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THE SENATE

STANDING COMMITTEE ON EDUCATION

REPORT ON AN INQUIRY INTO THE STATUS OF IMPLEMENTATION
OF EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE) AND
VOCATIONAL EDUCATION AND TRAINING POLICIES IN MOMBASA
COUNTY

Clerk's Chambers,
The Senate,
Parliament Buildings,
NAIROBI.



SEPTEMBER, 2026

PAPERS LAID	
DATE	23/9/2026
TABLED BY	Chairperson
COMMITTEE	-
CLERK AT THE TABLE	Innocent

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
BOQ	Bill of Quantities
CBC	Competency-Based Curriculum
CBET	Competency-Based Education and Training
CDACC	Curriculum Development, Assessment and Certification Council
CEC	County Executive Committee
CECM	County Executive Committee Member
CIDP	County Integrated Development Plan
DICECE	District Centre for Early Childhood Education
ECDE	Early Childhood Development Education
F4E	Food for Education
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
KICD	Kenya Institute for Curriculum Development
KBEST	Kenya Blue Economy Skills Training
KNBS	Kenya National Bureau of Statistics
MECP	<i>Madrassa</i> Early Childhood Programme
PP1	Pre-Primary One
PP2	Pre-Primary Two
RPL	Recognition of Prior Learning
TIVET	Technical Industrial Vocational Education and Training
TSC	Teachers Service Commission
TVET	Technical Vocational and Education Training
VET	Vocational Education and Training
VTC	Vocational Training Centre

DEFINITION OF TERMS

Blue Economy	Sustainable use of ocean resources for economic growth, improved livelihoods and jobs and ocean ecosystem health.
Early Childhood Education	Formal and non-formal learning for children from birth to age eight (8).
Early Childhood Development	The physical, cognitive, language, social and emotional development of a child from prenatal up to age eight (8).
Foundational Learning	Development of core literacy, numeracy and socio-emotional skills in early childhood that are essential for lifelong learning.
KCB 2Jiajiri programme	A youth empowerment and job creation program that equips out-of-school youth and women with technical vocational skills in key sectors such as: agribusiness, construction, automotive engineering, beauty & personal care and ICT. Our objective is to empower and equip unemployed and out-of-school youth to grow micro enterprises by providing them with technical skill training opportunities.
Pre-Primary Education	Early stimulation and early learning for children before entry to grade one.
Vocational Education and Training	Information, value, skills and competencies on the labour market learning which aims to acquire know how.
Vocational Training Centres	Institutions that provide training leading to awards below the level of diploma.

PREFACE

Establishment and Mandate of the Committee

The Standing Committee on Education is established pursuant to standing order 228(3) and the Fourth Schedule of the Senate Standing Orders. The Committee is mandated to 'Consider all matters related to education and training.'

In carrying out its duties, the Committee oversees the following Ministries, Departments and Agencies-

1) Ministry of Education

State Department for Basic Education; State Department for Technical and Vocational Education and Training; State Department for Higher Education; and State Department for Research and Innovation

2) County Governments

Pre-Primary Education/Early Childhood Development Education; Village Polytechnics/Vocational Education Centres; Home craft centres; and Childcare facilities

Membership of the Committee

The Committee is comprised of-

1) Sen. Betty Montet, MP	Chairperson
2) Sen. (Prof.) Margaret Kamar, EGH, MP	Vice-Chairperson
3) Sen. John Kinyua Nderitu, MP	Member
4) Sen. Johnes M. Mwaruma, CBS, MP	Member
5) Sen. Agnes Kavindu Muthama, MP	Member
6) Sen. Catherine Mumma, CBS, MP	Member
7) Sen. James Kamau Murango, MP	Member
8) Sen. Lenku Ole Kanar Seki, MP	Member
9) Sen. John Methu, MP	Member

CHAIRPERSON'S FOREWORD

Mr. Speaker Sir,

The Constitution of Kenya, 2010 and the Basic Education Act, 2013 devolved pre-primary education, childcare, youth polytechnics and home craft centres to county governments, while retaining primary, secondary, tertiary and special education, as well as standards, curriculum development and examinations, at the national level. Article 43 of the Constitution further guarantees every person the right to education and other socio-economic rights directly relevant to learner welfare and development.

Mr. Speaker, Sir,

Against this constitutional and legal background and following numerous Statements sought by Senators regarding the state of pre-primary and vocational education and training in counties, the Standing Committee on Education resolved to undertake an inquiry into the status of implementation of Early Childhood Development Education (ECDE) and vocational education and training policies across counties. The inquiry focused on Pre-Primary One and Two, serving children aged four and five years respectively and on the Technical and Vocational Education and Training (TVET) system, which equips youth with practical skills for employment and entrepreneurship in line with Vision 2030.

Mr. Speaker, Sir,

In furtherance of this inquiry, the Committee met with the Governor of Mombasa County and conducted oversight visits to selected ECDE and vocational training centres, engaged county officials, managers, instructors and learners. These engagements provided firsthand evidence on the condition of education facilities, staffing, enrolment levels and the overall learning environment.

The findings of the inquiry inform the recommendations contained in this Report, which are intended to strengthen the implementation of Early Childhood Development Education and vocational education and training in Mombasa County and improve the delivery of these devolved education functions. The Committee identified gaps in the policy and regulatory frameworks governing ECDE and vocational training; challenges in the implementation of the Scheme of Service for ECDE teachers and provision of continuous professional development; weaknesses in ECDE data collection, verification and management; gaps in the provision and sustainability of the school feeding programme; deficiencies in ECDE infrastructure, sanitation, quality assurance and the provision of teaching and learning materials; inadequate equipping of Vocational Training Centres; and the high cost of vocational training, particularly multi-year Artisan programmes. The Committee further identified the absence of a mechanism for tracking the transition of VTC graduates into employment, self-

employment or further training. The inquiry also established challenges in the financing and utilisation of resources for devolved education functions, including low expenditure against allocations for ECDE and VTC programmes.

Mr. Speaker Sir,

The Committee made recommendations for the development and strengthening of county policy and regulatory frameworks for ECDE and vocational training; implementation of the Scheme of Service and structured continuous professional development for ECDE teachers; strengthening of ECDE data collection and management systems; sustainable financing of the school feeding programme; improvement of ECDE infrastructure, quality assurance and teaching and learning materials; increased investment in VTC tools, equipment and training materials; review of VTC fees and introduction of capitation to improve affordability and enrolment; and establishment of mechanisms for industrial attachment, apprenticeship and tracking of VTC graduate outcomes. The Committee further recommends that the Council of Governors develops a harmonised scheme of service for VTC instructors and a framework for fees charged for comparable courses offered in public VTCs across counties.

Mr. Speaker, Sir,

I wish to sincerely thank the Offices of the Speaker and Clerk of the Senate, the county government and stakeholders who appeared before the Committee and hosted the oversight visits and the Members and staff of the Committee for their time, insights and contributions to this inquiry.

It is now my pleasant duty, pursuant to Standing Order 223 (6), to present the Report of the Standing Committee on Education on the inquiry into the status of implementation of Early Childhood Development Education (ECDE) and vocational education and training in Mombasa County.

I thank you.

Signed.....



Date.....

14th/SEPT/2026

...

SEN. BETTY MONTET, MP

CHAIRPERSON, STANDING COMMITTEE ON EDUCATION

CHAPTER ONE: INTRODUCTION

1.1 Establishment of the Inquiry

1. The attention of the Committee was drawn to the state of pre-primary education and vocational education and training in counties arising from several Statements sought by Senators and resolved to undertake an inquiry into the status of implementation of Early Childhood Development Education (ECDE) and vocational education and training policies in counties.
2. Consequently, the Committee undertook a visit to Mombasa County on 22nd April, 2025 to conduct the inquiry and held a meeting with the Governor, Mombasa County. .
3. The Committee further conducted an oversight visit and inspected Chaani and Kadzandani ECDE centres in Mombasa County and engaged county officials, managers, instructors and learners. These visits yielded first-hand insights into the state of facilities, staffing, enrolment and the learning environment.

1.2 Purpose and Objectives of the Inquiry

4. The Inquiry set out to establish the status of implementation of ECDE and VTC policies in Mombasa County and focused on the following thematic areas-
 - 1) Assessing ECDE programme implementation;
 - 2) Evaluation of establishment, management and operations of VTCs in the County;
 - 3) Assessment of infrastructure, human resources and learning materials in ECDE centres and VTCs;
 - 4) The budgetary allocations and funding for county-level ECDE and VTC programmes;
 - 5) Identification of implementation challenges for ECDE and vocational training; and
 - 6) Providing observations and recommendations for enhancement of service delivery and oversight of devolved functions.

1.3 Methodology of the Inquiry

5. The Committee held consultative meetings and engagements with county executives, chief officers, ECDE and vocational training directors, managers and instructors and also conducted an oversight visit to inspect Chaani and Kadzandani ECDE centres in Mombasa County. The visit verified the information provided in the consultative meetings where the Committee evaluated infrastructure, learning equipment and learning environments. In addition, review of documentation and analysis of the information provided was undertaken and the outcome is provided in Chapter Three of this report.

1.4 Background on ECDE

6. Prior to the establishment of preschool education, early care for children aged 3-6 years in Kenya was primarily the responsibility of local communities. ECDE has sat at the margins of Kenyan education policy for decades, with most of the investment historically coming via private sector and faith-based sources.
7. The enactment of the Constitution in 2010 transformed the delivery of education in Kenya, dividing responsibilities between national government and the 47 Counties. Provision of ECDE, alongside childcare and youth polytechnics, was devolved to county governments, while the national government retained oversight for primary, secondary, tertiary and special education alongside standards, curricula and examinations. The Constitution provides that pre-primary education is compulsory and free for every child and many children in Kenya begin school in pre-primary classrooms attached to primary schools.
8. The Basic Education Act, Cap 211 underpinned the Constitutional settlement by outlining the entitlements of children and young people, enshrining the right to free and compulsory basic education while outlining national oversight for the accreditation, registration, governance and management of educational institutions.
9. Pre-primary education is the foundation for character development and learning stimulation, which are important in enhancing social and cognitive preparedness among learners. ECDE lays the foundational stage for cognitive, emotional and social development, enhancing school readiness and long-term educational outcomes.

1.5 Background on Vocational Education and Training

10. Youth polytechnics, previously known as village polytechnics, were first developed and popularized in the mid-1960s by the National Christian Council of Kenya (NCKC) as a solution to the problem of education and unemployment of primary school leavers. They were designed to provide practical training linked with production, so as to assist in the formation of a cadre of trained artisans and other self-employed workers, especially for the rural economy. Most of them were small training centres that provided local youth with an opportunity to learn practical skills usually in masonry, carpentry, tailoring, dressmaking, knitting, home economics and livestock raising.
11. The basis for educational development in post-independence Kenya was enumerated in Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya.
12. The Ndegwa Commission (1970) recommended the expansion of technical education in Kenya to increase access to basic skills. Consequently, all technical trade schools were upgraded into national technical secondary schools to offer four-year pre-

- technician programmes. By the end of 1970, TIVET in Kenya had expanded tremendously, with many institutions countrywide providing post-secondary school technical training through community-managed harambee Institutes of Technology.
- 13. Vocational Education and Training in Kenya has been undergoing reforms since independence with the aim of not only making it sufficiently produce the needed middle-level human resource for the national economy but to also empower youth with skills that will enable them to be self-reliant in society. Some of the most recent policy documents in which VET is anchored include the TVET Act No. 29 of 2013, the Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya, the National Education Sector Strategic Plan (NESSP) 2023-2027 and Vision 2030.
- 14. Vocational education in Kenya, largely structured under the Technical and Vocational Education and Training (TVET) system, focuses on equipping youth with practical, 'hands-on' skills for employment and entrepreneurship, aligning with Vision 2030.

1.6 Legal and Policy Framework

1.6.1 Legal Framework

- 15. The implementation of ECDE and Vocational Training Education in Kenya is guided by legislation including-
 - 1) **The Constitution of Kenya** places great emphasis on the Bill of Rights and respect of human dignity for all. Chapter four of the Constitution under Article 43(1)(f) provides that every person is entitled to, among other rights, the right to education. In addition, the rights of the child are extensively provided for in Article 53(1)(b) of the Constitution which provides that every child has the right to free and compulsory basic education. Further, Paragraph 9 of Part II of the Fourth Schedule assigns county governments the function of pre-primary education, village polytechnics, homecraft centres and childcare facilities.
 - 2) **The Dakar Framework for Action: Education for All** was adopted at the World Education Forum in Dakar, Senegal in 2000. It affirms that education for all is a basic human right. One of the key commitments in the framework is free and compulsory primary education; this commitment has largely influenced the Government of Kenya's introduction of Free Primary Education (FPE) in 2003.
 - 3) **Section 13 of the Children Act 2022** acknowledges and protects every child's right to basic education and provides that every child has the right to free and compulsory basic education in accordance with Article 53(1)(b) of the Constitution.
 - 4) **Basic Education Act, 2013** provides for the establishment, governance and regulation of basic education and training, including pre-primary education and outlines the roles of national and county governments in the provision of education.

The Act further provides for the establishment of key institutions including the National Education Board and County Education Boards to support coordination, standards and oversight in the delivery of basic education.

- 5) **The Early Childhood Education Act:** Paragraph 9 of Part II of the Fourth Schedule assigns the county governments the function of pre-primary education, village polytechnics, homecraft centres and childcare facilities. The Act also recognizes the right of every child to free and compulsory early childhood education in a public education centre.
- 6) **The Technical and Vocational Education and Training Act of 2013** establishes the Technical and Vocational Education and Training Authority to regulate and coordinate training and the Curriculum Development, Assessment and Certification Council to undertake curriculum development, assessment and certification under the competency-based education and training framework. Vocational Training Centres (VTCs), formerly known as village polytechnics, are established under this Act. The Act mandates the Technical and Vocational Training Authority to assure and ensure quality training in TVET institutions across the country, with the overall goal of enhancing the quality and relevance of Technical Vocational Education Training and meeting the needs of industries and the job market.
- 7) **Teachers Service Commission Act:** The Teachers Service Commission is established under Article 237 of the Constitution and the Teachers Service Commission Act, Cap 212. It is mandated to register trained teachers, ensure that teachers comply with the teaching standards prescribed by the Commission under this Act; monitor the conduct and performance of teachers in the teaching service. Since early childhood education is a devolved function, county governments are expected to employ teachers registered by the Teachers Service Commission.
- 8) **The County Governments Act, 2012** provides for county governance structures and planning, including the preparation of County Integrated Development Plans (CIDPs), which guide the implementation and financing of ECDE and vocational training functions at the county level.
- 9) **The Intergovernmental Relations Act, 2012** establishes a framework for consultation and cooperation between national and county governments, which is critical in the implementation of education functions that involve both levels of government.
- 10) **The Public Finance Management Act, 2012** provides the legal framework for the management of public finances, including budgeting, expenditure and accountability, which underpins the financing of ECDE and vocational training programmes.

- 11) **The Kenya National Qualifications Framework Act, 2014** establishes the Kenya National Qualifications Authority and provides for the classification, registration and recognition of qualifications, including those offered in technical and vocational education and training institutions.
- 12) **The Persons with Disabilities Act, 2003** provides for the rights and inclusion of persons with disabilities, including access to education and training and guides the provision of inclusive ECDE and vocational training services.

1.6.2 Policy Framework

16. A number of national education policies provide standards, operational guidelines and strategic direction for the sector and include-

- 1) **Sessional Paper No. 1 of 2005** on Education, Training and Research provides the foundational policy framework guiding the development of Kenya's education and training sector, including Early Childhood Development Education (ECDE) and Technical, Industrial, Vocational and Entrepreneurship Training (TIVET). The policy establishes education and training as a continuum, recognising ECDE as the foundation for lifelong learning and positioning vocational training as a critical pathway for skills development, employment and economic productivity. It emphasises the need to expand access, improve quality and enhance the relevance of education and training programmes through alignment with labour market demands and strengthened institutional arrangements.
- 2) **The National Pre-Primary Education Policy, 2017** establishes the overall policy direction for the provision of pre-primary education in Kenya. The policy promotes equitable access to quality early childhood education, appropriate learning environments, trained teachers and effective governance structures for ECDE centres. It also emphasises the role of county governments in expanding access and improving the quality of pre-primary education following the devolution of ECDE functions.
- 3) **The National Pre-Primary Education Policy Standard Guidelines of 2018** set minimum requirements for infrastructure, classroom size, sanitation facilities, play areas, learning materials and teacher-pupil ratios. They are intended to ensure that ECDE centres provide a safe and developmentally appropriate learning environment for young children.
- 4) **The Basic Education Curriculum Framework** developed by the Kenya Institute of Curriculum Development guides the implementation of the Competency-Based Education (CBE). The framework outlines the competencies, learning approaches and assessment methods applicable to all

levels of basic education, including pre-primary education and emphasises learner-centred and play-based approaches to early learning.

- 5) **The National School Meals and Nutrition Strategy (2017-2022)** currently provides the national framework for implementation of school feeding programmes in the absence of a national standalone school feeding policy.
- 6) The **National Food and Nutrition Security Policy of 2011** also provides the broader policy framework for improving food and nutrition security including nutrition interventions for school-age children.
- 7) **Sessional Paper No. 1 of 2005** and the **Technical and Vocational Education and Training Act, 2013** together provide for the strengthening of technical and vocational education in the country. These frameworks seek to enhance the relevance and quality of vocational training programmes, promote linkages with industry and expand access to skills development opportunities.
- 8) **The Competency-Based Education and Training (CBET) framework** promotes modularised training programmes, competency-based assessment and alignment of training with labour market needs.

CHAPTER TWO: ECDE AND VOCATIONAL EDUCATION AND TRAINING IN MOMBASA COUNTY

17. Having analysed the submission received from Mombasa County, the Committee identified the following as key issues characterising the status of implementation of Early Childhood Development Education (ECDE) and County Vocational Education and Training policies in the County. This Chapter highlights the submissions received from the County Government of Mombasa in thematic areas, makes observations from the submission and inspection visits undertaken and proposes recommendations.

2.1 Early Childhood Development Education (ECDE)

2.1.1 Policy Framework

Submission by the County Government of Mombasa

18. Mombasa County Government reported that it had implemented the National ECDE Policy, 2017 together with the Mombasa County Department of Education policy, 2015 and the *Madrassa* Early Childhood programme. The County also reported that it had developed an ECDE Bill, which was at draft stage pending enactment.

Committee Observation(s)

19. The Committee observed that-

- 1) Mombasa County Government reported that it had implemented the National Pre-Primary Education Policy, 2017 alongside the Mombasa County Department of Education Policy, 2015 and the *Madrassa* Early Childhood Programme. The Mombasa County Department of Education Policy, 2015 and the Mombasa ECDE Bill were however not provided to the committee. Consequently, the County continues to implement ECDE without a county-specific legislative framework, limiting the enforceability of county-specific standards;
- 2) while *Madrassa* is religious education and the Constitution of Kenya provides for secular pre-primary education; and
- 3) *Madrassa* Programme can be offered within ECDE programmes but should not be a substitute to the formal pre-primary education curriculum.

Committee Recommendation(s)

20. The Committee recommends that-

- 1) the Ministry of Education shall, within six (6) months of the adoption of this Report, develop and publish a national framework that will culminate in the development of Regulations for the formal integration of religious education programmes into the national ECDE curriculum as provided for under Section 95(e) of the Basic Education Act, Cap 211; and
- 2) The County Government of Mombasa shall, within sixty (60) days of the adoption of this Report-
 - a) develop an Early Childhood Development and Education (ECDE) Policy and an enact an ECDE Bill to establish a county-specific policy and legal framework for the implementation of Early Childhood Development and Education and submit a status report to the Standing Committee on Education; and
 - b) evaluate whether madrasa conforms to the set pre-primary education curriculum and whether it should continue to receive public pre-primary budgetary support.

2.1.2 ECDE Enrolment

Submission by the County Government of Mombasa

21. As at May 2025, public ECDE centres across the six sub-counties in Mombasa County enrolled a combined learner population of 9,384 in PP1 and PP2, comprising 4,797 boys and 4,587 girls. An additional 1,376 learners were enrolled in special units for learners with disabilities, bringing overall public enrolment to 10,760. Enrolment varied by sub-county: Likoni recorded the highest combined PP1 and PP2 total at 2,098 and Changamwe the lowest at 889. Mvita stood at 1,697, Kisauni at 1,779, Jomvu at 1,485 and Nyali at 1,436.
22. Additionally, private ECDE enrolment stood at 44,135 learners across the six sub-counties. Kisauni recorded the highest private enrolment at 13,096, followed by Likoni at 10,901 and Mvita at 4,900. Jomvu recorded 5,919, Nyali 5,314 and Changamwe 4,005.

Committee Observation(s)

23. The Committee observed that-

- 1) the Kenya National Bureau of Statistics (KNBS) projects the population of children aged 4 to 5 years in Mombasa County for the year 2025 at 60,570, comprising 30,173 male and 30,397 female. Private ECDE provision dominates the County's early childhood education landscape at a ratio of approximately 5:1 against public enrolment. Combined public and private enrolment of approximately 53,519 still

falls short of the projected population by roughly 7,051 children, indicating that a meaningful share of ECDE-age children in Mombasa are not enrolled in any formal public or private pre-primary setting;

- 2) measured against the KNBS projection alone, public enrolment of 9,384 represents a coverage rate of approximately 15.5% of the ECDE-age population. This is markedly lower than the coverage rates that emerge in counties where private provision is thin and reflects the specific structure of Mombasa's urban ECDE market rather than a shortfall in the County's own delivery relative to its public infrastructure. Nevertheless, the low level of public provision places considerable reliance on private providers to meet ECDE demand; and
- 3) analysis of the enrolment figures indicates that public enrolment rose from 8,394 in 2022 to 9,384 in 2025, a net increase of 990 learners. This was driven by consistent growth in Likoni, Jomvu, Kisauni and Mvita sub-counties. Two sub-counties moved against this trend: Nyali declined from 1,712 to 1,436, a fall of 16.1% and Changamwe declined from 949 to 889. The County attributed the overall upward trend to the school feeding programme launched in February 2023. However, this does not account for the decline recorded in Nyali and Changamwe over the same period.

Committee Recommendation(s)

24. The Committee recommends that the County Government shall, within sixty (60) days of the adoption of this Report, submit to the Standing Committee on Education reports on the following-

- 1) a costed strategy for extending county government oversight and quality assurance to private ECDE centres which should include annual inspection targets, staffing requirements and reporting mechanisms;
- 2) the outcome of a targeted investigation into the causes of declining public ECDE enrolment in Nyali and Changamwe sub-counties between 2022 and 2025, and an evidence-based intervention plan, with specific enrolment recovery targets, timelines and budget provisions;
- 3) appropriate data collection and tracking tools, with clear indicators, to capture all ECDE-eligible children and accurately determine the number enrolled in public and private ECDE centres and those who are out of school, to support effective planning and resource allocation; and
- 4) targeted interventions to identify and enrol children who remain outside both public and private ECDE systems.

2.1.3 ECDE Teachers' Recruitment and Remuneration

Submission by the County Government of Mombasa

25. Since the inception of devolution, the County Government of Mombasa has employed a total of 342 ECDE teachers. Of these, 210 are on permanent and pensionable terms and 132 were recently recruited on three-year contracts. Of the 342 ECDE teachers, 336 are deployed as classroom teachers while six (6) serve as ECDE coordinators, with one coordinator assigned to each sub-county to supervise ECDE teachers.
26. By qualification, 32 teachers are graduates placed in Job Groups J to L, 156 hold diplomas within Job Groups E to G and 154 hold certificates spanning Job Groups F to J. At the lower end of the scale, Job Group E carries a basic salary minimum of KSh. 15,670 per month against a house allowance of KSh. 3,730. At the upper end, Job Group L carries a basic salary maximum of KSh. 59,170 against a house allowance of KSh. 22,000.

Committee Observation(s)

27. The Committee observed that-

- 1) the pay structure indicates a compressed salary range at the lower job groups where most of the workforce is placed, against a markedly wider band at Job Group L. Only 32 teachers hold graduate qualifications giving them access to the upper job groups. This indicates that the majority of the workforce remains within the lower, more compressed pay bands regardless of experience. Consequently, opportunities for career progression remain limited for the majority of ECDE teachers; and
- 2) the 132 teachers recruited on three-year contracts represent 38.6% of the teaching establishment. The use of fixed-term contracts for a core teaching function raises questions about workforce continuity, especially in situations where contract renewal timelines are not aligned with the academic calendar. This may affect continuity of teaching and learner outcomes where contracts lapse during the school year.

Committee Recommendation(s)

28. The Committee recommends that the County Government of Mombasa makes budgetary provision in the FY 2027/2028 to ensure that the 132 teachers on contract are absorbed on permanent and pensionable terms of employment. Further, that the County Government develops a structured progression pathway linked to qualifications and years of service.

2.1.4 ECDE Teacher-Pupil Ratio

Submission by the County Government of Mombasa

29. Of the 342 ECDE teachers employed by the County, 336 are deployed in classrooms thereby serving 9,384 learners in PP1 and PP2.

Committee Observation (s)

30. The Committee observed that-

- 1) the National Pre-Primary Education Policy Standard Guidelines (2018) sets a teacher-pupil ratio standard of 1 to 25. Against a county-level deployment of 336 classroom-based teachers serving 9,384 learners, the resultant ratio stands at approximately 1 to 28, exceeding the recommended threshold by three (3) learners per teacher. This county figure conceals considerable disparity at centre level, where ratios range from 1 to 7 to 1 to 49 depending on the centre.
- 2) based on KNBS population projections against the reported enrolment figures, an estimated 7,051 children of pre-primary school-going age may be outside the ECDE system. This raises concern given that pre-primary education is compulsory and points to the need for the County to establish the actual enrolment status of these children; and
- 3) the disparity is also reflected at the sub-county level, with Likoni recording 2,098 public ECDE learners compared to Changamwe's 889. Unless teacher deployment is proportionately aligned to enrolment, such differences are likely to result in significant variation in teacher-pupil ratios across the two sub-counties despite the county average of 1 to 28. Therefore, additional recruitment alone may not resolve disparities unless deployment is guided by learner enrolment.

Committee Recommendation(s)

31. The Committee recommends that the County Government of Mombasa -

- 1) rationalises the deployment of ECDE teachers by periodically redistributing existing teachers according to learner enrolment to address disparities in teacher-pupil ratios across ECDE centres; and
- 2) recruits additional teachers where staffing gaps are indicated, to attain the recommended teacher-pupil ratio of 1:25 in each ECDE centre as per the National Pre-Primary Education Policy Guidelines (2018); and
- 3) establishes a programme to identify and enrol all age-appropriate learners outside the pre-primary education system in order to improve access to pre-primary education and reduce enrolment gaps.

2.1.5 School Feeding Programme

Submission by the County Government of Mombasa

32. The Mombasa County public school feeding programme was launched on 15th February, 2023 in partnership with Food for Education. Following a successful two-day pre-test, the programme was rolled out in schools on 20th February, 2023. A hot meal is served daily to all learners in 94 public ECDE centres and 15 of 24 special units for learners with disabilities during school days, at no cost to learners. Further, the cost of the meal is Ksh. 45 per learner per school day where the County Government of Mombasa contributes Ksh. 30 and Food for Education contributes Ksh. 15. The Meal comprises of rice, green grams, bananas and beans served interchangeably and prepared in a central kitchen which meets internationally recognised food safety standards.
33. The County Government indicated that since the inception of the school feeding programme, there was improved transition rate from home to school, increased enrolment in public ECDE centres and special units, improved classroom attendance and retention, reduced absenteeism, reduced prevalence of malnutrition, easing of the socio-economic burden on families, stimulation of local markets through fresh food sourcing and enhanced inclusion and dignity among learners in special units.

Committee Observation(s)

34. The Committee observed that-

- 1) the school feeding programme operates across all 94 public ECDE centres under a 2:1 county government-to-partner cost-sharing arrangement with Food for Education at Ksh. 45 per learner per day. The use of a centralised kitchen meeting international food safety standards represents a co-financed model of ECDE service delivery. The cost-sharing structure reduces dependence on a single funder while retaining a significant county government stake. Accordingly, the programme provides a sustainable financing model compared to programmes funded solely by development partners; and
- 2) total public enrolment rose from 8,394 in 2022 to 9,384 in 2025, a growth of approximately 11.8% over the three-year period which the County Government of Mombasa attributed in part to the feeding programme. The decline recorded in Nyali and Changanwe over the same period persists notwithstanding the programme's operation, indicating that feeding support alone is insufficient to arrest enrolment decline in those two sub-counties.

Committee Recommendation(s)

35. The Committee recommends that the County Government of Mombasa sets aside adequate funds to ensure sustainability of the school feeding programme after partner support ends.

2.1.6 Teaching and Learning Materials

Submission by the County Government of Mombasa

36. The Madrasa Early Childhood Programme Kenya has provided tablets and assorted stationery to selected public schools. Similarly, EIDU Kenya has supplied big books to all public schools as part of its TAYARI digital learning programme. In addition, World Vision, operating in Jomvu Sub-County has provided play materials and water tanks to nine public schools.

Committee Observation(s)

37. The committee observed that-

- 1) provision of teaching and learning materials is largely partner-driven and coverage is geographically uneven since programmes such as the one by the World Vision is confined to specific sub-counties such as Jomvu. This support is also programmatically time-bound; and
- 2) there is no county-funded materials procurement framework, which means ECDE centres outside partner coverage areas may operate without adequate teaching and learning resources. The proportion of public ECDE centres currently receiving materials support and the size of the remaining gap, are not stated. Consequently, the adequacy of teaching and learning materials across the County cannot be fully assessed.

Committee Recommendation(s)

38. The Committee recommends that-

- 1) the County Government of Mombasa develops and implements a costed framework for the procurement and equitable distribution of teaching and learning materials across all public ECDE centres. The framework shall provide for adequate annual budgetary allocations, identify and prioritise gaps in teaching and learning materials and progressively reduce reliance on support from development partners.

2.1.7 ECDE Infrastructure and Learning Environment

Submission by the County Government of Mombasa

39. At devolution, the County inherited twelve incomplete ECDE centres, of which two (2) have since been completed and ten remain incomplete at varying stages of progress. Notably, Digirikani ECDE in Kisauni, contracted from 29th January, 2015 to 10th September, 2015 at KSh. 26,264,610, stands at 97% completion with KSh. 20,021,435 spent. Chaani ECDE in Changamwe, contracted over the same period at KSh. 27,909,180, stands at 96% with KSh. 25,682,656 spent. At the other end, St. Mary ECDE in Jomvu, contracted from 5th July, 2019 to 14th February 2020 at KSh. 17,258,340, has recorded zero expenditure and stands at 0% completion. The remaining seven centres range between 16% and 64% completion, with contract sums ranging from KSh. 12,600,050 to KSh. 18,656,346. All ten contracts were issued with a 32-week delivery timeframe.
40. A standard ECDE centre in Mombasa County is estimated at a total cost of KSh. 29,883,574, covering four classrooms, administration space including a headteacher's office, staff room and sick bay, a dining hall and store, a library, a children's playground, washrooms and circulation space across 548 square metres of builders' works, together with external, electrical and mechanical works and a provisional sum for contingency, joinery, solar works and project management.

Committee Observation(s)

41. The committee observed that-
- 1) ten ECDE centre construction projects inherited at devolution remain incomplete, some over a decade after their contractual start dates. St Mary ECDE Centre in Jomvu is the most acute case: contracted in 2019 with a 32-week delivery timeline, it has recorded zero expenditure and zero physical progress, placing it more than five years beyond its contractual completion date with no apparent progress. The county, in its submission, does not address the contractual and legal status of the engagement, including whether the contractor remains engaged, whether payments have been withheld or whether delay penalties have been applied. This raises concerns regarding the effectiveness of contract management, project supervision and accountability mechanisms;

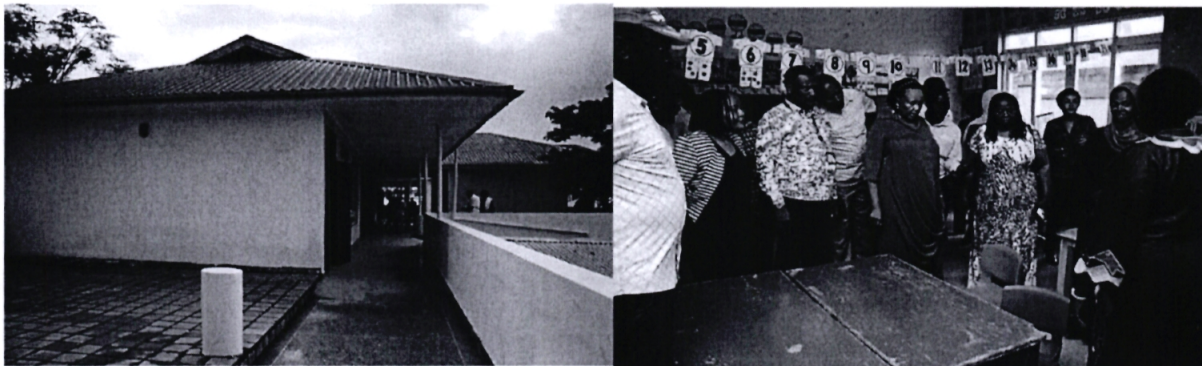


Photo frame 1: Kadzandani ECDE Centre

- 2) contracts issued as far back as 2015 with 32-week delivery timelines remain incomplete a decade later and across multiple county administrations points to a persistent pattern of delayed completion of ECDE infrastructure projects rather than an isolated project failure. Moreover, prolonged delays are likely to increase project costs and reduce value for public expenditure; and
- 3) the County Government of Mombasa has not accorded sufficient priority to the ECDE function particularly in infrastructure development. Of the twelve ECDE centres that were incomplete at the onset of devolution, only two (2) have been completed to date, while the remaining ten remain incomplete. Further, since 2022, the current County Government administration has not constructed any new ECDE centre, demonstrating a significant failure to prioritise and invest in the development of ECDE infrastructure in the County.

Committee Recommendation(s)

42. The Committee recommends that the County Government of Mombasa shall, within sixty (60) days of the adoption of this Report, submit to the Standing Committee on Education a report on the contractual and legal status of the ten (10) incomplete ECDE centres, indicating-
 - (1) expenditure and physical progress to date;
 - (2) outstanding funding requirements;
 - (3) a completion schedule for each centre;
 - (4) explanation for the zero expenditure and physical progress at St. Mary ECDE Centre in Jomvu; and
 - (5) the legal and disciplinary action taken against the responsible contractor.

2.1.8 Teacher Retooling and Quality Assurance

Submission by the County Government of Mombasa

43. ECDE teachers in Mombasa County have not undergone mandatory refresher or retooling courses for pedagogical skills development;
44. A quality assessment of both public and private ECDE centres was conducted in the third quarter of FY2024/2025; and
45. The Madrasa Early Childhood Programme Kenya trained 350 teachers and officers between 2021 and 2025 on human-centred design, gender-responsive pedagogy and ICT integration. Aga Khan Academy trained 156 teachers and officers across supervisory, leadership, literacy and numeracy skills. World Vision trained teachers and parents in Jomvu Sub-County on play-based learning and gender-responsive pedagogy. EIDU Kenya delivered digital learning training through the TAYARI programme, reaching 168 teachers in its first cohort and 176 in its second. Kindergarten International Experts trained 64 teachers across two clusters on best classroom practices in 2025.

Committee Observation(s)

46. The Committee observed that-

- 1) continuous professional development for ECDE teachers in Mombasa County has been entirely dependent on partners with training being delivered by the Madrasa Early Childhood Programme, Aga Khan Academy, World Vision, EIDU Kenya and Kindergarten International Experts; and
- 2) the County Government has not established a mandatory refresher or retooling framework, exposing the professional development of the teaching workforce to the scope and continuity constraints of external partnerships. As a result, the sustainability of teacher professional development remains uncertain.

Committee Recommendation(s)

47. The Committee recommends that the County Government of Mombasa shall, within sixty (60) days of the adoption of this Report, plan and budget for a structured, county-funded continuous professional development programme for all ECDE teachers in Mombasa County. The programme shall establish a minimum annual training entitlement per teacher, identify county-based training providers and provide confirmed budget provisions for each financial year, so that mandatory refresher and retooling training is not contingent on the scope, availability or continuity of partner-funded interventions. The programme should also include annual monitoring and evaluation of teacher participation and outcomes.

2.2 Vocational Education and Training

2.2.1 VTC Policy framework

Submission by the County Government of Mombasa

48. Mombasa County submitted that CAP Youth Empowerment Institute facilitated the drafting of the Mombasa County Vocational Training Bill. In addition, Ziz Afrique contributed to the development of the County's vocational training policy, alongside instructor and management capacity building and industrial engagement programmes.

Committee Observation(s)

49. The Committee observed that while Mombasa County reported to have been assisted by development partners in the development of its vocational training policy and legislative framework, neither instrument was enacted or formally adopted, leaving Mombasa without a county-specific legal and policy framework to guide the governance, regulation and development of vocational training centres. In addition, the Bill and policy documents were not submitted to the Committee.

Committee Recommendation(s)

50. The Committee recommends that-

- 1) the County Government of Mombasa develops a County Vocational Training Bill and County Vocational Training Policy to provide a framework for the implementation of vocational training in the County and submit a status report to the Senate Standing Committee on Education within sixty (60) days of the adoption of this Report; and
- 2) the Council of Governors shall develop and circulate to all county governments, a scheme of service for vocational training centre instructors that establishes standardised criteria for recruitment, remuneration and career progression across all county vocational training centres.

2.2.2 Access and Affordability to Vocational Training

Submission by the County Government of Mombasa

51. Training costs at the County's vocational training centres are structured across three certification levels: Grade 3, Artisan and Craft. For engineering and related courses, total annual costs are KSh. 42,000 at Grade 3, KSh. 53,000 at Artisan and KSh. 60,500 at Craft level. For hospitality and related courses, the totals are KSh. 49,900, KSh. 60,900 and KSh. 67,900 respectively. For ICT and related courses, costs range from KSh. 30,000 to KSh. 46,000 depending on the specific programme.

Committee Observation(s)

52. The Committee observed that-

- 1) there were only three (3) public VTCs in Mombasa County, namely-Kisauni VTC, Maunguja VTC and Mtongwe VTC; and
- 2) negative perception of technical and vocational education continues to affect uptake within the sector, consistent with the findings of the Presidential Working Party on Education Reforms (2023). Training costs vary by programme and certification level, ranging from KSh. 30,000 for ICT courses to KSh. 135,800 for two-year Craft programmes in hospitality and related courses. The high cost of completing Artisan and Craft programmes may present a significant financial barrier for disadvantaged youth.

Committee Recommendation(s)

53. With the foregoing, the Committee recommends that-

- 1) The County Government of Mombasa progressively increases the number of public VTCs to establish at least one (1) in each of the six (6) sub-counties;
- 2) The County Government of Mombasa shall, within sixty (60) days of the adoption of this Report, develop and implement a county strategy to promote vocational education and training, including public awareness initiatives on vocational career pathways and a targeted financial support mechanism for disadvantaged trainees enrolled in county vocational training centres;
- 3) The Council of Governors (CoG) develops a harmonised framework for fees charged for comparable courses offered in public Vocational Training Centres across counties; and
- 4) The County Government of Mombasa increases capitation towards VTC learners to increase enrolment.

2.2.3 Instructor Capacity and Training Delivery

Submission by the County Government of Mombasa

54. Stanbic Foundation has built digital freelancing skills capacity among 24 instructors drawn from public and private VTCs. In addition, Canadian Partners through the Kenya Blue Economy Skills Training (KBEST) Programme implemented by Colleges and Institutes Canada (CiCan), have conducted ability audits, training needs assessments, rapid labour market validation with industry players and benchmarking visits to Canada for trainers at Mtongwe and Kisauni VTCs. Further, CAP Youth Empowerment Institute has built instructor capacity on best practices and supported the introduction of blue economy courses at Kisauni VTC.

Committee Observation(s)

55. The Committee observed that-

- 1) VTC instructors do not have a scheme of service;

- 2) capacity building for continuous professional development of vocational training instructors has largely been undertaken through development-partner interventions, covering digital freelancing, blue economy training and international benchmarking; and
- 3) while these initiatives have strengthened instructor competencies, the County's submission does not indicate the existence of a structured county-funded programme for the capacity building of vocational training instructors. Consequently, the long-term sustainability of these capacity-building initiatives may depend on the continued support of development partners.

Committee Recommendation(s)

56. The Committee recommends that-

- 1) the County Government makes adequate budgetary provision to cater for Continuous Professional Development of VTC instructors; and
- 2) the Council of Governors in consultation with the State Department for TVET shall, within sixty (60) days of the adoption of this Report, develop and circulate to all county governments, a harmonised scheme of service for vocational training instructors, establishing minimum standards for recruitment, remuneration, career progression, deployment and continuous professional development across county vocational training centres.

2.2.4 VTC Equipment and Infrastructure

Submission by the County Government of Mombasa

57. The County Government of Mombasa relies on development partners in the provision of equipment and infrastructure for vocational training centres. Specifically, the German Agency for International Cooperation (GIZ) constructed a mariculture training pond at Maunguja VTC and developed curriculum and training materials for the Mariculture course; while the Stanbic Foundation refurbished and equipped ICT laboratories at Maunguja and Mtongwe VTCs and facilitated subsidised training fees of KSh. 5,000 for beneficiaries.

Committee Observation(s)

58. The committee observed that Mombasa County Government has not invested adequately in VTCs and is over reliant on partner support in the provision of equipment and infrastructure in its vocational training centres.

Committee Recommendation(s)

59. The committee recommends that the County Government of Mombasa allocates adequate budget for VTC equipment and infrastructure so as to reduce reliance on development partners.

2.2.6 Labour Market Alignment

Submission by the County Government of Mombasa

60. Skills demand in Mombasa County is concentrated in four broad sectors: construction, maritime, hospitality and ICT. The County also indicated that all identified required skills can be provided within the County.
61. To improve access to vocational training for disadvantaged populations, the County has partnered with the Canadian Partners through the KBEST programme to develop courses accommodating young mothers and adolescent girls in TVET with a focus on the blue economy. In addition, women enrolling in male-dominated courses pay fees at subsidised rates and any new VTC workshop design must accommodate persons with disabilities.
62. Two youth skills programmes, Skills *Mtaani* and KCB *2Jiajiri*, are at advanced planning stages but have not yet been rolled out. Skills *Mtaani* is part of the Governor's intervention to reduce youth vulnerability to poverty. It targets at least 3,000 youth per financial year across all six sub-counties in vocational trades, ICT, entrepreneurship and life skills, linking them to internship and attachment sites. Fifty partner institutions have been identified and assessed for the programme, although only one has so far signed a memorandum of understanding and KSh. 50,000,000 has been allocated. Similarly, KCB *2Jiajiri* is a partnership between the County Government and KCB Foundation with a combined budget of KSh. 40,000,000. It targets at least 700 youth for full sponsorship in vocational trades. Eleven partner VTCs have also been identified and assessed; MOUs have been drafted with them; and KSh. 8,000,000 has been earmarked for tool kits covering 20% of beneficiaries.

Committee Observation(s)

63. The Committee observes that-
- 1) Mombasa County has aligned vocational training with the county's comparative advantage in the blue economy by prioritising skills development in mariculture, boat building, marine refrigeration and maritime security. Further, the engagement of the Kenya Blue Economy Skills Training (KBEST) Programme and Colleges and Institutes Canada (CiCan) in strengthening training at Mtongwe and Kisauni VTCs presents a model for blue economy skills development in the region;

- 2) Skills *Mtaani*, targeting 3,000 youth per year and KCB *2Jiajiri*, targeting 700 youth for full sponsorship, are both at advanced planning stages with budgets allocated, partner institutions identified and MOUs drafted, but neither has been operationalised. Combined county budget allocations of KSh. 70,000,000 across the two programmes represent significant committed public resources whose intended impact has not yet been realised; and
- 3) the County has incorporated measures to promote inclusivity in vocational training, including subsidised fees for women undertaking traditionally male-dominated courses and disability-accessible design requirements for new workshops. The development of a gender policy through the KBEST programme is expected to further strengthen the framework for gender-responsive and inclusive vocational training.

Committee Recommendation(s)

64. The Committee recommends that the County Government of Mombasa shall, within sixty (60) days of the adoption of this Report-

- 1) operationalise the Skills *Mtaani* programme and the KCB *2Jiajiri* programme, which together carry committed county budget allocations of KSh. 70,000,000 but have not yet been rolled out and submit to the Standing Committee on Education, a detailed implementation schedule setting out programme start dates, enrolment targets, delivery sites and quarterly reporting milestones, so that allocated public resources are converted into tangible skills development outcomes within the 2026/27 financial year; and
- 2) develop an impact evaluation tool to determine impact of programmes including the placement of learners in industry after completion of courses.

2.3 County Education Sector Budget Performance

2.3.1 Education Sector budget overview

Submission by the County Government of Mombasa

65. Mombasa County allocated KSh 290.6 million to the education sector in FY 2022/23, representing 2.1 per cent of the county budget, while expenditure amounted to KSh 74.2 million, equivalent to 0.6 per cent of total county expenditure. In FY 2023/24, education sector allocations increased significantly to KSh 627.3 million, accounting for 5.6 per cent of the county budget, with expenditure reaching KSh 523.0 million or 5.3 per cent of total county expenditure. In FY 2024/25, the sector was allocated KSh 614.5 million, representing 5.2 per cent of the county budget. However, expenditure stood at KSh 121.2 million by March 2025, equivalent to only 1.2 per cent of total

county expenditure. The decline in expenditure relative to approved allocations points to implementation and budget absorption challenges across education programmes.

2.3.2 Budget allocation to ECDE

66. ECDE remains the county's primary devolved education function. In FY 2022/23, the sub-sector received KSh 213.9 million and expenditure amounted to KSh 111.3 million. In FY 2023/24, expenditure declined to KSh 42.0 million against an allocation of KSh 111.3 million, while in FY 2024/25 expenditure stood at KSh 18.6 million against an allocation of KSh 99.5 million by March 2025. Although the county continues to invest in ECDE infrastructure, learning materials, teacher recruitment and school feeding programmes, the persistent gap between allocations and expenditure suggests challenges in implementing development projects and service delivery programmes.

2.3.3 Budget allocation to VTCs

67. Mombasa County has continued to support vocational education and skills development through investments in Vocational Training Centres. In FY 2023/24, VTCs received KSh 13.1 million and expenditure amounted to KSh 1.3 million. In FY 2024/25, allocations increased to KSh 15.0 million, while expenditure stood at KSh 2.8 million by March 2025. Despite ongoing partnerships aimed at strengthening technical skills and youth employability, expenditure remains considerably below approved allocations, indicating delays in programme implementation, infrastructure development and acquisition of training equipment.

2.3.4 Budget allocation to bursaries and scholarships

68. The Elimu Fund remains one of the largest education support programmes in Mombasa County. In FY 2022/23, the allocation to bursaries was KSh 76.7 million and expenditure amounted to KSh 74.2 million. Allocations increased substantially to KSh 502.9 million in FY 2023/24, with expenditure reaching KSh 479.7 million, indicating strong implementation. In FY 2024/25, the county allocated KSh 500 million to bursaries and scholarships, although expenditure stood at KSh 99.8 million by March 2025. While bursaries continue to support access to education for learners from vulnerable households, the Controller of Budget has consistently noted that bursaries for secondary and tertiary education fall outside the core education functions assigned to county governments, whose constitutional mandate is primarily limited to ECDE and vocational training.

Table 1: Analysis of Education Sector Budget

Details	FY 2022/23 Approved Budget (KSh)	FY 2022/23 Expenditure (KSh)	FY 2023/24 Approved Budget (KSh)	FY 2023/24 Expenditure (KSh)	FY 2024/25 Approved Budget (KSh)	FY2024/25 Expenditure* (KSh)
ECDE	213,881,600	111,264,613	111,264,613	41,977,058	99,500,000	18,632,513
VTCs	-	-	13,135,387	1,305,850	15,000,000	2,775,303
Bursaries/ Scholarships (Elimu Fund)	76,694,375	74,189,376	502,933,500	479,683,169	500,000,000	99,759,088
Total Education Sector	290,575,975	74,189,376	627,333,500	522,966,077	614,500,000	121,166,904
Total County Budget	14,000,000,000	12,538,797,198	11,119,229,000	9,829,571,799	11,837,000,000	10,088,950,000
Education Sector as % of Total County Budget	2.08	0.59	5.64	5.32	5.19	1.20

Source: Mombasa County Government supplementary budget response and education sector analysis

Committee Observation(s)

69. The Committee observed that there was-

- 1) **low prioritisation** of education where the education sector received only 2–6% of the total county budget and therefore limiting growth of the sector;
- 2) **low ECDE budget absorption** where significant gaps persist between ECDE allocations and actual expenditure and thereby affected service delivery;
- 3) **underinvestment in VTCs** where funding and utilization of vocational training resources remained low despite rising demand for technical skills as evidenced by the low transition to higher learning in the county; and
- 4) **dominance in spending** on bursary allocation. Large bursary allocations to learners in secondary schools and tertiary institutions crowded out core devolved functions and raise constitutional concerns as to why the county Government focused more resources to functions that are not devolved.

Committee Recommendation(s)

70. The Committee recommends that the County Government of Mombasa-

- 1) **increases budgetary allocation to core devolved Education Functions** by allocating 100% of the education sector budget to ECDE and VTC programmes beginning FY 2027/28 to strengthen delivery of constitutionally assigned education functions;

- 2) **improves budget absorption** by preparing and implementing quarterly procurement and project implementation plans to increase a minimum education sector absorption rate from 19.7% in FY 2024/2025 to 100% by the end of FY 2026/27;
- 3) **strengthens ECDE Project Implementation** by fast-tracking procurement, contractor engagement and project monitoring to increase ECDE budget absorption from 18.7% in FY 2024/25 to 100% by the end of FY 2026/27; and
- 4) **addresses VTC implementation bottlenecks** by conducting a comprehensive review of challenges affecting VTC programme implementation and develop a corrective action plan within six months, targeting to improve the absorption rate from 18.5% in FY 2024/2025 to 100% by FY 2026/2027.



**MINUTES OF THE ONE HUNDRED AND FIFTY-FIRST (151ST) SITTING OF THE
STANDING COMMITTEE ON EDUCATION HELD IN COMMITTEE ROOM 4,
FIRST FLOOR, BUNGE TOWER ON THURSDAY, 30TH JULY, 2026 AT 8.00 AM.**

PRESENT

- | | |
|-----------------------------------|---------------|
| 1. Sen. Betty Montet, MP | - Chairperson |
| 2. Sen. Catherine Mumma, CBS, MP | - Member |
| 3. Sen. Johnes Mwaruma, CBS, MP | - Member |
| 4. Sen. John Kinyua Nderitu, MP | - Member |
| 5. Sen. Agnes Kavindu Muthama, MP | - Member |

ABSENT WITH APOLOGY

- | | |
|---|--------------------|
| 1. Sen. (Prof.) Margaret Kamar, EGH, MP | - Vice-Chairperson |
| 2. Sen. James Kamau Murango, MP | - Member |
| 3. Sen. John Methu, MP | - Member |
| 4. Sen. Lenku Ole Kanar Seki, MP | - Member (Online) |

SECRETARIAT

- | | |
|-------------------------|------------------------------|
| 1. Mr. Charles Ngatia | - Clerk Assistant I |
| 2. Ms. Doris Obure | - Clerk Assistant III |
| 3. Ms. Valarie Chemweno | - Research Officer |
| 4. Mr. Johnstone Simiyu | - Audio Recording Officer |
| 5. Ms. Lucy Mwaniki | - Assistant Serjeant-At-Arms |
| 6. Ms. Ruth Omwansa | - Attachee, Audio Services |
| 7. Ms. Hope Ndunge | - Attachee, Media Relations |

MIN/SEN/SCE/526/2026

PRELIMINARIES

The Chairperson called the meeting to order at twenty minutes past eight O'clock and there followed a word of prayer by Sen. Betty Montet, MP.

MIN/SEN/SCE/527/2026

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted with amendments having been proposed by Sen. Johnes Mwaruma, CBS, MP and seconded by Sen. John Kinyua Nderitu, MP as follows-

1. Prayer;
2. Adoption of the Agenda;

3. **Consideration and adoption of reports on the inquiry into the implementation status of Early Childhood Development Education (ECDE) and Vocational Education and Training Policies in Mombasa, Kwale, Makueni, Kitui, Elgeyo Marakwet, Trans Nzoia, and Uasin Gishu Counties; (*Committee Paper No. 140B*); and**
4. Adjournment and Date of the Next Meeting.

MIN/SEN/SCE/528/2026: CONSIDERATION AND ADOPTION OF REPORTS ON THE INQUIRY INTO THE IMPLEMENTATION STATUS OF EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE) AND VOCATIONAL EDUCATION AND TRAINING POLICIES IN MOMBASA, KWALE, MAKUENI, KITUI, ELGEYO MARAKWET, TRANS NZOIA, AND UASIN GISHU COUNTIES

1. The Committee was taken through *Committee Paper No. 140B* highlighting the issues raised in consideration and adoption of reports on the inquiry into the implementation status of Early Childhood Development Education (ECDE) and Vocational Education and Training Policies in Mombasa, Kwale, Makueni, Kitui, Elgeyo Marakwet, Trans Nzoia, and Uasin Gishu Counties.
2. The Committee considered the pending thematic areas in the draft report on the inquiry into the implementation status of Early Childhood Development Education (ECDE) and Vocational Education and Training Policies in **Mombasa County** and made the following observations-

f) Teaching and Learning Materials

The Committee observed that the provision of teaching and learning materials in ECDE centres remained dependent on development partners, resulting in unequal distribution of resources across the County.

The Committee noted that there was no sustainable county funding framework for the procurement of teaching and learning materials, which posed a risk to continuity of programmes once partner support ceased.

g) Capacity Building of ECDE Teachers

The Committee noted that the training and professional development of ECDE teachers was predominantly supported by development partners, with no structured county programme for continuous professional development.

The Committee emphasized the need for the County Government to institutionalize regular refresher training and allocate adequate budgetary resources for teacher capacity building.

Vocational Education and Training

h) Access and affordability to vocational training

The Committee deliberated on the accessibility and affordability of vocational training programmes and observed that the fees charged across programmes were high and inconsistent, thereby limiting access for economically disadvantaged youth.

It was further noted of the limited number of Vocational Training Centres (VTCs) in the County and underscored the need to expand access to vocational education through the establishment of additional centres.

The Committee also observed the persistent negative public perception of vocational education and emphasized the importance of public awareness campaigns and targeted financial support, including bursaries and scholarships, to enhance enrolment.

i) Governance and Capacity Building in VTCs

The Committee noted that instructor training and institutional capacity building in VTCs continued to rely on development partners.

It was observed that the County had not finalized the necessary legislative and policy frameworks governing vocational training, thereby affecting effective implementation and sustainability.

j) Infrastructure and Equipment

The Committee observed that several VTCs lacked adequate infrastructure, modern training equipment and sufficient funding to effectively deliver competency-based training.

It was emphasized the need for increased county investment in infrastructure development and equipment acquisition to reduce dependence on development partners.

k) Education Sector Budget Performance

The Committee considered the County's education sector budget performance and noted improvements in budget allocations over the recent financial years. However, there were concerns over the persistently low absorption rates, particularly in ECDE and vocational training programmes.

The Committee further observed that a significant proportion of bursary funds had been allocated to functions outside the County's devolved education mandate, contrary to the constitutional distribution of functions.

l) Alignment of Vocational Training with Labour Market Needs

The Committee commended the County Government for prioritizing vocational programmes aligned to the Blue Economy and other emerging economic sectors. However, there were concerns that despite budgetary allocations and partnership agreements, several programmes had not been operationalized, resulting in delays in implementation and limited benefits to the intended beneficiaries.

Committee Resolutions

The Committee resolved to recommend that the County Government of Mombasa to-

- a) Establish a sustainable budgetary framework for the procurement of teaching and learning materials for ECDE centres to reduce dependence on development partners.
- b) Develop and implement a county-funded Continuous Professional Development (CPD) programme for ECDE teachers and vocational training instructors.
- c) Expand the number of Vocational Training Centres across the County to improve access to vocational education and training.
- d) Develop mechanisms to harmonize vocational training fees, enhance bursary and scholarship opportunities, and undertake public awareness initiatives to improve the perception and uptake of vocational education.
- e) Fast-track the enactment of the County Vocational Training Bill and related policy frameworks to strengthen governance of the sector.
- f) Increase budgetary allocations for the rehabilitation, equipping and modernization of Vocational Training Centres.
- g) Improve planning, procurement and project implementation to enhance budget absorption and ensure timely utilization of allocated resources.
- h) Prioritize expenditure on devolved education functions, particularly ECDE and vocational training programmes, in accordance with the Constitution.
- i) Expedite the implementation of Blue Economy and other labour market-driven vocational programmes and submit detailed implementation schedules for the Committee's oversight.

- j) Develop a monitoring and evaluation framework to assess the effectiveness of vocational training programmes and track graduate outcomes.

Following deliberations, the Committee observed the need for a harmonized Scheme of Service for the instructors and trainers in the Vocational Training Centres, and fees charged. The Committee resolved to engage the Council of Governors, caucus of CECM-Education, and Caucus of Directors of the Vocational Training Education and Training.

3. The Committee **adopted** the report on the inquiry into the implementation status of Early Childhood Development Education (ECDE) and Vocational Education and Training Policies in **Mombasa** County for tabling.

MIN/SEN/SCE/529/2026

ADJORNMENT AND DATE OF NEXT MEETING

There being no other business, the meeting was adjourned at ten minutes to ten o'clock. The next meeting shall be held at 10.00 a.m.

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

SEN. BETTY MONTET, M.P.
(CHAIRPERSON, STANDING COMMITTEE ON EDUCATION)



MINUTES OF THE ONE HUNDRED AND FIFTIETH (150TH) HYBRID SITTING OF THE STANDING COMMITTEE ON EDUCATION HELD IN COMMITTEE ROOM 3, FIRST FLOOR, BUNGE TOWER ON TUESDAY, 28TH JULY, 2026 AT 9.00 AM.

PRESENT

- | | |
|-----------------------------------|-------------------|
| 1. Sen. Betty Montet, MP | - Chairperson |
| 2. Sen. Catherine Mumma, CBS, MP | - Member |
| 3. Sen. Johnes Mwaruma, CBS, MP | - Member |
| 4. Sen. John Kinyua Nderitu, MP | - Member |
| 5. Sen. Agnes Kavindu Muthama, MP | - Member (Online) |
| 6. Sen. Lenku Ole Kanar Seki, MP | - Member (Online) |

ABSENT WITH APOLOGY

- | | |
|---|--------------------|
| 1. Sen. (Prof.) Margaret Kamar, EGH, MP | - Vice-Chairperson |
| 2. Sen. James Kamau Murango, MP | - Member |
| 3. Sen. John Methu, MP | - Member |

SECRETARIAT

- | | |
|-------------------------|------------------------------|
| 1. Mr. Charles Ngatia | - Clerk Assistant I |
| 2. Ms. Doris Obure | - Clerk Assistant III |
| 3. Ms. Valarie Chemweno | - Research Officer |
| 4. Mr. Johnstone Simiyu | - Audio Recording Officer |
| 5. Ms. Lucy Mwaniki | - Assistant Serjeant-At-Arms |
| 6. Ms. Ruth Omwansa | - Attachee, Audio Services |
| 7. Ms. Hope Ndunge | - Attachee, Media Relations |

MIN/SEN/SCE/522/2026

PRELIMINARIES

The Chairperson called the meeting to order at twenty-eight minutes past nine O'clock and there followed a word of prayer by Sen. Betty Montet, MP.

MIN/SEN/SCE/523/2026

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted with amendments having been proposed by Sen. Catherine Mumma, CBS, MP and seconded by Sen. John Kinyua Nderitu, MP as follows-

1. Prayer;
2. Adoption of the Agenda;

3. **Consideration and adoption of reports on the inquiry into the implementation status of Early Childhood Development Education (ECDE) and Vocational Education and Training Policies in Mombasa, Kwale, Makueni, Kitui, Elgeyo Marakwet, Trans Nzoia, and Uasin Gishu Counties; (*Committee Paper No. 140B*); and**
4. Adjournment and Date of the Next Meeting.

MIN/SEN/SCE/524/2026: CONSIDERATION AND ADOPTION OF REPORTS ON THE INQUIRY INTO THE IMPLEMENTATION STATUS OF EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE) AND VOCATIONAL EDUCATION AND TRAINING POLICIES IN MOMBASA, KWALE, MAKUENI, KITUI, ELGEYO MARAKWET, TRANS NZOIA, AND UASIN GISHU COUNTIES

1. The Committee was taken through *Committee Paper No. 140B* highlighting the issues raised in consideration and adoption of reports on the inquiry into the implementation status of Early Childhood Development Education (ECDE) and Vocational Education and Training Policies in Mombasa, Kwale, Makueni, Kitui, Elgeyo Marakwet, Trans Nzoia, and Uasin Gishu Counties.
2. The Committee considered the thematic areas in the report on the inquiry into the implementation status of Early Childhood Development Education (ECDE) and Vocational Education and Training Policies in **Mombasa County** and made the following observations and recommendations in regards to the Early Childhood Development Education (ECDE) Policies-

Early Childhood Development Education (ECDE)

a) Policy and Legislative Framework

The Committee observed that Mombasa County lacks a dedicated County Early Childhood Development Policy and legislative framework. Although the County referred to a County Department of Education Policy (2015) and an ECDE Bill, these documents were not availed to the Committee for verification. Consequently, the absence of a county-specific policy and legal framework has undermined effective regulation, quality assurance and oversight of ECDE services.

The Committee further deliberated on the integration of religious education programmes, including *Madrassa/Duksi* education, into the ECDE curriculum. The meeting noted the need for a comprehensive national policy framework prescribing minimum curriculum standards, teacher qualifications, quality assurance mechanisms and implementation guidelines. The

Committee emphasized that such integration should only be undertaken following extensive public participation to ensure inclusivity of all religious groups and compliance with constitutional principles.

b) Access and Enrolment

The Committee noted that the County had an estimated ECDE population of approximately 90,570 learners against a total enrolment of about 83,003 learners, leaving nearly 7,000 children outside the formal ECDE system. The Committee further observed that enrolment in private ECDE centres significantly exceeded that in public institutions, demonstrating the County's reliance on private providers.

The Committee also observed that although public enrolment had increased during the period under review, enrolment had declined in certain sub-counties, including Nyali and Chagamwe.

c) Teacher Management

The Committee considered the status of the ECDE teaching workforce and observed that a significant number of teachers remained on fixed-term contracts, raising concerns regarding job security, staff morale and continuity of learning. Disparities were also noted in teacher deployment across the County, resulting in uneven teacher-to-learner ratios that exceeded the recommended standards ratios of 1:25 in some learning centres.

The Committee emphasized the need for equitable deployment of teachers, implementation of the Scheme of Service and progressive absorption of contract teachers into permanent and pensionable employment, subject to budgetary provision.

d) Infrastructure Development

The Committee expressed concern over the slow implementation of ECDE infrastructure projects and noted that several projects inherited from previous administrations remained incomplete despite substantial financial commitments. The Committee further questioned the prolonged delay in completing some projects, including St. Mary's ECDE Centre, and sought accountability for the stalled works.

The Committee further observed that the current County Government had not initiated construction of new ECDE centres during the period under review, thereby limiting access to quality public ECDE services. The Committee emphasized the need for timely

completion of ongoing projects and improved contract management to safeguard public resources.

e) School Feeding Programme

The Committee acknowledged the County's implementation of a school feeding programme across public ECDE centres and noted that the initiative had contributed positively to learner enrolment and retention. However, the Committee sought for clarity on the programme's financing model, including the respective contributions of the County Government, development partners and any other stakeholders, in order to assess its long-term sustainability.

Following the deliberations, the Committee made the following recommendations to the County Government of Mombasa-

- a) Develop, finalize and operationalize a County Early Childhood Development Policy and accompanying legislation within sixty (60) days of adoption of the Committee report;
- b) Submit to the Committee, within sixty (60) days, a comprehensive status report on all incomplete ECDE infrastructure projects, detailing contractual obligations, expenditure incurred, project progress, funding requirements, completion timelines and measures taken against defaulting contractors;
- c) Develop and implement a costed strategy for extending quality assurance and regulatory oversight to private ECDE centres, including annual inspection targets and staffing requirements;
- d) Establish robust data collection, tracking and management systems to facilitate accurate collection, analysis and periodic auditing of ECDE enrolment data for effective planning and resource allocation;
- e) Make budgetary provision in the 2027/2028 Financial Year for the absorption of eligible contract ECDE teachers into permanent and pensionable terms and implement a comprehensive Scheme of Service for ECDE teachers;
- f) Rationalize teacher deployment and recruit additional ECDE teachers to achieve the prescribed teacher-to-learner ratios across all learning centres; and

- g) Strengthen project planning, implementation and contract management to ensure timely completion of ECDE infrastructure projects and improve access to quality learning facilities.

The Committee further resolved to recommend that the State Department for Basic Education, in consultation with the Kenya Institute of Curriculum Development (KICD) and other relevant stakeholders-

- a) Develop and publish, within twelve (12) months of adoption of the Committee report, a national policy and regulatory framework governing the integration of religious education programmes into the ECDE curriculum, prescribing minimum standards for curriculum delivery, teacher qualifications and quality assurance;
- b) Undertake a comprehensive nationwide public participation involving all relevant religious groups and stakeholders before the adoption of the proposed integration framework; and
- c) Fast-track the development of regulations to operationalize the integration of *Madrasa, Duksi* and other religious education programmes into the formal basic education system in accordance with the Section 95 (2)(e) of the Basic Education Act, 2013.

MIN/SEN/SCE/525/2026

ADJORNMENT AND DATE OF NEXT MEETING

There being no other business, the meeting was adjourned at eleven o'clock. The next meeting shall be held on Thursday, 30th July, 2026.

SIGNED.....



DATE.....

14TH/SEPT/2026

**SEN. BETTY MONTET, M.P.
(CHAIRPERSON, STANDING COMMITTEE ON EDUCATION)**



MINUTES OF THE FIFTY FOURTH (54TH) SITTING OF THE STANDING COMMITTEE ON EDUCATION HELD ON TUESDAY, 22ND APRIL, 2025 AT MOMBASA COUNTY GOVERNMENT HEADQUARTERS, BOARDROOM AT 11.00 A.M.

PRESENT

- | | |
|---|--------------------------|
| 1. Sen. Betty Montet, MP | - Chairperson |
| 2. Sen. (Prof.) Margaret Kamar, EGH, MP | - Vice-Chairperson |
| 3. Sen. Catherine Mumma, MP | - Member |
| 4. Sen. Johnes Mwashushe Mwaruma, MP | - Member |
| 5. Sen. Lenku Ole Kanar Seki, MP | - Member |
| 6. Sen. John Kinyua Nderitu, MP | - Member |
| 7. Sen. Mohamed Faki, CBS, MP | - Senator Mombasa County |

ABSENT WITH APOLOGY

- | | |
|-----------------------------------|----------|
| 1. Sen. John Methu, MP | - Member |
| 2. Sen. Agnes Kavindu Muthama, MP | - Member |
| 3. Sen. James Kamau Murango, MP | - Member |

IN ATTENDANCE

A. SECRETARIAT

- | | |
|-------------------------|--|
| 1. Ms. Veronica Kibati | - Deputy Director/HOD-Infrastructure and social sector Committees
Economic Committees |
| 2. Mr. Charles Ngatia | - Clerk Assistant I |
| 3. Mr. Reinhardt Choge | - Clerk Assistant III |
| 4. Ms. Beatrice Kapei | - Principal Legal Counsel |
| 5. Ms. Valarie Chemweno | - Research Officer III |
| 6. Mr. Jonathan Lemurt | - Senior Fiscal Analyst |
| 7. Ms. Lucy Mwaniki | - Assistant Serjeant-At-Arms |
| 8. Mr. Johnstone Simiyu | - Audio Recording Officer |

B. COUNTY GOVERNMENT OF MOMBASA

- | | |
|-------------------------------|--|
| 1. Hon. Abdulswamad Nassir | - Governor, Mombasa County |
| 2. Mr. Evans Oanda | - County Executive Committee Member, Finance |
| 3. Dr. Mbwarali Kame | - County Executive Committee Member, Education |
| 4. Mr. Amir Ghalib | - Director, Administration and Human Resources |
| 5. Ms. Gloria Mwaji | - Chief Officer, Education and Vocational Training |
| 6. Ms. Nancy Gathigia Munyiri | - Assistant Director, Vocational Training |
| 7. Mr. Zelipha Muriithi | - Assistant Director, Quality Assurance and Standards |
| 8. Mr. Harun Maboga | - Deputy Director, Administration |
| 9. Ms. Jebet Chepkonga | - Deputy Director, Early Childhood Development and Libraries |
| 10. Mr. Dalton Mwaghogho | - Chairman, Elimu Scheme |
| 11. Mr. Evans Chandai | - Early Childhood Development Coordinator |
| 12. Mr. Eric Munangwe | - Vocational Training Officer |

MIN/SEN/SCE/061/2025

PRELIMINARIES

The meeting was called to order at 11.12 a.m. followed by a word of prayer by Sen. Betty Montet, MP. Introduction then followed.

MIN/SEN/SCE/062/2025

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. John Kinyua, MP and seconded by Sen. Catherine Mumma, MP as follows-

1. Prayer;
2. Adoption of the Agenda;
3. Meeting with the Governor, Mombasa and Department for Education to deliberate on the status of Early Childhood Development Education (ECDE) and Technical Vocational Education and Training (TVET) in the County;
4. Any Other Business;
5. Date of the Next Meeting and Adjournment.

MIN/SEN/SCE/063/2025: MEETING WITH THE GOVERNOR, MOMBASA TO DELIBERATE ON THE STATUS OF EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE) AND TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) IN THE COUNTY

Members noted with concern that the response from the Governor, Mombasa had not adhered to the dates for submission of a response as set out in the letter requesting for the same.

The Governor, Mombasa County, Hon. Abdulswamad Nassir apologized to the Committee for late submission of the response and presented the submission to the issues sought by the Committee in respect of Mombasa County as follows –

1. ECDE learning in public centers is provided free of charge and a meal is provided at a cost of Ksh. 30 per pupil per day and which comprises of rice, beans, *ndengu*, *pojo* and this is provided through a partnership with a partner organization-Food 4 Education- who run a central kitchens and deliver the meals while hot to the various ECDE centres. This feeding program has resulted in increased enrolment of learners in public ECDE centers from 8,400 in 2022 to 9,812 to date;
 2. There are 98 public ECDE centres in the six sub counties with an enrolment of 9,812 learners whereas the private ECDE centers were 955 in number whilst the total learner population enrolled in both public and private centres was 44,820;
 3. The number of teachers employed by the County Government was 342 out of which 210 were on contracts. Of the 210 teachers 132 who were previously employed by parents were absorbed into the employ of the County Government;
-
4. The ratio of teachers to ECDE learners varies from 1:7 to 1:49 across various centres;
 5. The teachers receive benefits like a medical cover that is fully paid for by the County government and is similar to the medical cover of other county government officers;
 6. The annual capitation per ECDE learner is Kshs 3,200.00 used for learning materials and centre operations;
 7. The cost of building a model ECDE center in Mombasa County was Kshs 29,000,000.00 because it entailed foundation and walling for a storey building and includes- Four (4) Classes, a Staffroom, washrooms and a play area, water provision and storage facilities;
 8. The County Government has constructed two model ECDE schools in the current financial year 2024/2025;
 9. The County Government faced challenges of slow progress of works from contractors of 12 ECDE projects that were inherited from the previous administration;
 10. The County Government has planned to provide sanitation facilities with portable in 12 schools this current financial year with funds from the department of Water department and also through donor financing;
 11. The County is working on modalities to support learning in Madrassas and Sunday Schools which also provide basic ECDE learning through legislation at the County Assembly;
 12. A complete breakdown of the construction costs and bills of quantities will be provided;
 13. The difference in enrolment was due to the county streamlining operations at the various ECDEs whereby some did not have official accounts and other related matters;
 14. Play areas and furniture are included in the schools being constructed;
 15. The county wants to propose legislation that will guide and provide minimum requirements for Sunday schools and Madrassa; and
 16. Parents perspectives are the main contributor of the low/high enrolment of learners at the various ECDEs as those with well performing primary schools receive better enrolment.

Committee Observations

1. There were different figures on the enrolment of learners in public ECDE centers where the Governor submitted that there were 9,812 learners but the figures provided from the two submissions provided had different figures of 9, 153 and 9, 263.
2. Private ECDE centres seem to be usurping the role of ECDE provision going by the numbers presented, yet the County states that its centres are free with a hot lunch provided;
3. There was a mix up of budgetary expenditure on education matters from other departments in the county government and therefore it was not clear the on the amount of funds that had been allocation to ECDE and vocational training centers;
4. The county needs to develop a policy that will take care of the vulnerable families mostly in informal settlements who depend on Community schools;
5. Some of the ECDE centres are struggling to attract numbers going by the data provided;

The Committee resolved to seek the following supplementary information from the Country Government of Mombasa –

- a) The ECDE policy that was being implemented by the County Government;
- b) A list of enrolment of ECDE learners in both private and public centers disaggregated as boy and girls in PP1 and PP2;
- c) A list of all the teachers employed by the County, whether on contractual or permanent basis, their job groups, date of employment and designations;
- d) A breakdown of the budgets of the ECDEs and VTCs clearly detailing all the line items in both development and recurrent expenditures;
- e) A list of the 12 ECDE centers that are incomplete and were inherited from the previous administration and the bills of quantities/scope of works of the said projects and status of implementation of the projects; and,
- f) Detail of the scope of works of the model ECDE center that costs Ksh. 29 million; and
- g) Provide a copy of the document of lease of land on the vocational training center was built on.

MIN/SEN/SCE/064/2025

ADJOURNMENT AND DATE OF NEXT MEETING

There being no other business, the meeting was adjourned at 2.13 p.m.

SIGNED.....



DATE 8th May, 2025

**SEN. BETTY MONTET, M.P.
(CHAIRPERSON, STANDING COMMITTEE ON EDUCATION)**



MINUTES OF THE FIFTY FIFTH (55TH) SITTING OF THE STANDING COMMITTEE ON EDUCATION HELD ON TUESDAY, 22ND APRIL, 2025 IN CHAANI ECDE CENTRE AND KADZANDANI ECDE CENTRE, MOMBASA COUNTY AT 3.30 P.M.

PRESENT

- | | |
|---|--------------------|
| 1. Sen. Betty Montet, MP | - Chairperson |
| 2. Sen. (Prof.) Margaret Kamar, EGH, MP | - Vice-Chairperson |
| 3. Sen. Catherine Mumma, MP | - Member |
| 4. Sen. Johnes Mwashushe Mwaruma, MP | - Member |
| 5. Sen. Lenku Ole Kanar Seki, MP | - Member |
| 6. Sen. John Kinyua Nderitu, MP | - Member |
| 7. Sen. John Methu, MP | - Member |

ABSENT WITH APOLOGY

- | | |
|-----------------------------------|----------|
| 1. Sen. Agnes Kavindu Muthama, MP | - Member |
| 2. Sen. James Kamau Murango, MP | - Member |

IN ATTENDANCE

A. SECRETARIAT

- | | |
|-------------------------|---|
| 1. Ms. Mary Chesire | - Director, Directorate of Socio – Economic Committees |
| 2. Ms. Veronicah Kibati | - Deputy Director, Directorate of Socio – Economic Committees |
| 3. Mr. Charles Ngatia | - Clerk Assistant I |
| 4. Mr. Reinhardt Choge | - Clerk Assistant II |
| 5. Ms. Valarie Chemweno | - Research Officer |
| 6. Ms. Njeri Manga | - Media Relations Officer I |
| 7. Mr. Jonathan Lemurt | - Senior Fiscal Analyst |
| 8. Ms. Lucy Mwaniki | - Assistant Serjeant-At-Arms |
| 9. Mr. Johnstone Simiyu | - Audio Recording Officer |

B. COUNTY GOVERNMENT OF MOMBASA

- | | |
|----------------------|--|
| 1. Dr. Mbwarali Kame | - County Executive Committee Member, Education |
| 2. Ms. Gloria Mwaji | - Chief Officer, Education and Vocational Training |

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|-------------------------------|---|
| 3. Ms. Nancy Gathigia Munyiri | - Assistant Director, Vocational Training |
| 4. Mr. Zeligpha Muriithi | - Assistant Director, Quality Assurance and Standards |
| 5. Ms. Jebet Chepkonga | - Deputy Director, Early Childhood Development and Libraries |
| 6. Mr. Evans Chandai | - Early Childhood Development Coordinator |
| 7. Mr. Eric Munangwe | - Vocational Training Officer |
| 8. Ms. Khadija Ali | - ECDE Teacher In-charge, Chaani ECDE Centre |
| 9. Mr. Samuel Gatheri | - Njaka Njega East Africa (Contractor – Kadzandani ECDE Centre) |
| 10. Ms. | - Teacher in Charge, Kadzandani ECDE Centre |

MIN/SEN/SCE/065/2025

PRELIMINARIES

The meeting was called to order at 3.45 p.m. followed by a word of prayer by Sen. Betty Montet, MP.

MIN/SEN/SCE/066/2025

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted unanimously as follows-

1. Prayer;
2. Adoption of the Agenda;
3. Inspection Visits to Chaani and Kadzandani Early Childhood Development Education (ECDE) Centres in Mombasa County;
4. Any Other Business;
5. Date of the Next Meeting and Adjournment.

MIN/SEN/SCE/067/2025: VISIT TO CHAANI AND KADZANDANI EARLY CHILDHOOD DEVELOPMENT CENTRES IN MOMBASA COUNTY

a) Visit to Chaani Early Childhood Development Centre

The County Executive Committee Member for Education, Dr. Mbwarali Kame stated that-

1. The ongoing construction of the ECDE center started in 2014 and the budget for the project was Ksh. 27,000,000.00;
2. The project has had no variation of cost and the project entails the construction of – a foundation for a storey building, 6 Classrooms, toilet facilities, staff room, dining hall and first aid room;
3. The development of a playground was not included in the contract terms since there was one that was shared with primary school where the ECDE center was located ;
4. The contractor for the project was M/S jach and Njega East Africa Ltd. and the initial contract period was six (6) months but due to delays had now taken eleven (11) years and was not yet complete;
5. The contractor had since been paid Ksh. 22 million;

6. The County Government had projected to open the ECDE centre on 23rd, December, 2024, but the Contractor had not completed works;
7. The newly agreed completion date was end of April, 2025;

The project contractor informed the Committee that-

1. When he returned to the project site after abandonment, there had been a lot of vandalism which he had repaired at his cost;
 2. Water and electrical works were completed but certificate of payment for the works was pending payment by the County Government so that remaining works can proceed;
 3. The project completion status was at 90% ;
 4. The Completion date of end of April 2025 was affected by the delay in payment of certificate of works done;
-

Committee Resolution

The committee resolved the disagreement between the Contractor and the County Government of Mombasa over delay in completion of the project where it was agreed that -

1. **the County Government pays the certificate of works done and raised for payment by the contractor of Ksh.1.6 million; and**
2. **upon receipt of payment, the contractor shall complete the remaining works and hand over the project to the County Government within a period of 30 days.**

b) Visit to Kadzandani Early Childhood Development Centre

The Committee was informed that-

1. The ECDE center project was started in 2019/2020 financial year;
2. The centre has 4 classrooms, 1 teachers' office, a furniture store, washrooms and a robotics classroom and 1 ICT classrom;
3. The centre has 120 students, with distribution as follows 56 in PP1 and 64 in PP2;
4. There are six teachers, four employed by the County and two employed by parents;
5. Meals are provided to learners and hot are provided by the county government ;
6. The playing materials at the school are balls, hoops but there are no structures like slides or swings; and
7. The outdoor spaces and fields are shared with the adjacent primary school.

Committee recommendations

1. Mombasa County should consider setting up a training centre or formulate a policy towards the betterment of the ECDE teachers skills;
2. The County should consider changing their table designs to the recommended hexagonal shape as this enables learners to learn from themselves too and not just from the teachers; and

3. The county government should standardize its ECDE centers to ensure that all centres are able to benefit from practical/outdoor activities.

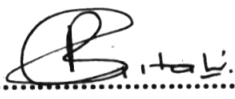
Committee Resolutions

The Committee resolved to seek for the curriculum for retraining/retooling of ECDE teachers.

MIN/SEN/SCE/068/2025

ADJOURNMENT AND DATE OF NEXT MEETING

There being no other business, the meeting was adjourned at 4.49 p.m.

SIGNED..........

DATE 8th May, 2025

**SEN. BETTY MONTET, M.P.
(CHAIRPERSON, STANDING COMMITTEE ON EDUCATION)**