

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF KITUI

THE COUNTY ASSEMBLY

THIRD ASSEMBLY – (THIRD SESSION)-2024

**COMMITTEE ON BASIC EDUCATION, TRAINING AND SKILLS
DEVELOPMENT**

**REPORT ON
INSPECTION OF EARLY CHILDHOOD DEVELOPMENT EDUCATION
(ECDE) CENTRES IN KITUI COUNTY.**

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

APRIL, 2024

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ABBREVIATIONS/ACRONYMS

F/Y	-Financial Year.
MCA	-Member of County Assembly.
KSHS	-Kenya shillings.
ECDE	-Early Childhood Development Education Centres.
PP1	-Pre-Primary one
PP2	-Pre-Primary two.
JSS	-Junior Secondary School.
WASH	-Water, Sanitation and Hygiene.

EXECUTIVE SUMMARY.

Mr. Speaker Sir,

Standing Order no. 190 and the second schedule to the same mandates and gives power to the Committee on Basic Education, Training and Skills Development to oversee the assigned County department and report back to the House with the findings and recommendations on a given situation.

Mr. Speaker Sir,

It is on this basis that the said Committee undertook the inspection exercise on sampled ECDE centres that represented the other centres that were not inspected.

Therefore, this report entails the findings and recommendations of the Committee on Basic Education, training and Skills Development during her inspection of ECDE centres in Kitui County that took place from 2nd to 6th April 2024.

Mr. Speaker Sir,

During the exercise, the Committee made a physical inspection of the said facilities and interviewed the members of the public and stakeholders of various ECDE centres visited. Of interest to the Committee and what forms the basis of this report was to establish: -

1. The enrolment of learners.
2. Whether the County Government was adhering to the objectives of early childhood education as provided for in the Early Childhood Education Act of 2021 which: -

- i. provide a framework for the establishment of a comprehensive early childhood development and education system by the County Governments;
 - ii. provide a framework for the establishment of the infrastructure necessary to support the provision of quality education in the early childhood education system within a county;
 - iii. promote the delivery of quality early childhood education and provide a framework that enhances the quality and efficiency of early childhood education in the counties; and
 - iv. provide a framework for the establishment of—
 - a. a developmentally, culturally and linguistically appropriate early childhood care and education system including the implementation of program models, standards and curriculum based on research and best practices; and
 - b. a partnership between the National government, the County Governments, private persons and other relevant stakeholders with an interest or expertise in early childhood care and education.
3. Challenges that are affecting the performance of these facilities.
 4. Employment of ECDE teachers in these centres.
 5. Improvements that need to be made to the existing facilities to ensure that there is prudence in the utilization of public funds.

6. Whether the current merging of some ECDE centres affected the rights of learners to access education.
7. Whether the County Government was providing the required support to these facilities as required by the law.

Mr. Speaker Sir,

The exercise was fruitful since the Committee: -

1. Established that the merger has resulted in longer distances for young children to travel to school, posing a safety hazard and hindering access to education, particularly for younger learners.
2. Realised that previously constructed ECDE centres are now underutilised, representing a waste of public funds and missed opportunities for early childhood development in the community.
3. Established that the County Government's decision to merge centres may not have adequately considered the needs and well-being of learners, particularly regarding the challenges young children face with long walking distances.
4. Noted that there were no clear criteria or guidelines for determining appropriate locations for ECDE centres in Kitui County, leading to situations where merged locations are inconvenient for learners.
5. Learnt that the County Government was not providing the required support to ECDE centres. This was evident because in all the centres visited, there were no adequate or no teaching-learning materials. This has

greatly affected the performance of the teachers as well as watering down the quality of education administered to the learners.

Mr. Speaker Sir,

Members of the Committee were heartened by the state of the ECDE centres inspected and thus made several recommendations in chapter five of this report. Some of the recommendations are highlighted below;

1. Reinstatement of ECDE teachers to the centre that they were transferred from the merged ECDE centres.
2. Construction of more ECDE classes in mother primary schools.
3. Employment of more teachers by the County Government probably under a stipend basis.
4. Procurement and supply of teaching-learning materials to all ECDE centres.
5. Procurement and supply of outdoor play equipment; in most of the ECDE centres, these equipment are not available.
6. Introduction of a periodic deworming programme in ECDE centres.
7. Procurement and supply of ECDE learning tables to most of the centres that do not have them..
8. Implementation of WASH programs (Water, Sanitation and Hygiene) in all ECDE centres.
9. Fencing of all ECDE centres; the Committee established that all the centres had no fences.

1.0. PREFACE

Mr. Speaker Sir,

It is my honour and privilege to present to this House, the report by the Committee on Basic Education, Training and Skills Development on the findings and recommendations of the inspected Early Childhood Development Education Centres in Kitui County.

1.1 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 define 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. Mark Kitute Nding’o | - Chairperson |
| 2. | Hon. Priscilla Martha Makumi | - V/chairperson |
| 3. | Hon. Munyoki Mwinzi | - 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. Cyrus Kisavi Musyoka | - Member |
| 9. | Hon. Immaculate Wanza John | - Member |
| 10. | Hon. Joseph Musyoka Mbite | - Member |
| 11. | Hon. Alphonse M. Mukwayu | - Member |

Mr Speaker Sir,

The Committee conducted the inspection exercise of ECDE centres across the County from 2nd to 6th April, 2024.

In undertaking the inspection exercise, the Committee acted within the provisions of **Article 185 (3)** of the Constitution which states that; -

“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 conceptualisation and development of this report were made possible by the selfless commitment of numerous individuals who contributed expertise and diverse human resources to see this assignment come to completion.

Mr. Speaker Sir,

I take this opportunity to express my reflective gratitude to the members of the Committee for making up time despite being on their recess to carry out this imperative exercise. I also appreciate the secretariat to this Committee for his technical support and compiling of this report.

In addition to this, the Committee extends its appreciation to the members of the public and various stakeholders who participated in providing crucial information without which this work would have been impossible.

Mr. Speaker Sir,

Finally, Special mention must go to the office of the Speaker of the Assembly and that of the Clerk for the facilitation accorded to this honourable Committee in fulfilment of its oversight mandate.

Thank You,

SIGNED .. 

**HON. MARK KITUTE NDING'O, (MCA)
CHAIRPERSON, COMMITTEE ON BASIC EDUCATION, TRAINING
AND SKILLS DEVELOPMENT.**

DATE .. 30/4/2024

3.0. COMMITTEE FINDINGS AND OBSERVATIONS ON EACH OF THE VISITED CENTRE.

Mr. Speaker Sir,

During the inspection exercise, the Committee was able to visit the following ECDE centres across the County as listed below: -

1. ABC Mung'aluni ECDE Feeder School.
2. Itulu ECDE Feeder School.
3. Ituki Primary School ECDE centre.
4. Muumboni Primary School ECDE Section.
5. Kakululo Primary School/JSS/ECDE.
6. Kyenze Primary School/ECDE class.
7. St. Marks Makutano Primary School/ECDE.
8. Kamuw'ongo Primary School/ECDE centre.
9. Kyandani ECDE centre (Feeder school).
10. Kyulungwa Primary School/ECDE Centre.
11. Kasina Primary School/ ECDE Centre.
12. Kisekini Primary School/ ECDE centre.
13. Kathande Primary School/ECDE centre.

3.1. ABC Mung'aluni ECDE Feeder School.

Mr. Speaker Sir,

ABC Mung'aluni ECDE is in Mutomo/Kibwea Ward which is Kitui rural sub-county. It is a feeder school that feeds Kitooni Primary School which is about 2 km from the centre.

The school had one classroom that was constructed by the County Government of Kitui.

At the time of inspection, the centre was one of the ECDE centres that was affected by the merger because the ECDE teacher who was there had been transferred to Kitooni primary school but parents had engaged another ECDE teacher, Madam Gladys Mwikali (a trained ECDE teacher) who they paid Kshs. 7,000 per month to continue teaching the young ones who could not walk to the said mother school.

Mr. Speaker Sir,

The teacher informed the Committee that she had an enrolment of 12 learners (PP1 nine learners and PP2 three learners). She indicated that the learners were taught from the same class despite being in different levels of early childhood education. This posed a very big challenge to the teacher and the learners thus it was observed that there was a need for another class to separate the learners.

Members of the Committee opined that the centre had no teaching-learning materials, play equipment and the WASH programme.

Members of the Committee observed that there was a need for the centre to continue operating because it was helping those young ones who could not walk long distances.

3.2. Itulu ECDE Centre.

Mr. Speaker Sir,

The centre is in Ikanga/Kyatune Ward in Kitui South Sub-County.

At the time of the visit, members of the Committee were not privileged to meet learners in this centre but were lucky enough to meet the ECDE teacher, Ms. Aphia Celestine David who had been engaged by the parents.

The centre had one classroom constructed by the County Government of Kitui, a latrine constructed by the parents and a semi-permanent structure used as a kitchen for the preparation of porridge for the young learners. The parents cater for the porridge programme.

Mr. Speaker Sir,

This is one of the centres that was affected by the merger of ECDE centres by the Ministry and therefore the parents had engaged Ms. Aphia to teach learners who could not walk a distance of 4 km to access early childhood education from the mother school.

The class teacher informed the Committee that the centre has an enrolment of 27 learners; Pre-Primary One (PP1) 10 learners and Pre-Primary Two (PP2) 17 learners.

The Committee established that the learners were taught in the same classroom despite being at different levels of education; a situation that could lead to learners' confusion in terms of the learning content.

The Committee observed that despite the centre being near the Kitui-Kibwezi road had no fence therefore posing danger to these young ones during playing time.

3.3. Ituki Primary School (ECDE class)

Mr. Speaker Sir,

Ituki Primary School is in Kisasi Ward in Kitui rural sub-county which has the primary section, JSS section and ECDE section in one compound. At the time of the visit, the Committee was privileged to meet the ECDE teachers together with the learners.

Mr. Speaker Sir,

The Committee established that the centre has only one ECDE classroom that was constructed by the County Government of Kitui; the class houses both PP1 and PP2.

The centre has two teachers employed by the County Government who informed the Committee had an enrolment of 51 learners (PP1 27 learners and PP2 24 learners).

Mr. Speaker Sir,

Members of the Committee observed that the class was congested due to the large number of learners who were using the class thus the need for an extra class to separate learners in PP1 and PP2 to ensure that learners are taught according to their levels.

Mr. Speaker Sir,

The teachers highlighted several challenges that the centre faced as follows: -

1. Shortage of teaching-learning materials.
2. Inadequate desks for the learners where four or more learners shared one desk.

3. Lack of a WASH programme that was separate from the primary section; this forced the young ones to share toilets with the other learners in the whole school.
4. Lack of outdoor play equipment for learners to develop their psychomotor domain.
5. Lack of a feeding programme for the young ones; some learners carried food from home and others came without. This would sometimes make some learners have low esteem for themselves thus affecting their learning.

3.4 Kathande Primary School/ECDE Centre.

Mr. Speaker Sir,

Kathande Primary School/ECDE is in Zombe/Mwitika Ward which is in Kitui-East Sub-County. The centre is separated from the rest of the primary school but within the same compound. This move was appreciated by the Committee because ideally, this is what is required by the law.

Mr. Speaker Sir,

The Committee observed that the centre had two classrooms; one was constructed by the County Government of Kitui in the F/Y 2015/2026 and the other one had been constructed by the parents. It is important to mention that the one done by the parents was in a bad state and needed re-roofing and other renovations since it was hazardous to the teachers and the young ones.

Mr. Speaker Sir,

At the time of the visit, the schools had closed for the April holidays but the Committee was privileged to meet the senior teacher Mr. John Mwanza who helped the Committee to gather the needed information.

The teacher informed the Committee that the class had an enrolment of 50 learners twenty-one learners (21) in PP1 and twenty-nine (29) learners in PP2).

He further informed the Committee that the centre had had two teachers; one employed by the County Government and the other engaged by the parents.

Mr. Speaker Sir,

The Committee learned that the nearest school was Mang'ola Primary School which is three (3) Kilometers away hence the huge population in the institution due to the large catchment area. Further, the teacher explained to the Committee that the facility lacked outdoor play equipment that was very crucial for the learners' psychomotor development, shortage of teaching-learning materials, and lack of resting facilities for afternoon naps which leads to overload and fatigue for the young learners and shortage of desks for the learners.

Additionally, the Committee observed that the centre lacked a proper WASH program where the learners used the same toilets used by the other primary pupils.

Mr. Speaker Sir,

In addition, the Committee established that there was no organized feeding programme for the learners as the parents have to cater for the meals of their children.

3.5 St. Joseph School, Inyuu ECDE Centre.

Mr. Speaker Sir,

The school is in Chuluni Ward in Kitui- East sub-county; it has the ECDE section, primary and JSS section.

At the time of the visit, the Committee was privileged to meet the senior teacher and members of the Board of Management of the school who shared the information that the Committee needed as well as the needs of the centre.

Mr. Speaker Sir,

The Committee was informed that the enrolment for the centre was fifty-nine (59) learners; forty (40) in PP1 and nineteen (19) in PP2. The teacher indicated that of the two teachers employed by the County Government, one had already retired so the parents had to engage an extra teacher owing to the large population of the learners.

Mr. Speaker Sir,

The Committee observed that the classes were dilapidated and needed urgent renovation. It was observed that the teacher was paid a meagre Kshs. 6,000 which was always delayed. This automatically would lead to demotivation of the teacher thus poor performance.

The feeding programme which consists of only porridge was organized by the parents. This wasn't enough for the growing young learners.

Mr. Speaker Sir,

The Committee observed that the facility is relatively separated from the primary and JSS sections of the school but lacked a WASH programme designated for the ECDE learners and were sharing toilets with the mother school which is not hygienic for them.

The learners lacked play equipment thus the Committee saw the need for a supply of outdoor play equipment for the learners.

Additionally, the centre needs an ablution block and the employment of an extra teacher.

3.6 Kisekini Primary School (ECDE Section)

Mr. Speaker Sir,

The school is in Mulango Ward, Kitui Central. It has an enrolment of 56 learners (PP1 39 learners and PP2 17 learners).

The Committee learned that the County Government had constructed one ECDE class for the school in the F/Y 2016/2017. It had also procured a 5,000-litre water tank for the institution. It was observed that the learners shared toilets with the older learners.

Mr. Speaker Sir,

The Committee observed that the institution has one ECDE teacher employed by the County Government. It was therefore noted that there was a need for an extra teacher owing to the population of the learners.

Additionally, the Committee learned that the 56 learners were taught in the same class despite being at different levels of education. This calls for

an extra classroom for the separation of these learners as well as an extra teacher for the proper dissemination of skills and knowledge to the young learners.

Mr. Speaker Sir,

Unlike the other centres, this one had several outdoor play equipment for the learners to develop their psychomotor domain which is imperative for the growth of the young ones. These included one slide and two swings (but one was not operational).

3.6. Kyandani ECDE Centre

Mr. Speaker Sir,

This centre is a feeder school that is in Kyuso Ward in Mwingi North Sub-County. It is one of the centres that were affected by the recent merger of ECDE centres. It is a feeder to Kyandoo Primary School which is 4.5 km from the centre.

Mr. Speaker Sir,

At the time of the visit, the enrolment for the ECDE class stood at thirty-six (36).

The centre had one classroom that was constructed by the County Government, and a 10,000-litre plastic tank used for harvesting rainwater to ensure that learners had sufficient water.

The school lacks a toilet for the learners posing a great challenge for the young learners. Therefore, the Committee opined an immediate solution to this challenge had to be sought by the County Government of Kitui through the Ministry of Education, Training and Skills Development.

Mr. Speaker Sir,

Further, the Committee was informed that the ECDE teacher who had been posted there by the County Government had been transferred to Ithingili primary school so there was an urgent need for a replacement to ensure that learning went on smoothly since the young learners could not walk these long distances.

3.7 Kakululo Primary School/JSS/ECDE

Mr. Speaker Sir,

The school is in Ngutani Ward, Mwingi West with an enrolment of Seventy 70 learners; thirty-eight (38) in PP1 and thirty-two (32) in PP2. The centre has two (2) classrooms, one constructed by the County Government and the other by the parents.

Mr. Speaker Sir,

It was noted that the institution has two (2) teachers employed by the County Government which the Committee was privileged to have a conversation with.

The teachers decried lack of training in Competence-Based Curriculum (CBC). They reported to the Committee that the facility lacked outdoor play equipment, learning/teaching aids as well as equipment like desks, shelves, chalks, and lockable storage. The class for the PP2 needs window panes.

Mr. Speaker Sir,

Further the Committee was informed that there were no designated toilets for the young ones. They shared the facilities with the older pupils which was unhygienic for them owing to their vulnerability to diseases. They also noted the need for an elaborate feeding programme to ensure a high retention rate.

3.8. Kyenze Primary School ECDE

Mr. Speaker Sir,

The centre is in Yatta Kwa Vonza Ward in Kitui Rural Sub-County which is a metropolitan school.

The Committee noted that there was a challenge in enrolment that stood at eleven (11). However, the numbers were expected to rise owing to the establishment of an Administration Police Training Camp in the area. The facility has one ECDE teacher, Hyder Kalo, employed by the County Government.

It has only one classroom constructed by the County Government in the F/Y 2022/2023 for both PP1 and PP2 learners.

Mr. Speaker Sir,

The Committee observed that the needs for this centre will increase with the increase of learners and population in the area.

3.9. Mumboni Primary School and ECDE Centre.

Mr. Speaker Sir,

The facility is situated in Kyome/Thaana Ward, Mwingi West; it has an ECDE section, primary school and JSS section. The Committee was met by the headteacher, deputy headteacher, the senior teacher and the ECDE

teacher who collaboratively had a conversation with the Committee over the ECDE section in the school.

Mr. Speaker Sir,

The Committee noted that enrolment was quite low. The school has only one ECDE class constructed by the parents that is used by both PP1 and PP2. It has one teacher who teaches both classes interchangeably. The teacher is thus overworked and thereby unable to cover the syllabus on time.

Mr. Speaker Sir,

Additionally, the Committee learned that the parents had engaged an ECDE teacher to assist the one employed by the County Government but the teacher resigned due to unavailability of funds for his remuneration.

The Committee noted that the facility lacked WASH facilities designated for the ECDE learners thus learners shared toilet with the rest of the school. Therefore, it recommends the construction of a separate toilet for ECDE learners.

Further, the Committee learned that there was a shortage of teaching-learning material in the facility; which has affected content delivery in the centre.

3.10. Kamuw'ongo Primary School ECDE Centre

Mr. Speaker Sir,

The school is in Kyuso Ward in Mwingi north sub-county which has the ECDE section, primary and JSS section in the same compound.

At the time of the visit, the Committee was able to meet one of the ECDE teachers since the schools had closed for the April holidays.

Mr. Speaker Sir,

The teacher informed the Committee that the enrolment stood at sixty-eight (68) learners. There were two classrooms constructed by the parents to separate PP1 and PP2 learners for easy delivery of content. The ECDE centre had two (2) teachers employed by the County Government.

Further, the Committee was informed that the ECDE learners use the same shared pit latrine with the other learners from the primary section which is not hygienic for the young children. Therefore, there is a need to detach the centre from the mother school and provide them with elaborate WASH facilities for effective running.

Mr. Speaker Sir,

The Committee also observed that there was no organized feeding programme and that the children carried their food to school which is cumbersome and unhygienic.

Additionally, the facility lacked outdoor play equipment for the learners to develop their psychomotor domain

3.11 St. Marks Makutano Primary School ECDE Centre

Mr. Speaker Sir,

This facility is in Kauwi Ward, Kitui West and has fifty-eight pupils; thirty (30) in PP1 and twenty-eight (28) in PP2.

The Committee observed that the learners in both PP1 and PP2 share the same class despite their differences in levels of learning. They have two (2) teachers employed by the County Government.

Mr. Speaker Sir,

The Committee however noted that the facility lacks sufficient outdoor play equipment for the psychomotor development of learners. The compound is also inadequate for the structures. It also lacks a feeding programme. The learners share the same toilets as the primary section. Members thus recommend constructing an extra class for the learners to facilitate separation of the learners considering their different levels of learning as well as the provision of furniture commensurate with ECDE standards.

3.12. Kyulungwa Primary School ECDE

Mr. Speaker Sir,

The school is in Waita Ward in Mwingi Central; it has the ECDE, primary and JSS sections in the same compound.

At the time of the visit, the Committee was privileged to meet the headteacher of the institution since the schools had closed for the April holidays.

He also informed the Committee that the enrolment stood at fifty-one (51); with thirty-one (31) pupils in PP1 and twenty (20) in PP2. It has two (2) teachers under the County Government.

Mr. Speaker Sir,

The Committee noted that the school lacks a WASH programme as well as outdoor play equipment for the development of the psychomotor skills of the learners.

4.0 GENERAL CHALLENGES FACING ECDE CENTRES IN KITUI COUNTY.

Mr. Speaker Sir,

It is important to note that the inspection exercise was an eye-opener to the members of the Committee in witnessing the challenges that the ECDE learners and teachers undergo in the centres. The challenges need immediate and permanent solutions to enable learners to acquire the necessary required knowledge from these levels of education. The challenges are discussed below as follows: -

1. Shortage of teaching-learning materials; In all the centres visited this was a common challenge. The County Government through the Ministry of Education, Training and Skills Development has not played its role as required by the law to provide the required support for early learning to be effective.
2. Shortage of ECDE teachers; in many of the visited centres, the Committee learnt that one teacher was interchangeably teaching both PP1 and PP2. This confuses the learners since their learning content is different.
3. Lack of a feeding programme for the young ones; the Committee learnt that in all the centres visited, learners had no feeding program. This forced the young ones to either carry food from home or parents would organize the preparation of porridge at school yet to some this was a challenge due to the poverty levels.

4. Shortage of classrooms; the Committee established that in almost all the visited centres learners in PP1 and PP2 were sharing one class despite being at different levels of education.
5. Separation of the ECDE section with the primary section. It was observed that many of the ECDE centres were not separated from the primary and JSS sections of the mother schools. This posed a challenge of providing the prerequisite facilities to the young ones such as the WASH program, installation of outdoor play equipment and safety of the young ones.
6. Lack of outdoor play equipment for the learners. In all the visited centres there were no outdoor play equipment. Learners at this level need to play more to develop their psychomotor domain which includes physical movement and coordination which requires practice.
7. Lack of WASH program. WASH program (Water, Sanitation and Hygiene) is a requirement in early childhood development in the realization of children's right to survival, health and education. Clean water, toilets and good hygiene keep children alive and healthy. This is every child's right and it keeps children free from infectious diseases, infant mortality, malnutrition and chronic diseases.

5.0. COMMITTEE GENERAL RECOMMENDATIONS.

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. Reinstatement of ECDE teachers to the centre that they were transferred from. The learners in these centres still need these teachers since their learning has been greatly affected by this exercise.
2. 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.
3. 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.
4. 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.

5. Procurement and supply of outdoor play equipment; in most of the ECDE centres, these 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.
6. Introduction of a periodic deworming programme in ECDE centres. Improved health due to deworming can lead to better cognitive function and concentration in children since they are less likely to feel tired or unwell, allowing them to focus on learning activities and retain information more effectively. Further deworming allows the body to utilize nutrients more efficiently, which is crucial for overall growth and development, including brain development. In some cases, intestinal worm infections can lead to social stigma. Deworming programs can help reduce this stigma and allow children to interact more freely with their peers.

7. Procurement and supply of ECDE learning tables to most of the centres that do not have them. These tables create a stimulating and developmentally appropriate environment that caters for a variety of learning styles.
8. 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.

9. Fencing of all ECDE centres; the Committee established that all the centres had no fences yet fencing offers several important benefits such as;

- i. Creating a barrier that deters unauthorized access to the centre thus protecting the learners from strangers or potential harm.
- ii. Allowing teachers to easily supervise children while they play outdoors.
- iii. Helps keep learners away from potential hazards outside the centre such as busy roads, open water bodies or wild animals.
- iv. Knowing learners are safe and are in a secure environment gives parents and teachers great peace of mind.

Therefore, fencing of these facilities is very important for the enhancement of the learning environment for all ECDE learners in the County.

10. 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.

6.0. CONCLUSION

Mr Speaker Sir,

The inspection exercise was an eye-opener for the members to appreciate their oversight mandate with respect to the empowerment of the ECDE teachers and learners. This is coupled with the need to ensure that a holistic approach towards meeting the education and other development needs of the young ones is met to ensure that their full potential is realised.

It is the view of this Committee that the County Government of Kitui will strive to ensure that the provisions of Article 53 of the Constitution of Kenya, 2020 on the right to free and compulsory basic education are achieved.

PHOTO GALLERY



Fig1: *Members of the Committee with ECDE learners at Mumboni Primary School.*



Fig3: *Members of the Committee with ECDE learners at Kakululo Primary School.*



Fig3: *Members of the Committee at ABC Mung'aluni ECDE centre.*

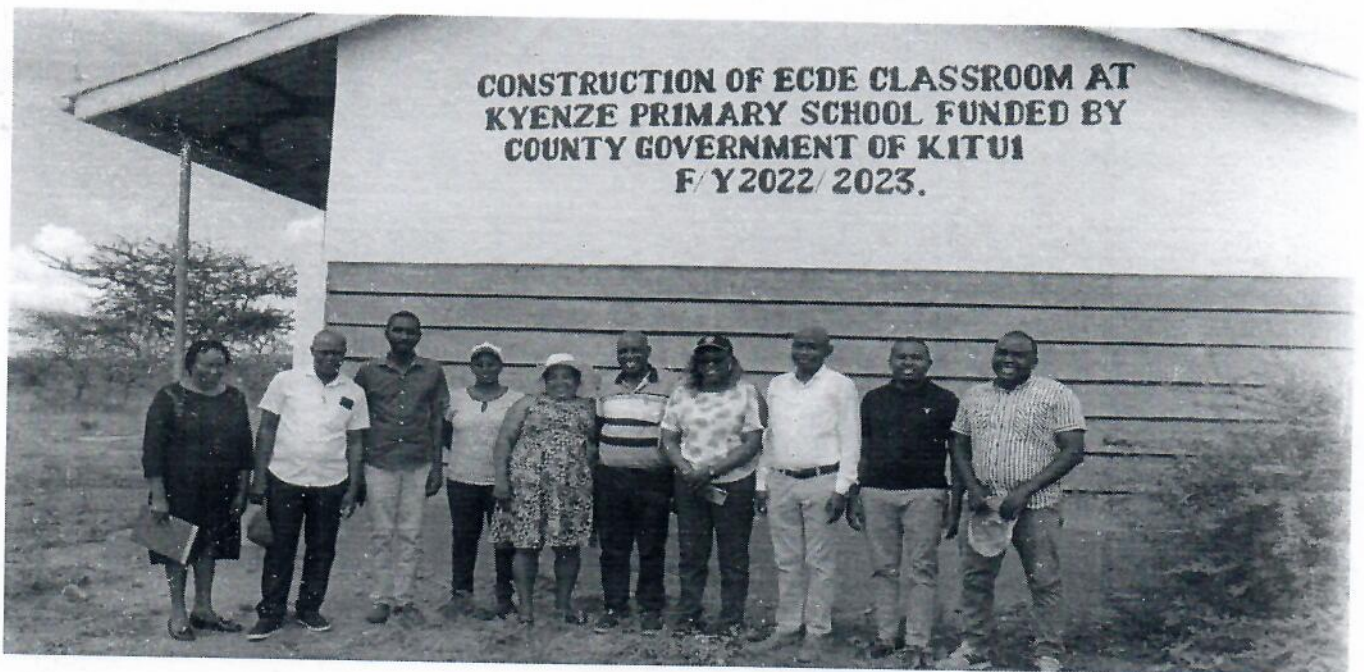


Fig4: *Members of the Committee Posing for a photo at Kyenze Primary School in Yatta Kwa Vonza Ward during the inspection exercise.*

REPORT ADOPTION

We, 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: -

<u>Members</u>	<u>Designation</u>	<u>Signature</u>
1. Hon. Mark Kitute Nding'o	- Chairperson	
2. Hon. Priscilla Makumi	- V/chairperson	
3. Hon. Immaculate Wanza John	- Member	
4. Hon. Paul Maluki	- Member	
5. Hon. Gabriel Mutunga Munyao	- Member	
6. Hon. Mercy Muema	- Member	
7. Hon. Charity Kathathi Musyoka	- Member	
8. Hon. Alphonse M. Musyimi	- Member	
9. Hon. Munyoki Mwinzi	- Member	
10. Hon. Joseph Musyoka Mbite	- Member	
11. Hon. Cyrus Kisavi Musyoka	- Member	

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