours for learners to visit persons and</li> </ul>	Learners with Special Needs and disabilities, Teachers Caregivers	MOE	State and Non State actors in mentorship

Strategy	Activities	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/ Whom?)
to mentor learners with SNE and disabilities	institutions for Special Needs and dis abilities			
Adapt and implement mentorship programmes that prepare learners with Special Needs and disabilities for transition from school to the world of work	<ul style="list-style-type: none"> <li>i. Organize Career Talks, and Job Shadowing programmes targeting learners with special needs and disability</li> <li>ii. Strengthen the linkage between learning institutions and the career placement office of the National Council of Persons with Disabilities at all levels</li> <li>iii. Work with relevant authorities to set up a resourcing model for learners with Special Abilities to start work</li> </ul>	Learners with Special Needs and Disabilities, Teachers Caregivers National Council of Persons with Disabilities	MOE KISE KICD	State and Non State actors in mentorship
<b>3.6, Policy Statement: Mainstream Mentorship in Pre and In-service Teacher Training</b>				
Integrate mentorship into Teacher Training curriculum	<ul style="list-style-type: none"> <li>i. Develop content for mainstreaming mentorship into the curriculum.</li> <li>ii. In-service teacher educators on mentorship</li> <li>iii. Engage teacher training institutions to integrate mentorship in their teacher training programmes</li> </ul>	<p>Pre-service teachers</p> <p>Teacher Trainers and Teacher Trainees</p> <p>Teacher Trainees and Trainers in all levels</p>	<p>MOE and KICD</p> <p>MOE &amp; KICD</p> <p>MOE &amp; KNEC</p>	<p>MCDAs Partners</p> <p>KICD/TSC/DQAS/DTE TSC</p> <p>Universities, Diploma Colleges, TIVET institutions and post training institutions</p>
Integrate mentorship into teacher professional development programmes	<ul style="list-style-type: none"> <li>i. Integrate mentorship as a component of Teacher Professional Development Programmes.</li> </ul>	In-service Teachers BOM, PA CSOs, CDE, CDTSC,	<p>MOE &amp; TSC</p> <p>MOE &amp; TSC</p>	MCDAs, Non-state Actors and Partners MCDAs,

Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/ Whom?)
	<ul style="list-style-type: none"> <li>ii. Conduct sensitization on mentorship.</li> <li>iii. Engage teacher training institutions to integrate mentorship in their teacher training programmes</li> </ul>	School managers		Non-state Actors and Partners
<b>3.7, Policy Statement: Establish and strengthen mechanisms for effective communication and information management on the Mentorship Policy and programmes for Early Learning and Basic Education institutions</b>				
Disseminate the Mentorship Policy to key Stakeholders	<ul style="list-style-type: none"> <li>i. Develop a dissemination strategy of Mentorship Policy and services</li> <li>ii. Leverage on forums at all levels to disseminate the policy to stakeholders.</li> </ul>	Stake holders including MCDAs, Heads Associations, Teachers  Unions, PA, BOM Stake holders including MCDAs, Heads Associations, Teachers Unions, PA, School Managers	MOE	MCDAs, Partners   MCDAs, Partners
Sensitize the stakeholders on the mentorship services work	<ul style="list-style-type: none"> <li>i. Disseminate IEC materials to create public awareness in implementation of mentorship programmes.</li> <li>ii. Collaborate with media, corporate organizations and partners to publicize mentorship programmes.</li> <li>iii. Develop specific messages for targeted audience.</li> </ul>	Stake holders	MOE	State and Non State actors
<b>3.8, Policy statement: Establish, strengthen and maintain partnerships, collaborations and linkages with relevant stakeholders on mentorship at all levels</b>				
Develop a framework for collaboration, linkages and partnerships on mentorship	<ul style="list-style-type: none"> <li>i. Identify areas of collaboration, linkages and partnerships on mentorship</li> <li>ii. Document process and procedure to be followed by potential partners and collaborators on mentorship</li> </ul>	Potential partners and Collaborators	MOE	MCDAs



Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/ Whom?)
Coordinate and support mentorship programmes at the county and national levels.	<ul style="list-style-type: none"> <li>i. Develop and implement a coordination framework to create synergy</li> <li>ii. Organise stakeholder forums for sharing experiences.</li> </ul>	MSPs	MOE	MCDAs, development partners
Adopt a multi-sectoral approach to establish linkages, collaborations and partnerships with MCDAs and non-state actors in mentorship	<ul style="list-style-type: none"> <li>i. Map areas of linkages, collaboration and partnership among stakeholders</li> <li>ii. Conduct workshops to strengthen linkages and collaboration with MCDAs and non-state actors on mentorship</li> <li>iii. Develop and implement a joint consolidated work plan.</li> <li>iv. Hold review meetings periodically.</li> </ul>	<p>MCDAs</p> <p>Non state Actors</p>	MOE	Other State departments in MOE Non State
Leverage on existing mentorship programmes implemented by various stakeholders and partners	<ul style="list-style-type: none"> <li>i. Map existing mentorship programmes stakeholders</li> <li>ii. Hold a consultative meeting with Stakeholders and partners providing mentorship services</li> <li>iii. Harmonize stakeholders and partners work plans.</li> <li>iv. Participate in existing mentorship programmes</li> </ul>	Stakeholders and Partners in Mentorship	MOE	TSC and MCDAs Development partners
<b>3.9, Policy Statement: Equip the learners with knowledge and skills to positively use ICT as a mentorship tool in collaboration with stakeholders</b>				
Empower learners to make informed choices on media use	<ul style="list-style-type: none"> <li>i. Sensitize teachers and learners on benefits and dangers of ICT</li> <li>ii. Mainstream online safety in the mentorship programmes</li> </ul>	<p>Learners</p> <p>Teachers</p>	MOE, TSC and KICD	MCDAs, Ministry of ICT, Communication Authority of Kenya and relevant ICT and media players

Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/ Whom?)
Collaborate with relevant institutions and line ministries to influence content and programmes aired in the media.	i. Hold Consultative meetings with media players and regulators on the role of media in in mentorship	Media Players	MOE	MCDA, Kenya Film Classification Board, Ministry of ICT, Communication Authority of Kenya and non-state actors
<b>3.10, Policy Statement: Make adequate provision for the protection and safety of the mentees in all basic learning institutions</b>				
Enforce child protections laws during mentorship	i. Sensitize mentees on their rights and responsibilities during mentorship ii. Sensitize teachers on adherence to the TSC Code of Conduct iii. Supervise mentorship sessions facilitated by third parties in learning institutions iv. Establish reporting and response mechanisms for child abuse cases during mentorship	MSPs  MSPs  MSPs  MSPs	TSC and MOE  TSC  Management of learning institution	MCDAs, DCS, and development partners     
<b>3.11, Policy Statement: Establish avenues for mentoring learners through community service learning</b>				
1. Main-stream mentorship in Community Service Learning	i. Implement age appropriate mentorship activities in Community Service Learning. ii. Establish mechanisms for acknowledging learners' participation in CSL programmes	Learners  Teachers	MOE KICD	TSC Parents  Partners  Corporate Organizations  Institutional Managers
Create awareness on the importance of CSL.	i. Engage PA at all levels in the dissemination of the Policy. ii. Conduct Sensitization on the importance of participation in Community Service Learning.	PA learners, parents/guardians and all stakeholders	MOE	State and non-state partners

Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/Who m?)
Identify, avenues and opportunities for community service learning which expose learners to different mentors	i. Map and prioritize avenues and opportunities that are suitable for community service learning	individuals institutions	MOE Institutions head	TSC School Community State and non-state partners
<b>3.12, Policy statement: Develop and operationalize a research, monitoring, evaluation and knowledge management framework for mentorship programs.</b>				
Promote research for continuous improvement of mentorship services	i. Create an enabling environment for research on mentorship programmes	MSPs	MOE,	TSC State and Non-state partners MCDA
Ensure quarterly reporting on performance of MSPs to the Ministry of Education	i. Develop and operationalize a monitoring and reporting framework ii. Develop a reporting tool to facilitate quarterly reporting by MSP	MSPs	MOE	MCDA Development Partners
Document research and publications of Mentorship programmes at all levels.	i. Create a database of research and publications on mentorship. ii. Publish research findings on the MOE website iii. Update the data base periodically	MSPs, Schools	MOE	MCDA, Development Partners
Provide for regular monitoring and evaluation of mentorship programmes	i. Harmonize M&E activities ii. Carry out Joint M&E of mentorship programmes periodically. iii. Publish M&E reports	MSPs	MOE	MCDA Development Partners

Strategy	Activities (Guidelines)	Target (For Who?)	Focal person/ Institution (By Who?)	Partnership (s) (With/ Whom?)
<b>3.13, Policy Statement: Provide a framework for establishment and implementation of a recognition system for best practices in mentorship of learners.</b>				
Establish a comprehensive criterion to recognize individuals and institutions for best practices in mentorship programmes	<ul style="list-style-type: none"> <li>i. Identify categories of mentorship programmes for recognition.</li> <li>ii. Outline the key success indicators for best practices in consultation with key stakeholders.</li> <li>iii. Conduct a periodic appraisal of best practices in learning institutions.</li> </ul>	Teachers Learners Mentors	MOE	Corporate organizations TSC  Partner Organizations
Harmonize mentorship recognition system with existing recognition schemes at all levels.	<ul style="list-style-type: none"> <li>i. Integrate recognition of mentees in school and education functions</li> </ul>	Teachers Learners	MOE	TSC  Partner Organizations  MSPs
Observe Mentorship -Alumni Day Annually	<ul style="list-style-type: none"> <li>i. Institutionalize celebration of the mentorship-Alumni day in the school calendar</li> </ul>	Alumni Teachers Learners	MOE	State and non-state actors Community
<b>3.14, Policy statement: Establish a structure for the provision of adequate and sustainable resources for the support of mentorship programmes</b>				
Empower learners to make informed choices on media use	<ul style="list-style-type: none"> <li>i. Develop a concept note with specific needs to be addressed by the mentorship programmes showing sustainable results</li> <li>ii. Incorporate mentorship programmes into the Education Sector Strategic Plan.</li> <li>iii. Incorporate mentorship programmes in the budgetary process</li> </ul>	The National Treasury	MOE	MCDAs Development Partners

<b>Strategy</b>	<b>Activities (Guidelines)</b>	<b>Target (For Who?)</b>	<b>Focal person/ Institution (By Who?)</b>	<b>Partnership (s) (With/ Whom?)</b>
Mobilize stakeholders to support provision of resources to implement mentorship programmes	i. Partner with stakeholders to support mentorship programmes	Non-State actors  MSPs  Alumni	MOE	Parents  MCDAs  State and non-State actors
Implement sustainable cost effective projects under the mentorship programmes	i. Leverage on existing resources in learning institutions for sustainability of mentorship programmes	Teachers, Peer Mentors, Alumni, Sponsorship organizations  Community	MOE	TSC State and non-state actors MSPs Community

**8 ANNEX 2: TECHNICAL WORKING GROUP MEMBERS**

<b>No</b>	<b>OFFICER NAME</b>	<b>ORGANIZATION</b>
1.	Darius Mogaka Ogutu	Director PP&EACA- MOE
2.	Emis Njeru	DPP&EACA- MOE
3.	Hellen Avisia	DPP&EACA- MOE
4.	Martina N. Muoki	DPP&EACA- MOE
5.	Anne Gachoya	DPP&EACA- MOE
6.	Peter Kimondo	DPP & EACA- MOE
7.	Nelly Marete	DPP & EACA- MOE
8.	Catherine Matara	DPP & EACA- MOE
9.	Edith Wekesa	DPP & EACA- MOE
10.	Dorah Kitala	DPP&EACA- MOE
11.	Charles Mwaniki	DPP & EACA- MOE
12.	Martin Kungania	DPE - MOE
13.	Fredrick Haga	DSNE - MOE
14.	Abednego Kamandi	DTE- MOE
15.	David Karanja	DECE- MOE
16.	Gilbert Oloo	DSE & SP- MOE
17.	Leonard Ongori	DPE- MOE
18.	Peter Gachathi	DPCD- MOE
19.	Catherine Micheni	DPCD- MOE
20.	Lydia Muchemi	DQAS- MOE
21.	Violet Mundia	DQAS- MOE
22.	Peris Njoroge	KICD
23.	Jane Nyaga	KICD
24.	Beatrice Maingi	TSC
25.	George Thuku	I Choose Life - Africa
26.	Dennis Ratemo	I Choose Life - Africa
27.	Douglas Kombe	I Choose Life - Africa
28.	Gibson Mwaita	I Choose Life - Africa
29.	Anita Akinyi	I Choose Life - Africa
30.	Kepha Nyandega	Lifeskills Promoters
31.	Asenath Cheboi	UNICEF
32.	Martin Kisilu	KEMI
33.	Anne Waichinga	World Vision
34.	Mary Kangethe	KNATCOM
35.	Evelyne Mwandia	Storymoja Africa
36.	Irene Chege	AHADI
37.	Miriam Wachira	The CRADLE

**MENTORSHIP POLICY FOR  
EARLY LEARNING  
&  
BASIC EDUCATION**

