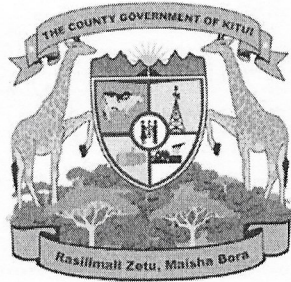


REPUBLIC OF KENYA



COUNTY GOVERNMENT OF KITUI

THE COUNTY ASSEMBLY

THIRD ASSEMBLY – (FOURTH SESSION)-2025

COMMITTEE ON BASIC EDUCATION, TRAINING AND SKILLS
DEVELOPMENT

REPORT ON
INSPECTION OF ECDE CENTRES AND VOCATIONAL TRAINING CENTRES
IN KITUI COUNTY.

Clerk's Chambers,
Kitui County Assembly Buildings,
P.O Box 694-90200
KITUI.

AUGUST, 2025

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ABBREVIATIONS/ACRONYMS

BoM.....	Board of Management.
CLIDP.....	Community Level Infrastructure Development Programme.
ECDE.....	Early childhood Development Education.
F.Y.....	Financial Year.
GNCA.....	Good News Church of Africa.
ICT	Information and Communication Technology.
KSHS.....	Kenya shillings.
MCA	Member of County Assembly.
NSSF.....	National Social Security Fund.
PP1.....	Pre- Primary One
PP2.....	Pre- Primary Two
SHIF.....	Social Health Insurance Fund.
VTCs	Vocational Training Centres.
WASH.....	Water, Sanitation and Hygiene.
Wi-Fi.....	Wireless Fidelity.

EXECUTIVE SUMMARY

This report presents the findings, observations, and recommendations of the Committee on Basic Education, Training, and Skills Development following an oversight inspection of Early Childhood Development Education (ECDE) Centres and Vocational Training Centres (VTCs) across Kitui County. The inspection was conducted from 1st to 5th July 2025, in fulfilment of the Committee's oversight mandate as provided under Article 185(3) of the Constitution of Kenya and Standing Order No. 190(5) of the Kitui County Assembly.

Purpose of the Oversight Visit

The oversight exercise was designed to:

- i. Assess the status, adequacy, and usability of infrastructure in ECDE and VTC facilities.
- ii. Evaluate the alignment between physical infrastructure, staffing levels, and policy implementation.
- iii. Identify gaps in service delivery and resource allocation to inform evidence-based recommendations for improvements in planning and education outcomes.

Institutions Visited

ECDE Centres:

- i. Kyoani (GNCA) ECDE Classroom
- ii. Muteeto Primary School ECDE Section
- iii. Kanzawu Primary School ECDE Section
- iv. Kyulungwa Primary School ECDE Section

Vocational Training Centres (VTCs):

- i. Mavia Vocational Training Centre

- ii. Kanduti Vocational Training Centre
- iii. Ikuuni Vocational Training Centre
- iv. Tyaa Vocational Training Centre

Key Findings and Observations for the Early Childhood Development Education (ECDE) Centres are;

1. Underutilized Infrastructure: Some fully constructed classrooms, such as Kyoani ECDE, remain unused due to lack of staffing, despite pupil enrolment.
2. Delayed Project Implementation: At Muteeto ECDE, construction delays have disrupted learning by forcing pupils into incomplete classrooms.
3. Lack of Child-Friendly Facilities: Centres such as Kyulungwa ECDE lack age-appropriate compounds and sanitation infrastructure, creating unsafe and unhygienic environments.
4. Contractor Non-Compliance: At Kanzawu ECDE, incomplete classrooms and unused water tanks highlight poor contractor performance and weak project supervision.

For Vocational Training Centres (VTCs) they included;

1. Severe Staffing Gaps: Most centres rely on Board of Management (BoM) instructors who are underpaid, demotivated, and lack employment security.
2. Inadequate Equipment and Learning Materials: Many institutions lack essential tools for practical training in key trades like welding, carpentry, ICT, and electrical installation.
3. Unfinished and Overstretched Infrastructure: Projects such as the Kanduti dining hall and Tyaa boys' dormitory remain incomplete, straining trainee welfare.

4. Land Constraints and Expansion Needs: Ikuuni VTC operates on limited land but has received a 1.3-hectare donation for future expansion.
5. Security and Sanitation Deficits: A majority of centres lack perimeter fencing, sufficient latrines, kitchen facilities, and reliable water access, exposing trainees to hardship and health risks.
6. Financial Burden on Trainees: High tuition fees, coupled with a lack of capitation support, result in under-enrolment and make it difficult for parents to support BOM instructors.

General Recommendations on ECDE Centres included;

1. Construct Additional Classrooms: Ensure PP1 and PP2 pupils are housed separately to match their developmental and instructional needs.
2. Fast-Track Completion of Ongoing Projects: Strengthen contractor vetting and supervision to eliminate delays and misuse of resources.
3. Operationalize Abandoned ECDE Centres: Activate and staff unused facilities to decentralize access and avoid wastage of public funds.
4. Recruit Additional ECDE Teachers: Hire more teachers under a stipend model to ease the parent burden and improve the teacher-learner ratio.
5. Provide Teaching and Learning Materials: Equip all ECDE centres with adequate instructional resources to enhance content delivery.
6. Install Outdoor Play Equipment: Support holistic development by providing age-appropriate playground equipment that enhances cognitive and motor skills.
7. Implement WASH Programs: Provide clean water, gender-segregated toilets, and handwashing facilities to ensure child safety and hygiene.

8. Introduce a Countywide Feeding Programme: Offer daily nutritious meals to combat malnutrition and improve learner concentration and performance.

On Vocational Training Centres (VTCs)

1. Face-Lift Existing Centres: Renovate dilapidated buildings, construct new workshops and classrooms, and install gates and fences to improve safety and aesthetics.
2. Employ More Instructors: Reduce reliance on BOM-employed staff by hiring more instructors under the County Government to improve motivation and training quality.
3. Implement Capitation Support: Introduce a county-funded pro-poor programme providing at least Kshs. 15,000 per trainee annually to enhance access and equity.
4. Develop ICT Infrastructure: Construct ICT workshops, supply equipment, and connect VTCs to Wi-Fi to foster digital literacy and 21st-century skills.
5. Formulate a Skills Development Policy: Establish a guiding framework for planning, management, and operationalization of VTCs aligned with market demands.
6. Capacity Build Managers and Instructors: Offer continuous training for institutional heads and instructors to improve leadership, pedagogy, and strategic alignment.
7. Enhance Security: Ensure all VTCs are fenced and gated, with solar security lighting to protect infrastructure and students.

8. **Improve Water and Electricity Connectivity:** Drill boreholes or connect to piped water systems and ensure all centres are linked to the power grid to support hands-on learning.

In Conclusion, the oversight visit affirmed that both ECDE and VTC sectors in Kitui County play a crucial role in early learning and skills development but face systemic challenges that hamper their effectiveness.

The Committee's comprehensive recommendations call for urgent action by the County Government to invest in human resources, infrastructure, and policy frameworks. If implemented, these interventions will significantly improve learning environments, trainee outcomes, and the long-term socio-economic development of the County.

1.0. PREFACE

Mr. Speaker Sir,

It is my honour and privilege to present to this Honourable House the Report of the Committee on Basic Education, Training and Skills Development on the findings and recommendations arising from the inspection of Early Childhood Development Education (ECDE) Centres and Vocational Training Centres (VTCs) in Kitui County.

1.2 Committee's mandate

Mr. Speaker Sir,

The Sectoral Committee on Basic Education, Training and Skills Development derives its mandate from the provisions of **Standing Order No. 190(5)** and the **Second Schedule** to the Standing Orders, which outline the functions of the Committee as follows: -

- a) Investigate, inquire into and report on all matters relating to the mandate, management, activities, administration, operation and estimates of the assigned department;
- b) Study programs and policy objectives of departments and the effectiveness of the implementation;
- c) Study and review all county legislation referred to it;
- d) Study, assess and analyse the relative success of departments as measured by the results obtained as compared with their stated objectives;
- e) Investigate and inquire into all matters relating to the assigned departments as they may deem necessary, and as may be referred to them by the County Assembly;

- f) To vet and report on all appointments where the constitution or any law requires the County Assembly to approve, except those under Standing Order 185 (Committee Appointments); and
- g) Make reports and recommendations to the county assembly as often as possible, including recommendations for proposed legislation.

1.2 Committees membership

Mr. Speaker Sir,

The Committee on Agriculture, Water and Irrigation comprises of the following members: -

- | | | |
|-----|-------------------------------|-----------------|
| 1. | Hon. Priscilla Martha Makumi | - Chairperson |
| 2. | Hon. Jacinta Mwonji | - V/chairperson |
| 3. | Hon. Harrison Maluki Mawia | - Member |
| 4. | Hon. Gabriel Mutunga Munyao | - Member |
| 5. | Hon. Mercy Muliwa Muema | - Member |
| 6. | Hon. Paul Maluki | - Member |
| 7. | Hon. Charity Kathathi Musyoka | - Member |
| 8. | Hon. Godfrey Muthengi Ndagara | - Member |
| 9. | Hon. Immaculate Wanza John | - Member |
| 10. | Hon. Joseph Musyoka Mbite | - Member |
| 11. | Hon. Stephen Ileve Katana | - Member |

Mr Speaker Sir,

The Committee undertook a project assessment exercise of Early Childhood Development Education (ECDE) Centres and Vocational Training Centres (VTCs) across the County from 1st to 5th July, 2025.

In conducting this exercise, the Committee acted within the provisions of Article 185(3) of the Constitution of Kenya, which states:

"A county assembly, while respecting the principle of the separation of powers, may exercise oversight over the county executive committee and any other county executive organs."

2.0. ACKNOWLEDGEMENT

Mr. Speaker, Sir,

The successful preparation of this Report was made possible through the dedication and support of various individuals and institutions.

I wish to express my sincere appreciation to the Members of the Committee for their commitment and active participation in the oversight exercise. I also extend gratitude to the Committee Secretariat for the technical support and compilation of the Report.

Further appreciation goes to members of the public and stakeholders who provided vital information and insights during the assessment.

Lastly, special thanks are extended to the Office of the Speaker and the Office of the Clerk of the County Assembly for their continued facilitation and support in enabling the Committee to effectively discharge its mandate.

Thank you.

SIGNED: DATE: 29/08/2025

HON. PRISCILLA MARTHA MAKUMI (MCA)

CHAIRPERSON, COMMITTEE ON BASIC EDUCATION, TRAINING AND SKILLS
DEVELOPMENT

COUNTY ASSEMBLY OF KITUI.

3.0 BACKGROUND INFORMATION

3.1 Facilities Visited During the Inspection Exercise

Mr. Speaker, Sir,

As part of its oversight mandate, the Committee on Basic Education, Training and Skills Development conducted an inspection exercise across the County to assess the status and condition of selected Early Childhood Development Education (ECDE) Centres and Vocational Training Centres (VTCs).

The following institutions were visited during the exercise:

A. Early Childhood Development Education (ECDE) Centres

- i. Kyoani (GNCA) ECDE Classroom
- ii. Muteeto Primary School ECDE Section
- iii. Kanzawu Primary School ECDE Section
- iv. Kyulungwa Primary School ECDE Section

B. Vocational Training Centres (VTCs)

- i. Mavia Vocational Training Centre
- ii. Kanduti Vocational Training Centre
- iii. Ikuuni Vocational Training Centre
- iv. Tyaa Vocational Training Centre

3.2 Committee's Findings, Observations, and Recommendations on Individual ECDE Centres

3.2.1 Kyoani (GNCA) ECDE Class

Mr. Speaker, Sir,

Kyoani ECDE Centre is located in Ikutha Ward, Kitui South Sub-County, along the Kibwezi-Mutomo road. The classroom was constructed on land generously donated by the Good News Church of Africa (GNCA) under the CLIDP programme during the 2022/2023 financial year to serve as a feeder centre for Early Childhood Development Education.

At the time of the Committee's visit, the classroom, although fully constructed, was not yet operational. This was primarily because the trained ECDE teacher had been redeployed to the nearest mother school following the County Government's conversion of ECDE teachers to a Pupil-Teacher (P&P) basis.

The Committee noted that the centre had an enrolment of thirty-two (32) pupils across both PP1 and PP2 classes. Prior to the construction of this classroom, these pupils had been accommodated in church rooms. The establishment of the classroom was in direct response to public demand expressed during a public participation forum held in Ikutha Ward.

Observations

- i. The newly constructed classroom remains unused despite the clear demand and enrolment, resulting in underutilization of public resources.
- ii. Redeployment of the trained ECDE teacher has led to a lack of teaching staff at this centre, hindering its operationalization.

- iii. There is a misalignment between infrastructure provision and staffing deployment, adversely affecting service delivery and leading to imprudent use of resources, contrary to the principles outlined in Article 201 of the Constitution of Kenya.

Recommendations

- i. Review and align staffing policies under the P&P teacher conversion to avoid redeployment that leaves newly established centres understaffed.
- ii. Enhance coordination between the Department of Education and County Administration to ensure that infrastructure projects are matched with appropriate human resource allocation.
- iii. Provide interim support, such as temporary teaching assistants, where immediate deployment of trained teachers is not feasible, to prevent disruptions in learning.

3.2.2 Muteeto Primary School ECDE Section

Mr. Speaker, Sir,

Muteeto Primary School, which hosts the Early Childhood Development Education (ECDE) section, is located in Muteeto Village, Athi Ward, Kitui South Sub-County.

The Committee was informed that an ECDE classroom tender had been awarded under the CLIDP programme during the 2023/2024 financial year; however, construction had not yet commenced. This situation prompted the Committee to carry out an inspection to determine the cause of the delay.

Upon arrival, the Committee was received by Ms. Lucy Nziilu, the Deputy Headteacher, and Ms. Agness Muisyo, the Village Administrator, along with other members of the public.

Findings and Observations

The Committee established the following during the visit:

- i. A trench for the classroom foundation had been excavated and was complete.
- ii. Construction materials—including hardcore, sand, ballast, 9x9 machine-cut bricks, cement, three wheelbarrows, iron sheets for roofing, sufficient timber, paints, window panes, D12 and D10 metal rods, and two metallic doors were present on site.
- iii. These materials were being stored inside a functional classroom, which forced the transfer of learners to an incomplete classroom. This created a severe space constraint, as reported by the Deputy Headteacher.
- iv. The school urgently requires this new classroom because the PP1 and PP2 learners currently share a single room. Given the growing pupil population, there is an urgent need to expand learning space and separate the two learner groups to improve the learning environment.
- v. Upon inquiry, the contractor informed the Committee that construction work was scheduled to commence in the following week, having resolved previous challenges that delayed the start.

Recommendations

- i. Immediate commencement and completion of the ECDE classroom construction at Muteeto Primary School to alleviate the current overcrowding and provide adequate learning space for PP1 and PP2 pupils.

- ii. Regular monitoring and supervision by the County Education Department to ensure that contractors adhere to agreed timelines and quality standards, preventing further delays.
- iii. Enhanced communication and coordination between the school administration, contractors, and County authorities to proactively identify and address any challenges hindering project implementation.
- iv. Consideration for future expansion by assessing the projected enrolment trends to ensure that infrastructure development keeps pace with growing educational needs.

3.2.3 Kyulungwa Primary School ECDE Section

Mr. Speaker, Sir,

Kyulungwa Primary School is located in Kyulungwa Village, Waita Ward, Mwingi Central Sub-County, along the Mwingi-Kamuwongo road.

Upon arrival, the Committee was received by the Area Village Administrator, Mrs. Mulwa, the Deputy Headteacher, and Mrs. Susan Kisovo, Senior Teacher, who provided a detailed briefing on the ECDE project.

The Committee was informed that the ECDE classroom housing the PP2 learners was constructed during the 2024/2025 financial year under the CLIDP programme. At the time of the visit, the classroom was completed and fully operational. The class had an enrolment of thirty-two (32) pupils, under the care of Madam Irene Matonya, the County ECDE teacher.

Findings and Observations

The Committee was satisfied with the quality and workmanship of the facility, noting the following:

- i. The classroom was constructed to the correct height standards with adequate ventilation.
- ii. Quality metal doors and window panes fitted with glass were installed, ensuring security and durability.
- iii. The classroom was equipped with eight learning desks and three ECDE tables, adequately meeting the needs of the learners.
- iv. The facility was connected to electricity, enhancing the learning environment.
- v. Teaching and learning aids were visibly displayed, and additional learning materials were available within the classroom.

However, the Committee observed a significant concern regarding the overall learning environment:

- i. The ECDE learners are accommodated within the mother school compound, which does not provide a separate, child-friendly space for the young learners.
- ii. The children share latrines with older primary school pupils, increasing the risk of disease transmission and compromising child safety and hygiene standards.

Recommendations

- i. Construction of a separate, child-friendly compound for ECDE learners to provide a safe and nurturing environment tailored to their specific needs.
- ii. Provision of child-appropriate sanitation facilities including toilets and handwashing stations under the national WASH programme, to safeguard the health and wellbeing of the young learners.

- iii. Continued maintenance and provision of learning materials and aids to support a stimulating and effective early childhood learning experience.
- iv. Regular monitoring and support by the County Education Department to ensure that the facility continues to meet quality standards and the specific needs of ECDE learners.

3.2.4. Kanzauwu Primary School ECDE Section

Mr. Speaker, Sir,

Kanzauwu Primary School's ECDE section is located in Kanzauwu Village, Chuluni Ward, Kitui East Sub-County. The centre currently has an enrolment of seventy-six (76) pupils, with two ECDE teachers employed by the County Government.

An ECDE classroom was constructed under the CLIDP programme and handed over to the contractor in June 2024. However, at the time of inspection, the classroom was incomplete—though the structure had been erected and roofed, essential works including installation of doors, windows, and flooring had not been done, making the facility unusable.

The Committee was informed by the Village Administrator that efforts to engage the contractor had been unproductive due to his uncooperative conduct, which had delayed the project's completion. Additionally, a 10,000-litre water tank supplied by the County Government remained unused, as no gutters had been installed to facilitate rainwater harvesting.

Key Observations

- i. The ECDE classroom remains incomplete and non-functional due to lack of finishing works.

- ii. Delays were attributed to the contractor's failure to cooperate and meet agreed timelines.
- iii. A supplied water tank remains idle due to lack of guttering to harvest rainwater.
- iv. The facility faces congestion challenges due to high pupil enrolment and insufficient infrastructure.

Recommendations

- i. The County Government should compel the contractor to complete the outstanding works without further delay.
- ii. Sanctions should be considered for non-performing contractors to ensure accountability.
- iii. Gutters should be installed to enable effective use of the supplied water tank.
- iv. The Department of Education should enhance oversight and plan for infrastructure expansion in line

3.3 Committee's Findings, Observations, and Recommendations on Individual Vocational Training Centres

3.3.1 Mavia Vocational Training Centre

Mr. Speaker, Sir,

The Committee visited Mavia Vocational Training Centre, located in Ngwate Village, Ikutha Ward, Kitui South Sub-County. Upon arrival, members were warmly received by Ms. Judith Syingi (Centre Manager), Ms. Elizabeth Ngumi (Village Administrator), members of the teaching staff, and trainees.

Mr. Speaker, Sir,

The Committee was informed that the centre has a current enrolment of seventy-eight (78) trainees, fifteen (15) of whom are boarders while the rest attend as day scholars. The teaching staff comprises five instructors, only one of whom—the manager—is employed by the County Government, while the remaining four are engaged by the Board of Management (BOM) and earn a modest salary of Kshs. 7,000 per month, paid by parents and guardians. This continues to pose a significant financial burden on families.

The Committee further learnt that trainees are charged Kshs. 18,000 per annum, which has proven to be unaffordable for many due to prevailing economic challenges in the area.

Courses Offered at the Centre:

- Hairdressing and Beauty Therapy
- Masonry
- Welding
- Garment Making
- Computer Studies

Mr. Speaker, Sir,

During the inspection, the Committee observed that the centre is equipped with the following infrastructure:

- i. A twin workshop block
- ii. Two classrooms

- iii. Two-door pit latrines (one for boys and one for girls), constructed in FY 2016/2017
- iv. An administration block
- v. A chain-link perimeter fence and a modern gate (constructed in FY 2024/2025 through the CLIDP programme)
- vi. Three (3) water tanks, each with a capacity of 5 000 litres, connected to a functional rainwater harvesting system installed in FY 2016/2017

It is noteworthy that the centre is connected to the national electricity grid, a project completed by the County Government in FY 2016/2017.

Mr. Speaker, Sir,

The Committee also acknowledges the County Government's recent support through the supply of 20 sewing machines in May 2025, which has significantly boosted the garment-making course. Additional instructional resources include:

- i. One welding machine (donated by Ikutha VTC)
- ii. One computer, which is currently shared among seventeen (17) trainees

Requests Presented by the Management:

The Centre Manager, on behalf of the institution, made the following requests for consideration: -

- i. Recruitment of Additional Instructors

To ease the financial burden on parents and improve the quality of training, the County Government should employ more instructors for key trades.

- i. Provision of Adequate Teaching and Learning Materials

There is an urgent need for additional resources, including computers, welding machines, and consumables, to enhance practical training.

ii. Construction of Additional Sanitation Facilities.

A new twin-pit latrine block is required to cater for the increasing enrolment and maintain acceptable hygiene standards.

iii. Development of Boarding Facilities

Construction of dormitories for both male and female trainees would allow more learners, especially those from distant areas, to access the centre.

iv. Water Supply Enhancement

The institution currently experiences water scarcity. The Committee recommends either connecting the centre to a piped water system or sinking a borehole to ensure a reliable water source.

v. Trainee Capitation under Pro-Poor Interventions

The County Government is urged to introduce or enhance capitation programmes for trainees from disadvantaged backgrounds to reduce the financial burden of school fees.

3.3.2 Kanduti Vocational Training Centre

Mr. Speaker, Sir,

The Committee conducted an oversight visit to Kanduti Vocational Training Centre, a public technical institution located in Kanduti Village, Chuluni Ward, Kitui East Sub-County. The centre plays a pivotal role in empowering youth through practical skills development aimed at enhancing employability, promoting entrepreneurship, and fostering community-based economic growth.

Mr. Speaker, Sir,

At the time of the visit, the institution had an enrolment of seventy-nine (79) trainees, comprising forty-eight (48) male and thirty-one (31) female learners. The centre offers a variety of artisan and technical courses, including:

- i. Masonry
- ii. Carpentry and Joinery
- iii. Hairdressing and Beauty Therapy
- iv. Welding and Fabrication
- v. Electrical Wireman
- vi. Information and Communication Technology (ICT)

Trigger for the Oversight Visit

Mr. Speaker, Sir,

The Committee's visit was necessitated by a public outcry over an incomplete dining hall, a project funded in the FY 2024/2025. Upon inspection, it was confirmed that the structure had been walled up to the roofing level but remained unfinished.

Despite its critical mandate, the institution faces notable challenges that compromise the quality of training and the general welfare of both learners and instructors.

Key Challenges Identified

- i. Inadequate Staffing and Labour Concerns

Only two (2) trainers are employed by the County Government. Five (5) additional instructors are employed under the Board of Management (BoM), with low pay, lack of contracts, and no access to employment benefits.

This poor staffing structure has led to an unfavourable instructor-to-learner ratio, affecting training effectiveness and personalized learner support.

ii. Insufficient Tools and Equipment

The centre lacks adequate technical equipment, particularly in trades like welding, electrical installation, and carpentry. Learners are often forced to share tools, limiting hands-on experience and the quality of instruction.

iii. Inadequate Physical Infrastructure

The dining hall project remains incomplete, affecting the implementation of a feeding programme. Existing classrooms and workshops are overstretched, requiring expansion and improvement.

iv. Security Concerns

The facility lacks a chain-link fence and security lighting, making it susceptible to vandalism, theft, and unauthorized access, especially during off-hours.

v. Shortage of Training Materials

There is a lack of essential instructional materials such as books, manuals, and consumables, hampering the delivery of quality education.

Committee Recommendations

Mr. Speaker, Sir,

In response to the challenges highlighted, the Committee recommends the following interventions: -

i. Strengthen Staffing and Labour Conditions

The County Government should absorb qualified BoM instructors into the public service to improve job security, salaries, and access to statutory benefits. Establish a harmonized employment policy for all VTC instructors, ensuring fairness in terms of

remuneration, formal contracts, SHIF and NSSF contributions, and access to capacity-building programmes.

ii. Provision of Training Tools and Equipment

Allocate adequate budgetary support for the acquisition and maintenance of modern training tools tailored to each course offered.

iii. Completion of the Dining Hall Project

Expedite the completion of the dining hall to enhance the well-being of the trainees.

iv. Expansion and Rehabilitation of Infrastructure

Construct additional classrooms and workshops to cater to growing enrolment. Rehabilitate and upgrade existing facilities to improve learning conditions and attract more trainees.

v. Improve Institutional Security

Install a chain-link fence and solar-powered security lights around the institution to protect assets, enhance safety, and deter unauthorized access.

3.3.3 Ikuuni Vocational Training Centre.

Mr. Speaker Sir,

Upon arrival, the Committee was received by the madam Specyioza Kambua who is the manager in charge of the facility.

The facility sits in a very small piece of land that has no space for expansion and putting up of the unavailable structures.

The in charge informed the Committee that the centre offers courses such as hairdressing and beauty therapy, Fashion design and garment making, welding, masonry and ICT. Most of these courses save for masonry and welding are done in the same classroom in turns.

Mr. Speaker Sir,

The centre has 5 instructors, the manager (the only County government employee) and four (4) instructors employed by the BOM, paid a monthly salary of Kshs. 8,000 from the fees paid by the parents.

Further, the Committee was informed that the institution has an enrolment of forty-two (42) trainees who are spread across the offered courses in the facility.

Mr. Speaker Sir,

The manager informed the Committee that the institution had benefitted with the following equipment and structures from the County Government of Kitui;

- i. Sixteen (16) complete pieces of computers together with sixteen (16) tables.
- ii. Hair dressing equipment (sufficient).
- iii. Six (6) sewing machines.
- iv. Four (4) ten thousand plastic tanks.
- v. One classroom where most of the courses are taken from.
- vi. On classroom which had been converted to a dormitory for boarders.

The manager further informed the members of the Committee that the welding practical is done from outside since there are no welding machines in the facility. Therefore, the committee recommends purchase of at least one welding machine for the trainees to do their practical from the centre under good guidance of their instructor.

Mr. Speaker Sir,

It is important to note that the in charge informed the Committee that due to the shortage of land for expansion, the facility had received a donation of 1.3ha. of land donated by a well-wisher near Ithumbi shopping centre where the centre could expand most of her constructions (structures) to the donated land.

Requests made by the school management.

Mr. Speaker Sir,

Several concerns and requests were made by the facility in charge as follows: -

1. The management requested construction of more classrooms, workshops and dormitories for both male and female trainees among other facilities in the donated land. This is because currently there is no more land to put up more structures at the present location of the facility.
2. Employment of at least two County instructors, preferably one for ICT and one for hair dressing and beauty therapy.
3. She also requested for the fencing and installation of a gate at the donated piece of land so as ensure security and possession of the land.
4. She also requested for capitation of the trainees through the pro-poor programme since most of the learners had challenges with paying their school fees bearing in mind that the BOM instructors relied on the payment of this school fees for their salaries to be paid. This will ease the parents/ guardians the burden of fees payment.

3.3.4 Tyaa Vocational Training Centre.

Mr. Speaker Sir,

This facility is in Mwingi North sub- county, Mumoni ward, Tyaa Kamuthale village which started as a community polytechnic but later converted to a VTC after devolution.

Upon arrival, the committee members were received by the area Village Administrator, Ms. Mercy Mawia John who took the committee through the whole process since the school management was not present since it was on a weekend.

Mr. Speaker Sir,

It is important to note that the project that prompted the committee visit was a girl's dormitory project that had been done by the County government of Kitui under the CLIDP programme for the financial year 2024/2026. However, this did not limit the committee from inspecting other areas in the facility.

Therefore, on this project, members of the committee observed that the works had been completed and the workmanship was commendable since it had been done to satisfaction.

Mr. Speaker Sir,

The facility has three (3) instructors, two employed by the County government and one employed by the BOM.

Further, members of the committee were briefed that the facility had an enrolment of seventeen (17) trainees, where 15 of them were boarders and 2 were day scholars. The centre offered courses such as masonry, wiring, garment making, carpentry was offered but the instructor had left the school owing to accumulated unpaid salary.

In addition, the institution has engaged one casual who doubles the role of a cook and that of a matron at night.

The facility has two twin workshops, staff room and a store where school equipment are kept. There is no kitchen in the school thus learners use incomplete old building which serves as the kitchen.

Mr. Speaker Sir,

At the time of visit, members of the committee established that boys were using one of the workshops as their dormitory, where they would put mattresses on the floor, a condition that was pathetic and needed immediate intervention from the county government through construction of a men dormitory. This would go a long way in attracting more population for the school.

Further, members established that the institution had no gate and no fence, therefore there was need for fencing and installation of the gate to increase on the security and safeguarding of the facility.

Moreso, members were informed that the school had been supplied with 21 sewing machines in addition to the existing 8 machines totalling to 29 machines.

Mr. Speaker Sir,

Several issues need to be addressed in the facility to make it habitable and attract more trainees from the local communities and the surrounding areas. These include but not limited to: -

1. Equipping of the already constructed female dormitory with beds to allow for its use since its complete.

2. Addition of one pit latrine since there is only one which is shared by both members of staff and the trainees regardless of gender.
3. The committee recommends renovation of the existing workshops especially the floors to make them conducive for learning activities.
4. The committee further recommends construction of a kitchen so as to ensure sanitation is observed and food is prepared from a safe place.
5. The committee further recommends fencing and installation of gate so as to enhance the security of the facility as well as safeguard the institution property.
6. The committee further recommends trainees capitation through the prop-poor programme since most of the trainees in this facility are very needy.
7. The committee recommends water connection or drilling of a borehole in the institution since trainees move long distance in search of water for drinking and other personal uses.
8. In addition, the committee recommends electricity connectivity to enhance the security of the facility as well as provide for an avenue for courses like welding and other courses that require use of electricity power.

4.0. COMMITTEE'S GENERAL RECOMMENDATIONS.

Mr Speaker Sir,

4.1 On Early Childhood Development Education (ECDE) Centres.

Mr. Speaker Sir,

It is important to note that the ECDE facilities visited is a representation of many other facilities across the County. Therefore, the recommendation herein is cutting across the ECDE facilities that were inspected and those which were not visited.

Mr. Speaker Sir,

With respect to the findings, challenges and observations made, the Committee on Basic Education Training and Skills Development makes the following general recommendations: -

1. Construction of more ECDE classes in primary schools. This is because in almost all the centres visited and others not visited learners in PP1 and PP2 were taught in the same class despite being at different levels of learning. This brought confusion to the learners thus leading to improper preparedness during promotion to the next level of education.
2. Completion of ECDE classes that have been awarded; a case in question was witnessed in Muteeto Primary School where the contractor had taken a lot of time without completing the works. Therefore, the committee recommends that the Ministry of Education to award tenders to serious contractors to avoid these delays and ensure that the young ones benefit from these facilities.
3. The Committee recommends usage of the abandoned ECDE classes. This will ensure that the learners do not walk long distances in search of their rightful

education and further avoid wastage of public resources that were used in putting up these structures.

4. Employment of more teachers by the County Government. The Committee recommends the employment of teachers on a stipend basis to bridge the gap in the centres where one teacher is teaching both PP1 and PP2 as well as ease the financial burden on the parents who are engaging ECDE teachers in many centres.
5. Procurement and supply of teaching-learning materials to all ECDE centres. The Committee learnt that the shortage of teaching-learning materials was a glaring challenge in all the centres that were visited yet the learning process could not be complete without this important component. Teachers lamented that the absence of these materials had made the delivery of content very difficult.
6. Procurement and supply of outdoor play equipment; in most of the ECDE centres, this equipment are not available. Outdoor play equipment isn't just fun for ECDE learners, it's a crucial tool for their physical development (gross motor skills and fine motor skills), cognitive development (negotiating turns on equipment, figuring out how to climb a structure, or creating a game with playground elements all encourage problem-solving skills); this critical thinking is essential for academic success and life in general. It also develops their social and emotional skills in that it helps them grow their social interaction, self-confidence and emotional regulation. All these aspects are very important in the growth and learning process of the young ones.

7. Implementation of WASH programs (Water, Sanitation and Hygiene) in all ECDE centres. The Committee established that this program was not available in all the centres visited yet;

- i. Access to clean and safe drinking water is essential for hydration and the overall health of the young ones; therefore, WASH ensures the availability of drinking water for ECDE learners.
- ii. Further, proper sanitation which includes clean and well-maintained toilets is crucial for preventing the spread of diseases.
- iii. Additionally, hygiene, which includes hand washing with soap is an effective way to prevent the spread of germs; it teaches the young ones the importance of proper handwashing and other hygiene practices.

Therefore, implementing the WASH program in all ECDE centres will create a healthier and more nurturing environment for learners which lays a foundation for successful learning and development throughout their lives.

8. Introduction of a feeding programme to all ECDE centres in the County. Many children, especially from low-income families, might come to ECDE centres without adequate breakfast or proper meals. Feeding programs address this by providing nutritious meals, reducing the chances of malnutrition and its health consequences. Further, well-nourished children have more energy to focus and participate in classroom activities. This can lead to better academic performance.

Overall, feeding programs in ECDE centres play a vital role in ensuring the well-being and development of young children and promoting a positive learning environment.

4.2 On Vocational Training Centres (VTCs)

Mr. Speaker Sir,

The facilities inspected represent the great picture of all the Vocational Training Centres across Kitui County and thus, the Committee recommendations herein represent all the Vocational Centres within the County.

Therefore, in respect to the findings, challenges and observations made, the Committee on Basic Education Training and Skills Development makes the following general recommendations: -

1. **Face-lifting of Vocational Training centres.** This should be given priority to make them attractive and habitable. The exercise should include;
 - i. Renovation and painting of dilapidated buildings in all the centres.
 - ii. Construction of workshops and classrooms.
 - iii. Fencing and gates of Vocational Training Centres that do not have the same.

This action will make the work of the county government leaders in advertising and marketing the institutions easier and thus attract more trainees.

2. **Employment of more instructors.** Currently, the instructors employed by the county government are not enough compared to the large number of trainees in vocational facilities in the County. Parents and guardians are bearing a very heavy burden of paying BOM instructors since in most of the visited centres, there was only one instructor employed by the County government of Kitui, the rest of the instructors are under BoM. Therefore, employment of more instructors will not only ease the burden of fees payment but also ensure that content is disseminated properly to trainees as well motivate the instructors.

3. **Capitation.** Assisting trainees in the payment of tuition and operations fees as done in all Technical and Vocational Educational training institutions. It will guarantee quality training through the supply of training tools and equipment and training materials. Each trainee to get Kshs 15,000.
4. **Construction of ICT workshop and equipment of the same.** Wi-Fi connection to all VTCs equipment and workshop is required. VTCs should improve on its ICT infrastructure since it reduces the cost of operation. The centres ought to collaborate with public-private partnerships to enhance the quality of graduates and also create linkages between training and market needs.
5. **Formulation of training and skills development policy.** The policy will guide the operations in providing services to the public and for effective decision-making about staff in the department. It is this policy which will give a general sense of direction in the day-to-day operations of the department. The policy will guide the operationalization and adoption of VTCs currently managed by the community.
6. **Capacity building of County Vocational Training Centre managers and instructors.** To sharpen their managerial and instructing skills which will eventually lead to an increase in trainee enrollment managers need to be capacity build. This will also help them in the smooth running of the institutions as well as helping to prepare trainees for competitive job markets. Further, the pieces of training will help them to align their strategic plans with those of the County Integrated Development Plans to strengthen the involvement of the County government in the development of Vocational Training Centres.
7. **Fencing and installing gates in all Vocational Training Centres.** To ensure that these facilities are secure and the property in the facilities are safeguarded,

fencing and installation of gates is a must. Therefore, the Committee recommends that this be done as soon as practically possible.

CONCLUSION

Mr Speaker Sir,

The oversight inspection conducted by the Committee on Basic Education, Training, and Skills Development across ECDE Centres and Vocational Training Centres (VTCs) in Kitui County revealed critical strengths and deep-rooted challenges within the County's foundational education and skills development systems. While the existence of infrastructure and community willingness to support education is commendable, persistent issues such as underutilization of facilities, inadequate staffing, insufficient learning resources, delayed project completion, and financial burdens on learners threaten the sustainability and effectiveness of these institutions.

The Committee emphasizes that addressing these challenges is not merely an operational necessity but a strategic imperative for the County's socio-economic growth. Strengthening ECDEs will lay a firm foundation for lifelong learning, while revitalizing VTCs will empower youth with market-relevant skills, reduce unemployment, and foster local enterprise.

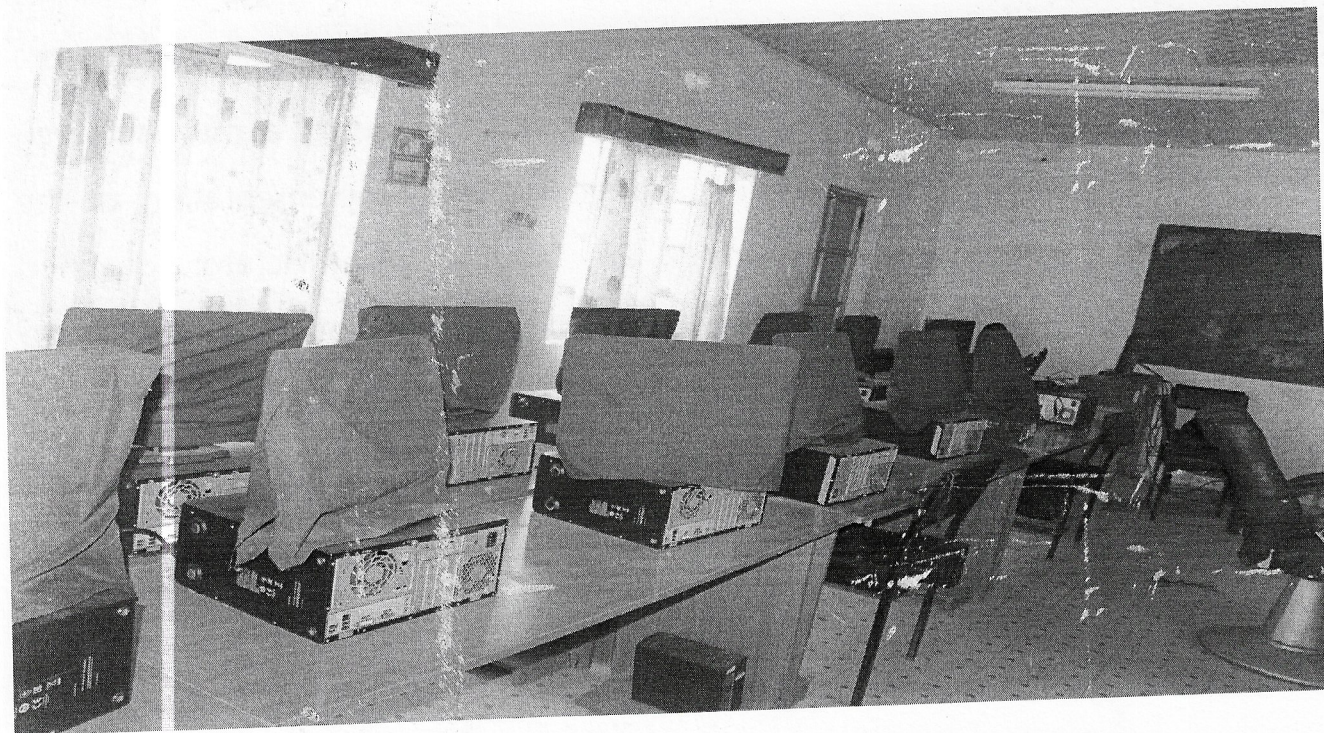
The Committee therefore urges the County Executive to adopt a multi-sectoral, well-coordinated approach to planning, budgeting, and implementation of the proposed recommendations. Investment in quality infrastructure, qualified personnel, learner support programmes, and policy frameworks will be key to unlocking the full potential of Kitui County's human capital.

Ultimately, the successful implementation of these interventions will transform ECDE Centres and VTCs into inclusive, well-resourced, and learner-friendly institutions that contribute meaningfully to personal advancement and countywide development.

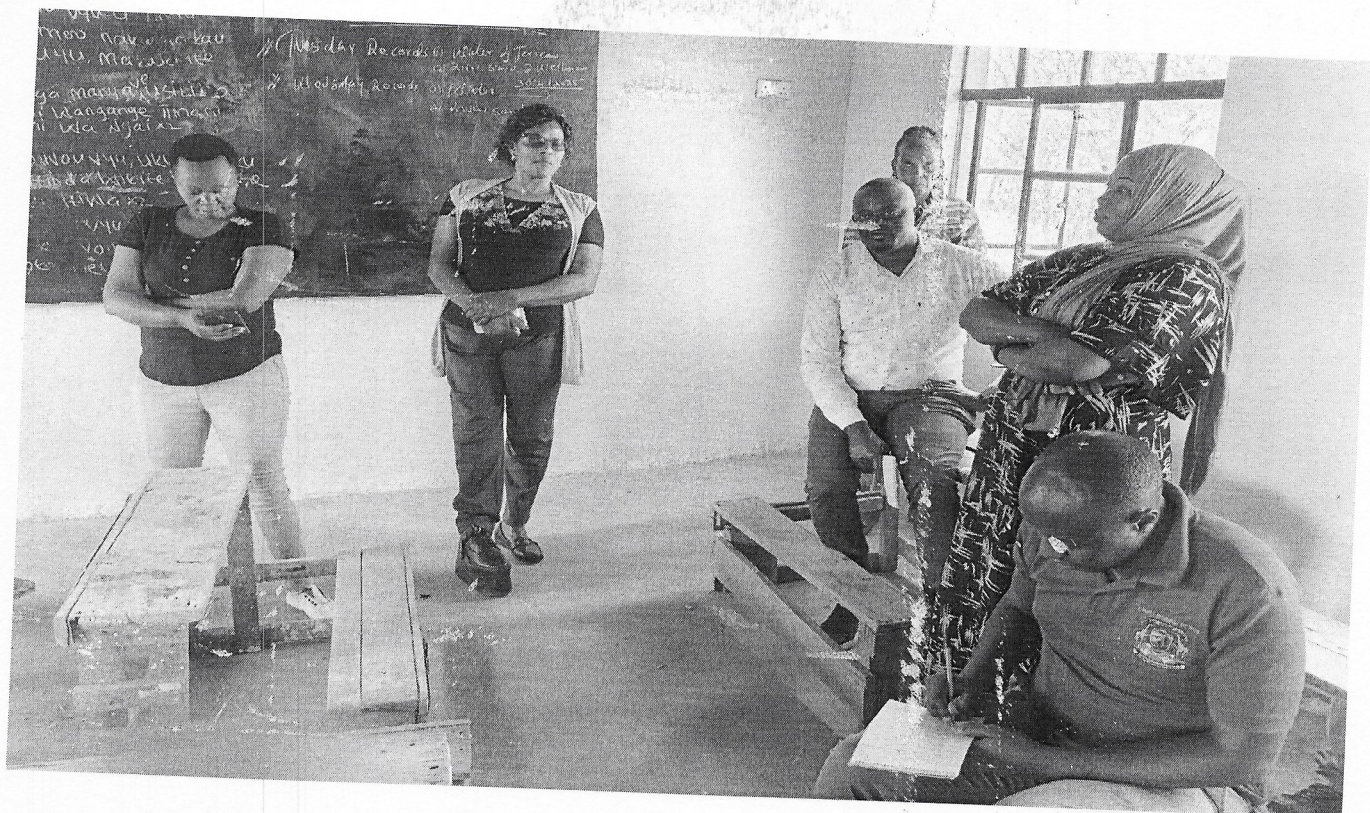
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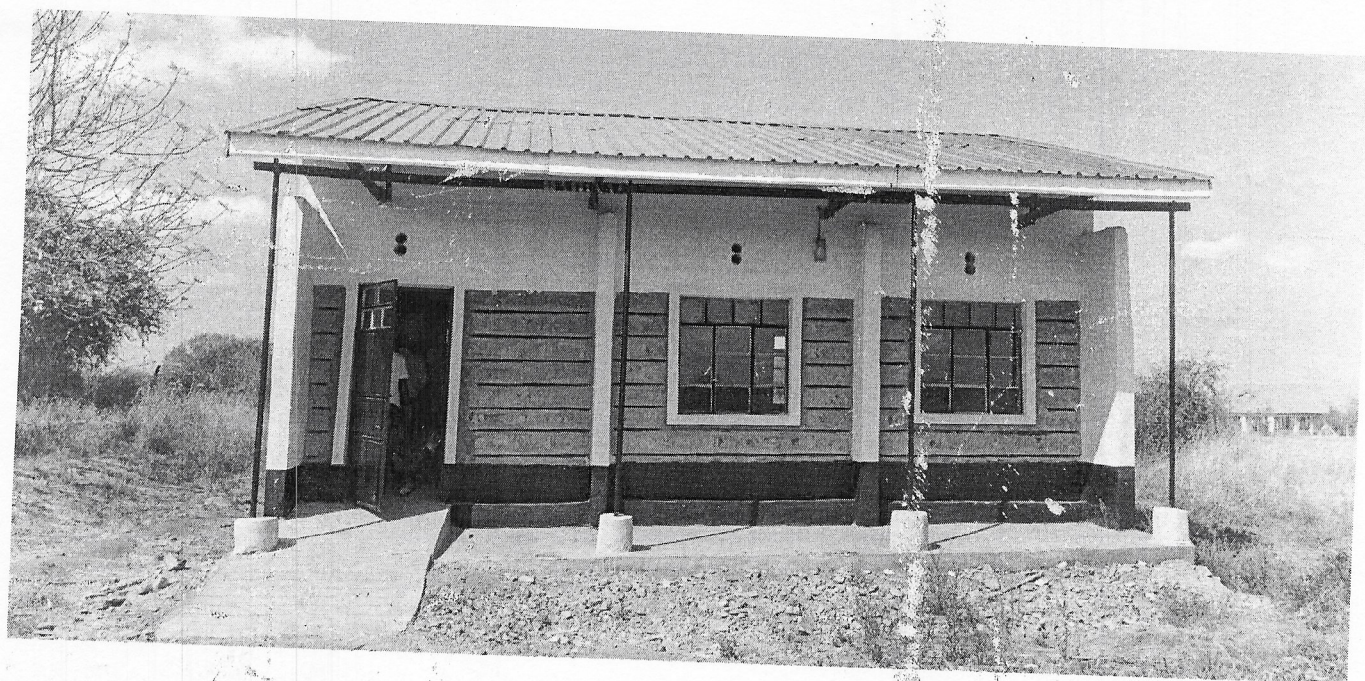
Members at Tyaa Vocational Centre inspecting the constructed girl's dormitory.



Computers and tables supplied at Ikuuni Vocational Training Centre.



Members getting briefs of the project at Kyulungwa Primary school.

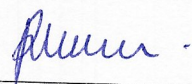
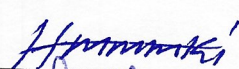
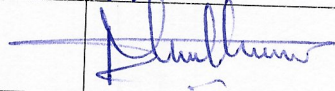
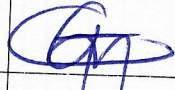
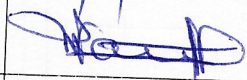
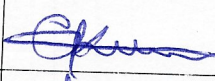
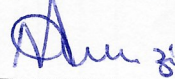


The abandoned ECDE class at Kyoani GNCA church grounds.



REPORT ADOPTION

We, the honourable members of the Committee on Basic Education, Training and Skills Development do hereby affix our signatures to this report to affirm our approval and confirm its accuracy, validity and authenticity:

S/NO	MEMBERS	DESINATION	SIGNATURE
1.	Hon. Prisilla Martha Makumi	Chairperson	
2.	Hon. Jacinta Mwoni	Vice-chairperson	
3.	Hon. Harrison Maluki Mawia	Member	
4.	Hon. Godfrey Muthengi Ndagara	Member	
5.	Hon. Gabriel Mutunga Munyao	Member	
6.	Hon. Paul Maluki	Member	
7.	Hon. Immaculate Wanza John	Member	
8.	Hon. Joseph Musyoka Mbite	Member	
9.	Hon. Charity Kathathi Musyoka	Member	
10.	Hon. Mercy Muliwa	Member	
11.	Hon. Stephen Ileve Katana	Member	

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