COUNTY GOVERNMENT OF KITUI

THE COUNTY ASSEMBLY

FIRST ASSEMBLY – (FOURTH SESSION)

THE SECTORAL COMMITTEE ON BASIC EDUCATION TRAINING AND SKILLS DEVELOPMENT

REPORT ON BENCHMARKING EXERCISE TO COUNTY ASSEMBLY OF KWALE AND E.C.D.E CENTERS WITHIN KWALE COUNTY

(30TH, AUGUST, TO 2ND, SEPTEMBER, 2016)

CLERK’S CHAMBERS,
P.O. BOX 694-90200
KITUI

FEBRUARY, 2017
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EXECUTIVE SUMMARY

Mr. Speaker Sir, this document entails the benchmarking report for Education, Training and Skills Development Committee to County Assembly of Kwale and E.C.D.E Centres within Kwale County. The report consists of three Chapters. The preliminary part of the report covers the Executive Summary.

Chapter One covers the Background, the Committee Objectives and Composition, and Acknowledgement.

Chapter Two covers the Committee Activities and Findings.

Chapter Three consists of the Conclusion and Committees Recommendations.
### ABBREVIATIONS/ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>A.S.K</td>
<td>Agricultural Society of Kenya</td>
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<td>C.I.D.P</td>
<td>County Integrated Development Plan</td>
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<td>DANIDA</td>
<td>Danish International Development Agency</td>
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<td>E.C.D.E</td>
<td>Early Childhood Development and Education</td>
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<tr>
<td>KUCCPS</td>
<td>Kenya Universities and Colleges Central Placement Service</td>
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<td>P.T.A</td>
<td>Parents Teachers Association</td>
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<td>PLWDs</td>
<td>People Living With Disabilities</td>
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<td>SGR</td>
<td>Standard Railway Gauge</td>
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CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND

Mr. Speaker Sir,
On behalf of the Members of Basic Education, Training and Skills Development Committee and pursuant to the Provision of Standing Order 179(6), it is my pleasant privilege and pleasure to present to this house the committee’s report of the findings and recommendations on the benchmarking exercise to Kwale County Assembly and E.C.D.E Centres within Kwale County. The trip took place from 30th August to 2nd September, 2016.

Mr. Speaker Sir,
On 1st August, 2016, during a committee meeting, it was resolved that the committee should visit Kwale county being the only county that has spearheaded the implementation and development of ECDE programmes in Kenya.

Mr. Speaker Sir,
Due to logistical problems and interruption caused by the Mombasa Agricultural Society of Kenya (ASK) events, the committee did not manage to benchmark in Kilifi County Government. The committee used the two days to synthesize the committee findings on the implementation of ECDE programmes in Kwale County.

Mr. Speaker Sir,
The Kwale County mandate on education is on early childhood development education and youth training. Over three decades poor education standards have been witnessed with evident poor performance in national examinations consistently.
Mr. Speaker Sir,
The Kwale County Government inherited various challenges right from the Early Childhood Development Education sector. These challenges include inadequate education infrastructure, inadequate number of teachers, low transition rates and school access in terms of distance. These challenges have been aggravated by the population’s low income levels.

Mr. Speaker Sir,
Kwale County is a good example of the few counties that will need to pay attention to conflicting economic development objectives in light of mineral discoveries against the level of literacy and job absorption rate of the local residents. According to 2014 Kenya Institute for Public Policy Research and Analysis, the household survey in Kwale County indicates that only 14 per cent of these households are involved and benefit from mining activities; most of them in low cadre jobs such as casuals, security guards, cooks, gardeners or storekeepers. This clearly indicates most company’s recruitment policies do not favor the locals because they lack relevant education and training.

Mr. Speaker Sir,
It’s from this poor background in education that the leadership of Kwale County Government commits it’s self to fast track education and training. Thus the Government has dedicated a huge budget to support education and training. Kwale County has recorded the highest participation rates in Early Childhood Development and Education (ECDE) in allocation levels for the year 2013/14 and 2014/15. Indeed, the allocation for the year 2014/15 was 2.5 times larger than in the previous year.
Mr. Speaker Sir,
This is consistent with the county’s continued support toward improvement in the Early Childhood Development Education (ECDE) centres as captured in their County Integrated Development Plan (CIDP). The county government allocated seven million shillings (Ksh. 7 million) for nutrition through ECDE feeding programme in 2014/15. School feeding programme at the national level had a kitty of Ksh 1.3 billion in 2014/15 for the benefit of arid and semi arid counties such as Kwale.

Mr. Speaker Sir,
It is against this background that, the Committee on Basic Education Training and Skills Development planned to bench mark in Kwale County to learn on some of the best practices in the development and implementation of ECDE programmes in the County.

1.2 COMMITTEE’S OBJECTIVES

Mr. Speaker Sir,
The objectives of the benchmarking visit were;- 

   a) To learn and appreciate measures that the county has put in place on training, inspection, monitoring and evaluation systems in E.C.D.E. centres.

   b) To learn measures that the county has put in place to improve early childhood services though development of pedagogical and training programs.

   c) To study and appreciate best practices in managing and coordinating E.C.D.E programs in the county.
d) To establish links between E.C.D.E. facilities and public primary schools.
e) To study Kwale’s process and history of decentralization and emerging issues.

1.3 COMPOSITION OF THE COMMITTEE

Mr Speaker Sir,

The committee on Basic Education, Training and Skills Development was constituted by a resolution of the house on 3rd April 2013 and it comprises of the following members:-

1. Hon. Nzungi Ngwele Chairperson
2. Hon. Eunice Katheke Vice Chair
3. Hon. Boniface Katumbi Member
4. Hon. Jemmimah Mbiti "
5. Hon. Vestatina Chawana "
6. Hon. Samuel Ikunga "
7. Hon Jackson Mwanduka "

Co-opted members
1. Hon Titus Mbiti - Deputy Speaker
2. Hon Mwendwa Munyoki - Majority Chief Whip
3. Hon. Johnray Ngungu Ngava -Minority Chief Whip
4. Hon Grogan Mbivi -Deputy Minority Chief Whip
1.4 COMMITTEE’S MANDATE

Mr. Speaker Sir,
Under Standing Order 190 (5), the Sectoral Committees are charged with distinct responsibilities which include, to;

i) Investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned departments;

ii) Study the program and policy objectives of departments and the effectiveness of the implementation;

iii) Study and review all county legislations referred to it;

iv) Study, assess and analyze the relative success of the departments as measured by the results obtained as compared with their stated objectives;

v) 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;

vi) To vet and report on all appointments where the Constitution or any law requires the County Assembly to approve, except those under Standing Order185 (Committee on Appointments) ; and

vii) Make reports and recommendations to the County Assembly as often as possible, including recommendation of proposed legislation.
1.5 TERMS OF REFERENCES

The committee was expected to study on the best practices from Kwale County Government on development and implementation of ECDE programmes and the mandate of Kwale County Assembly on early childhood development and vocational training. Members were expected to gather information on measures the ministry has put in place on training, inspection, monitoring and evaluating ECDE programmes in the County.

In addition the committee was to establish the existing link between the ECDE facilities and public primary schools. Members were also expected to learn the operation of integrated academic programmes within ECDE Centres in the County and table a report for consideration by the County Assembly containing inter-alia, recommendations for improving training, monitoring and evaluation of ECDE programmes in Kitui County.

1.6 METHODOLOGY

The committee’s work was guided by the above terms of references and the following general methodologies were adopted.

i. **Preparatory meetings:** Prior to the exercise, the committee held preparative meetings during which an itinerary was drawn and letters written to the Clerk of Kwale County Assembly, and the Chief Officer Ministry of Education, Training and Skills Development, Kwale County Government.

ii. **Direct observations:** Part of the learning was gathered through direct observation.
iii. **Recording of information:** This was done using recorders as well as physical writing and this information has been maintained for referencing.

iv. **Meeting with the management:** Part of the information was gathered having face to face communication with departmental officers in charge of ECDE programmes, teachers and local stakeholders.
1.7 ACKNOWLEDGEMENT

Mr. Speaker Sir,

The Committee extends its appreciation to the Offices of the Speaker and the Clerk of the County Assembly for the support accorded to it in the execution of its mandate and the opportunity accorded to its Members to develop this report.

Mr. Speaker Sir,

On behalf of the Basic Education, Training and Skills Development Committee, I now wish to present this report to the County Assembly of Kitui for debate and thereafter subsequent adoption.

Thank you,

SIGNED ............................... DATE .................................

(HON. NZUNGI NGWELE, MCA)
CHAIRPERSON, COMMITTEE ON BASIC EDUCATION TRAINING
AND SKILLS DEVELOPMENT.
2 CHAPTER TWO: COMMITTEE ACTIVITIES & FINDINGS

2.1 VISIT TO COUNTY ASSEMBLY OF KWALE
On Tuesday 30th August, 2016, Members of Kitui County Assembly Committee on Basic Education, Training and Skills Development visited Kwale County Assembly, to benchmark on early childhood development education (E.C.D.E) programmes and the mandate of the Kwale County Assembly committee on Early Childhood Education and Vocational Training.

Members were able to learn a lot on the progress achieved by the Kwale County Government on E.C.D.E programmes. Much of the progress achieved on E.C.D.E programmes is as a result of great effort, commitment by the Kwale County Assembly Committee on Early Childhood Education and Vocational Training which has spearheaded the following legislative matters:

2.1.1 Kwale County Bursary Act 2015
This is a legislation passed by the Assembly to provide procedures and guidelines for the efficient disbursement of bursaries within the County and such related matters.

The Act has led to the establishment of a County Bursary Committee whose composition consists of not less than nine Members and not more than eleven members appointed by the Governor and approved by the County Assembly.

The members comprise of:-

- The County Executive Committee Member in charge of Education and Human Resources Development or his representatives.
- The Chief Officer in-charge of Finance and Economic Planning who is the secretary to the Committee.
- The Fund Manager

Report on Bench marking exercise to Kwale County Assembly and ECDE Centres in Kwale County
While members of the public consists of:
   i. 1 representative from learning institutions;
   ii. 1 representative from the youth;
   iii. 1 representative from the women;
   iv. 1 representative from persons with disabilities;
   v. 1 representative from marginalized groups;
   vi. 2 representative from religious bodies and
   vii. 1 representative from civil societies dealing with matters of education in the county.

**Function of County Bursary Committee**

The County Committee functions includes;-
   i. Equally share the funds among the 20 wards in the county.
   ii. Approve disbursement of bursaries to awarded students.
   iii. Monitor allocations of bursaries to ensure needy and deserving students benefit
   iv. Maintain and update a database of all applicants and beneficiaries of the fund
   v. Produce and share disbursement reports with the Governor and the County Assembly every three months.

Further the Act has led to establishment of Ward Bursary Committees. There are (20) twenty ward bursary. Its functions include the following;-
   i. Invite applications for fees support
   ii. Receive applications
   iii. Scrutinize and verify all applications supporting documents submitted by the applicants
   iv. Identify beneficiaries of the Bursary Fund
   v. Verify all allocated bursaries to beneficiaries
   vi. Prepare a data bank of all the beneficiaries
vii. Sensitizing the community on procedures for application, time for application and deadlines and qualifications for funding.
viii. Prepare and display separate list of applicants and beneficiaries indicating the amount awarded per beneficiary for public viewing.
ix. Forward to the County Bursary Committee minutes and records of nominated bursary beneficiaries and
x. Look for other sources of funds and donors

In addition the Act has led to establishment of Bursary fund to cater for the needy and high performing students in special schools, secondary schools, technical colleges, medium level colleges, vocational training centre and recognized universities.

The Bursary fund draws funding from the County Government Consolidated Fund. Further there are budgetary allocations set aside for the Fund in every financial year. Other external sources of finance includes:-

- Donors
- Investor’s individual donations
- Lottery

2.1.2 Kwale County Early Childhood Education Act 2016

This is a legislation passed by the Assembly to provide guidelines on early childhood development and education programmes within the County. This Act has led to the establishment of early childhood development and education centres within or near primary schools.

Further this Act provides for the schools that already have Early Childhood Development and Education Centres to be receiving funding from the county government to upgrade the already existing
Early Childhood Development Education centres to the required standards as well as be maintained and properly kept for the safety of the children.

In addition the Act has led to establishment of a Board of Management for every early childhood development education and care centre. The functions of the board includes;- 

i. Handling petty cash
ii. Ensuring the smooth running of the early childhood education development and care centre
iii. Ensuring the early childhood education development and care centres are well maintained including the building and the compound, and
iv. Ensuring the security is maintained at the early childhood education centre

2.1.3 E.C.D.E infrastructure
Through the initiative of the Kwale County Assembly, the County Government has been allocating twenty million shillings (Ksh 20 M) per ward for the twenty wards each financial year which has enabled the ministry to put up a complete E.C.D.E unit which comprises of;- 

- Two classrooms – Kindergarten I and II
- Office
- Kitchen
- Toilets
- 10,000M³ water tank, and
- Provision of outdoor play equipment and classrooms furniture

Since the inception of the County Government, the ministry has been able to construct one hundred and sixty five model E.C.D.E
centers, with five hundred and fifty care givers on payroll. This in the long term is geared towards achieving child’s holistic development in the county. The provision of improved infrastructure has brought out the following impact:-

1. Increased enrolment from fifty five thousands pupils in 2013 to seventy six thousand pupils in 2016.
2. Presence of good and attractive learning atmosphere
3. Shorten the average distance pupils used to cover when attending the centres.

2.1.4 Feeding Programme
The committee noted that Kwale County has got seven hundred and ninety ECDE Centers all under the feeding program. The ministry allocates twenty million shillings (Ksh 20M) for the feeding programme for retention and general child’s holistic development. The programme has led to the following benefits:-

1. Increased enrolment from fifty five thousands pupils in 2013 to seventy six thousand pupils in 2016.
2. Improved child health.

2.1.5 Bursary
Based on the Governor’s manifesto the Kwale County Assembly legislated The Kwale County Bursary Fund Act 2015. The Act has enabled students who qualify to national schools and those joining universities through Kenya Universities and Central Placement Service (KUCCPS) to be awarded full bursary. This has enabled Kwale residents to compete competitively in the job market with other citizens. This initiative has led to:-

1. Increased enrolment rates in all level of learning
2. Increased number of graduates in search of employment opportunities.
3. Improved numeracy and literacy levels in the county

2.1.6 Project India
Through the Kwale County Assembly sixty eight students were awarded scholarship to study for various degree programmes in India. This initiative has not only increased the number of graduates in the county, but has further exposed the country’s youth to global world.

2.1.7 Vocational Training Bill
The Kwale County Assembly is in the process of drafting the Kwale County Vocational Training Bill. The Bill is yet to be operationalized and the purpose of the Bill is to provide guidelines to vocational training in the county.

Other learning practices

2.2 Kwale County Government Partnerships
The Kwale County Government have partnered with the Aga Khan Foundation and the Base Titanium Company who have greatly assisted in human resource capacity building and infrastructural development for the ECDE sector.

In addition the county government is now negotiating with Standard Gauge Railway (SGR), Construction Company and Kenya Railway Training Institute to enable the residents of Kwale County Government access affordable training in engineering related courses. The objective is to assist the youth to acquire relevant skills and be able to compete competitively in the job markets.

2.3 Mentorship Programmes
Kwale County Government has organized for students’ mentorship programmes hosted in August every year. During such fora
students, Kwale County Elites and motivational speakers talk to parents. This is geared towards encouraging and motivating the school going youth to improve on their academic performance in general.

2.4 Integration of people living with disability
People living with disability in Kwale County have benefited in the following ways:-

1. Legislation: The Kwale County Bursary Fund Act, 2015 gives all the PLWDs access to bursary at all levels.
2. Buildings: All Kwale County Government educational institutions are disability friendly.
3. Living standards: The Kwale County Government has earmarked two tractors in every ward to plough farms for people living with disability and this is aimed at improving their standards of living.
2.5 VISIT TO COUNTY GOVERNMENT OF KWALE ECDE CENTRES

2.5.1 Magaoni E.C.D.E Centre
This is one of the one hundred and sixty five (165) centres that have been fully constructed by the Kwale County Government.

Committee’s Findings

The population stands at (82) eighty two pupils and there are (2) two trained ECDE teachers employed by the Kwale County Government. The centre comprises of a complete package that consists of;

a. Two classrooms each with an office in between the classrooms
b. An established kitchen that is used to provide ten o’clock porridge for the pupils.
c. A complete set for out-door playing equipment.
d. Two toilets for staff and the pupils.
e. There is adequate playing ground for the pupils.
f. All ECDE centres are completely detached from the primary schools.

2.5.2 Mwalingulu ECDE Centre
This is one of the leading and most modern ECDE centre in Kwale County. The centre is attached to the nearby primary school.

Committee Findings

a) It has an enrolment of (58) fifty-eight pupils with (2) two ECDE teachers employed by the county, and (1) one P.T.A teacher.
b) The centre has two classrooms (2) each with an office in between the classrooms.
c) A thorough monitoring, inspection is done to ensure efficient and effective use of resources.
d) That special student is catered for through the provision of twenty million (Ksh 20m) shillings per ward as bursary fee.
e) The feeding programme is incorporated, through the provision of ten o’clock porridge for the pupils.
f) Existence of a complete set for out-doors playing equipment.
g) Existence of staff and pupils’ toilets.

2.5.3 UmmulaUmmul-Qura ECDE Centre
This is one good example of an integrated ECDE centre with Madrassa programmes. Aga Khan Foundation (AKF) funds the center by supplying teaching and learning materials to ECDE teachers for capacity building.

Committee Findings

a) It has an enrolment of (28) twenty-eight pupils with (1) one ECDE teacher employed by the county.
b) There is an appropriate policy for the provision of ten o’clock porridge, clean water and sanitation for the children through factoring the costs in their annual Budget.
c) It is a centre for teacher and caregiver training.
d) There is mutual engagement with stakeholders, faith based organization to improve quality of learning and curriculum implementation through holding regular consultative meetings.
e) Existence of a complete set for out-door playing equipment.
h) Existence of staff and pupils’ toilets.


2.6 REVIEW OF CURRENT ECDE SITUATION IN THE COUNTY

The fourth schedule of the constitution of Kenya 2010 on the distribution of functions between National government and the County Government vests the responsibility of running ECDEs to County Government.

Since the inception of the County Governments, there were one thousand, five hundred and fifty eight (1,558) ECDE centres manned by two thousand, one hundred and four (2,104) teachers, with an enrolment of seventy four thousand, and four (74,004) pupils. Renumeration of ECDE teachers was not certain at the end of each month. This trend really affected their morale thus leading to total negligence of this critical and important sector.

Soon after the realm of Kitui County Government, two thousand, one hundred and fifty six (2156) teachers were employed, construction of modern ECDE classroom that pushed the enrolment to seventy eight thousand, six hundred and fifteen (78,615) pupils in one thousand, eight hundred and fifty three (1853) centres.

This increase in enrolment has led to the following challenges;

(a) Inadequate financial resources

The ECDE sector has been inadequately resourced in terms of teaching and resource materials, desks, out-door playing equipment. This has hindered teaching, monitoring and supervision of the curriculum.

(b) Infrastructure
The ECDE sub-sector has been characterized by poor/inadequate infrastructure and substandard sanitation facilities.

(c) Reporting structure

Almost 98% of the ECDE centres are within primary schools which are manned by head teachers. These head teachers are not directly answerable to county government, hence it becomes difficult to get instant results.
3  CHAPTER THREE: CONCLUSION AND RECOMMENDATIONS

3.1 COMMITTEE’S CONCLUSION

Early Childhood Development Education (ECDE) globally and Kenya in particular has been recognized as a child’s holistic and integrated education that meets the cognitive, social moral, spiritual, emotional, physical and developmental needs.

The constitution of Kenya, chapter four states that every child has the right to free and compulsory basic education, basic nutrition, shelter and health care which are fundamental to the child’s holistic developments.

It is important to note that Early Childhood Development Education interventions are significant to the social and economic development of a county as they provide children aged between three and five years with a strong start in life. Indeed it’s worthwhile to note that ECDE centres are critical for the long term progress of the county in terms of laying a solid foundation for education success in the county.

Lack of proper policy and legislation to guide the sector has led to the sector being managed informally and in an adhoc manner. The sector is not only under resourced but has also failed to grow at a sufficient rate to cater for the increasing number of young pupils in need of learning.

In addition the sector recalls its history of neglect previously which has made it not to act as a centre nerve in the development of literacy and numeracy skills among the learners in the county.

This Assembly has a huge responsibility to motivate and expedite development of policy and legislation that will enable efficient management and growth of this important sector. These policies should include policies on the harmonization of teacher training,
curriculum assessment and other ECDE aspects, to ensure children get a firm learning foundation.

The County Ministry of Basic Education, Training and Skills Development needs to plan more ambitiously for the sector and thus the County Government needs to increase the financial allocation to the sector to help reduce school dropout rates in the county.
3.2 COMMITTEE’S RECOMMENDATIONS

3.2.1 Development of complete ECDE centres.
The committee recommends that the County Ministry of Basic Education, Training and Skills Development should build more ECDE classrooms as well as upgrade the existing ECDE classrooms into complete ECDE centres with the following facilities included within the establishment;

1. Office
2. Kitchen
3. Toilets
4. Water tanks
5. Playing ground and out-door playing equipment.

3.2.2 Ministry’s comprehensive need assessment
The County Ministry of Basic Education, Training and Skills Development should undertake a comprehensive need assessment through carrying out a baseline survey to assess the current need situation and opportunities within the ECDE sector, as well as carry out feasibility study in all the wards in order to establish the specific needs it should address. This will lead to the development of a sectoral strategic plan, development of data bank on ECDE centres, and enrolment rates for the sector.

3.2.3 Private and development sector partnership
The committee recommends that the ministry should carry out and explore a broader private sector and development sector partnership in order to assess and mobilize more resources for the ministry. Such development sector partner includes;

1. Development Financial Institutions (DFI’s)
2. DANIDA
3. World Vision

3.2.4 **Learning on best practices**
Members recommend that the County Ministry of Basic Education, Training and Skills Development increases learning on best practices on the management and co-ordination of ECDE and youth programmes within the county.

3.2.5 **Learner centred teaching and learning materials**
To further improve on the quality of education and learner attainment in ECDE centers the committee recommends development of learner centers teaching and learning materials. This includes purchase of plastics table, talking classrooms, learning corners and lockable cupboards a shift from normal wooden desks.

3.2.6 **Content and Curriculum Development**
The committee recognizes the current existing curriculum for the sector but there is need for the County Ministry of Basic Education, Training and Skills Development to develop a comprehensive content and curriculum, in order to serve specific needs affecting the sector in the county.
4 COMMITTEE MEMBERS SIGNATURES

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

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ANNEX: PHOTO GALLERY

Figure 1 Overview of Magaoni ECDE Centre in Kwale County

Figure 2 Outdoor facilities at Mwalingulu ECDE centre

Report on Bench marking exercise to Kwale County Assembly and ECDE Centres in Kwale County
Figure 3: Committee members inside Mwalingulu ECDE Classroom

Figure 4: UmmulaUmul-Qura ECDE center in Kwale County
Figure 5: Decent teaching and learning facilities Inside UmmulaUmmulQura ECDE center