

KISUMU COUNTY GOVERNMENT



**THE COUNTY ASSEMBLY OF KISUMU
THIRD ASSEMBLY – THIRD SESSION**

COMMITTEE ON EDUCATION, VOCATIONAL TRAINING AND SOCIAL SERVICES

**REPORT ON THE INQUIRY ONTO THE STATE OF EARLY CHILDHOOD EDUCATION
PROGRAMME IN KISUMU COUNTY**

Clerk's Chambers

Directorate of Committee Services

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List of Abbreviations

CBC	- Competence-Based Curriculum
ECDE	- Early Childhood Development Education
BOM	- Board of Management
PP1	- Pre-Primary 1
PP2	- Pre-Primary 2

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CHAPTER 1

PREAMBLE

Mr. Speaker and Hon. Members

1. The Early Childhood years are recognised as a crucial period of development for young Children's physical health as well as motor, social/emotional, cognitive and language skills¹.
2. The Early Childhood Education Programme is therefore a critical component of the education system, laying the foundation for lifelong learning, cognitive development, and social integration for children. The Kisumu County Government pursuant to the 4th Schedule of the Constitution of Kenya, 2010 is mandated to ensure that Early Childhood Development and Education (ECDE) is accessible and of high quality. However, the growing demands of this sector, coupled with emerging challenges, necessitate a comprehensive assessment to ascertain the program's current state and efficacy.
3. In light of this, the Committee on Education, Vocational Training and Social Services initiated an inquiry into the state of the Early Childhood Education Programme in the county as from 25th July to 11th September, 2024 and conducted site visits in sampled ECDE centres within the County.
4. This inquiry sought to provide an in-depth review of the program's implementation, identify gaps, and recommend actionable solutions aimed at enhancing the quality and accessibility of early childhood education within the county.
5. Following reports from stakeholders received by the Committee, concerns regarding teacher shortages, inadequate facilities, and inconsistencies in funding were raised, prompting the need for a systematic inquiry into the Status of the ECDE program in the County.
6. The objectives of this inquiry were to:

¹ UNESCO, Investing in Global State of Early Childhood Care and Education (2015)

- i. Evaluate the adequacy of the physical infrastructure in existing ECDE centers across the county.
 - ii. Examine the status of teacher recruitment, training, and employment terms.
 - iii. Assess the funding and budgetary allocations dedicated to ECDE and their impact on service delivery.
 - iv. Review the implementation of the ECDE curriculum in line with national guidelines and identify any areas for improvement.
 - v. Investigate the enrolment, retention, and completion rates of children in ECDE centers.
 - vi. Examine the health and nutrition programs associated with ECDE centers, focusing on the effectiveness of feeding programs and health services.
 - vii. Assess the level of parental and community involvement in ECDE, and its impact on program success.
 - viii. Identify challenges faced by the ECDE program and propose viable solutions to address them.
7. This report is therefore structured to provide an overview of the key findings from the inquiry, an analysis of the issues affecting the state of ECDE in Kisumu County, and detailed recommendations on how to improve the program. The Committee's findings are based on site visits to the sampled ECDE centers and analysis of available data on early childhood education.
8. The overarching goal of this inquiry is to ensure that Kisumu County meets its obligations under the Constitution and international best practices in delivering quality early childhood education. By addressing the challenges and optimizing the available resources, the county can better equip its youngest learners for future success, contributing to broader educational goals and societal development.

Mandate and Composition of the Committee

Mr. Speaker and Hon. Members

9. The Sectoral Committee on Education, Vocational Training and Social Services is established under Standing Orders No. 193 (Second Schedule) of the Kisumu County Assembly Standing Orders. The Committee is mandated to consider all matters related to early childhood education, vocational training and social services within the County.

Mandate of the Committee

10. Pursuant to the provisions of the Second Schedule of the Kisumu County Assembly Standing Orders, the Sectoral Committee on Education, Vocational Training and Social Services is mandated to:

To inquire into and report on all matters relating to pre-primary education, adult education, village polytechnics, home craft centres and childcare facilities.

Committee Members

The Committee is currently composed as follows:

- | | |
|--------------------------------|-------------------------|
| 1. Hon Seth Okumu | Chairperson |
| 2. Hon. Vitalis Komudho | Vice Chairperson |
| 3. Hon Samuel Onyango | Member |
| 4. Hon Ken Ouko | Member |
| 5. Hon James Omolo | Member |
| 6. Hon Benson Adega | Member |
| 7. Hon. Henrietta Bodo | Member |

Committee Secretariat

The Committee has a secretariat comprising of:

- | | |
|------------------------|-----------------|
| 1. Mr. Harman Moses | Clerk Assistant |
| 2. Ms. Jacklyne Otieno | Hansard |
| 3. Mrs. Rose Baraza | Serjeant-at-arm |

ACKNOWLEDGEMENT.

Mr. Speaker and Hon. Members

May I take this opportunity to thank all the Members of the Committee for their input and valuable contributions and time during the deliberations on the subject matter of this inquiry and the writing of this Report. The Committee also takes this opportunity to thank the Offices of the Speaker and of the Clerk of the County Assembly for the technical support accorded to it during the exercise.

On behalf of the Committee on Education, Vocational Training and Social Services, it is now my duty and privilege to present to this House, the Report of the Committee on the Consideration of the inquiry onto the State of Early Childhood Education in Kisumu County.

HON. SETH OKUMU

**CHAIRPERSON; SECTORAL COMMITTEE EDUCATION, VOCATIONAL TRAINING AND
SOCIAL SERVICES**

CHAPTER II - LEGAL FRAMEWORK UNDERPINNING THE INQUIRY

Mr. Speaker and Hon. Speaker

10. The management and quality assurance of Early Childhood Development and Education (ECDE) in Kenya are governed by a range of legal frameworks, both at the County, National and international level. These laws and policies provide the foundation for ensuring that children receive quality education during their formative years and that the County Government fulfill its responsibilities.
11. The Committee relied on the following legal framework during its inquiry to establish:
 - a) whether Kisumu County is meeting its constitutional obligations by providing free, accessible, and quality early childhood education. This includes evaluating the county's commitment to delivering education as a devolved function, ensuring proper infrastructure, sufficient teacher recruitment, and educational resources for ECDE centers;
 - b) whether Kisumu County has established adequate ECDE structures, such as a functional County Early Childhood Education Committee (CECEC), and whether the county government is adhering to its responsibilities regarding teacher recruitment, infrastructure development, and curriculum implementation and;
 - c) whether Kisumu County's ECDE centers meet the standards set for child protection and welfare. This includes assessing the safety of learning environments, provision of child-friendly facilities, and measures in place to protect children's rights to quality education.

The Constitution of Kenya, 2010

12. The Constitution of Kenya places significant emphasis on the right to education, including early childhood education. Key provisions include:
 - **Article 53(1)(b)** guarantees every child the right to free and compulsory basic education, which includes early childhood education.

- **Article 43(1)(f)** emphasizes the right of every person to education, further reinforcing the importance of foundational education at the early childhood level.
- **The Fourth Schedule** of the Constitution explicitly assigns the responsibility for pre-primary education, including early childhood development, to county governments as part of the devolved functions.

The Basic Education Act, 2013

13. The Basic Education Act is the primary legislative framework governing education in Kenya. It outlines the roles of both the national and county governments in ensuring access to education, including ECDE. Relevant provisions include:

- **Section 4** emphasizes the provision of free and compulsory basic education for every Kenyan child, which includes pre-primary education.
- **Section 18** provides for the establishment of County Education Boards (CEBs), which are mandated to oversee the provision of education, including ECDE, within their respective counties.
- **Section 26** gives county governments the responsibility for establishing ECDE centers, recruiting teachers, and ensuring adequate infrastructure.

The Early Childhood Education Act

14. The **Early Childhood Education Act** provides a comprehensive legal framework for the management, regulation, and quality assurance of ECDE in Kenya. It is intended to address issues such as teacher qualifications, curriculum development, child safety, and the establishment of early learning centers.

Children Act, 2022

15. The Children Act emphasizes the rights of children, including their right to education, protection, and care. Key provisions related to ECDE include:

- **Section 7** stipulates that every child has the right to education, and it is the responsibility of both the national and county governments to ensure access to this right.
- **Section 12** provides for the protection of children in education institutions, ensuring a safe and conducive learning environment.

The Teachers Service Commission Act, 2012

16. This Act gives the Teachers Service Commission (TSC) the mandate to register, recruit, and regulate teachers in Kenya, including those in ECDE centers. The TSC is also responsible for ensuring that teachers undergo continuous professional development and meet the required standards of teaching.
17. This Act requires that ECDE teachers are properly registered with the TSC and if they are receiving adequate professional development. It also provides a basis for assessing the quality of teaching and the employment conditions of ECDE teachers.

The Education Act (Cap 211)

18. The Education Act lays out the responsibilities of both the national and county governments in ensuring access to education, including early childhood education. It outlines guidelines for the establishment of educational institutions, infrastructure standards, and the management of educational programs.

Sessional Paper No. 1 of 2019 on the National Education Sector Policy

19. This Sessional Paper outlines Kenya's strategic goals for education, including enhancing the quality and access to ECDE. It highlights key policy goals such as improving infrastructure, ensuring teacher training, and expanding access to ECDE for all children, including those with special needs.

Competency-Based Curriculum (CBC) Framework

20. Kenya's Competency-Based Curriculum (CBC) is designed to provide learner-centered education that emphasizes practical skills, creativity, and critical thinking. The CBC framework begins at the early childhood level, shaping how ECDE is delivered across the country.
21. The Committee evaluated how effectively the CBC is being implemented in Kisumu County's ECDE centers. This includes examining whether teachers are trained to deliver the CBC, the availability of CBC-aligned learning materials, and whether the program is achieving its intended outcomes at the early learning stage.

Kenya National Qualifications Framework Act, 2014

22. This Act provides a framework for ensuring that educational qualifications, including those in ECDE, meet national and international standards. It sets out the competencies required at various educational levels and promotes standardization of qualifications across all levels of education.

International Legal Frameworks

23. Kenya is a signatory to several international conventions and frameworks that guide its education system, including early childhood education. These international instruments provide a foundation for the management and quality assurance of ECDE programs.

United Nations Convention on the Rights of the Child (UNCRC)

24. The UNCRC emphasizes the rights of children to education and development, including the right to early childhood education. Article 28 of the UNCRC requires State Parties, including Kenya, to make education accessible to every child and to take appropriate measures to ensure the quality of education at all levels.

Sustainable Development Goal (SDG) 4: Quality Education

25. SDG 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” with a specific target (4.2) focused on ensuring that all girls and boys have access to quality early childhood development, care, and pre-primary education by 2030.
26. The Committee assessed the County’s progress toward achieving the SDG 4 targets for early childhood education. This includes evaluating the county’s efforts in expanding access to ECDE, improving the quality of teaching, and addressing disparities in access to education for marginalized or vulnerable children.

African Charter on the Rights and Welfare of the Child (ACRWC)

25. The ACRWC, to which Kenya is a party, emphasizes the right of children to education, including early childhood education. The Charter urges State Parties to take appropriate steps to provide free and compulsory basic education and to ensure that educational programs promote the full development of children’s potential.

26. The County Government is mandated to adhere to the principles of the ACRWC by providing accessible, inclusive, and quality early childhood education. This includes reviewing the county's efforts to support children from disadvantaged backgrounds and those with special needs.

CHAPTER III - BACKGROUND INFORMATION ON EARLY CHILDHOOD EDUCATION IN KISUMU COUNTY

Mr. Speaker and Hon. Members

27. Early Childhood Development and Education (ECDE) is an essential component of the Kenyan education system, focusing on the holistic development of children during their early years. Globally, ECDE has been recognized as the foundation for lifelong learning, cognitive development, social integration, and emotional well-being. In Kenya, ECDE is part of the country's broader efforts to achieve its educational and developmental objectives, aligned with the Sustainable Development Goals (SDGs), specifically **Goal 4**, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
28. The **Constitution of Kenya, 2010**, marked a major shift in the governance of ECDE by devolving its management to the county governments. The Fourth Schedule of the Constitution allocated the responsibility for pre-primary education to county governments, a move intended to bring education services closer to the people and tailor them to the specific needs of local communities.
29. The County Government is therefore responsible for managing and delivering ECDE services, including infrastructure development, recruitment of ECDE teachers, and curriculum implementation. The Kisumu County Government has taken steps to expand access to ECDE by constructing new ECDE centers, rehabilitating existing ones, and ensuring that teachers are recruited to meet the demand for early childhood education.
30. The **Kisumu County Integrated Development Plan (CIDP) 2023-2027** also outlines specific goals related to improving ECDE within the county. These goals include enhancing access to quality ECDE, improving learning outcomes through better teacher training, and providing adequate infrastructure for ECDE centers. The CIDP also highlights the need for increased budgetary allocation to ECDE as part of the county's broader efforts to promote education and social development.

3. Current State of ECDE in Kisumu County

Mr. Speaker and Hon. Members

31. Historically, ECDE in Kenya has undergone substantial transformations, with various policies shaping its development. The devolution of ECDE management to county governments through the **Constitution of Kenya, 2010**, marked a key turning point. In Kisumu County, the responsibility for overseeing pre-primary education, including recruitment of teachers, infrastructure development, and the provision of learning materials, was decentralized to the county government.
32. The implementation of the **Competency-Based Curriculum (CBC)** further reshaped ECDE, emphasizing practical learning and cognitive skills development, which required counties to adapt their strategies in teacher training, learning materials, and infrastructure.
33. However, in Kisumu County, the number of learners enrolled in ECDE declined from **58,022 in 2017 to 44,366 in 2023**, primarily due to a policy shift that eliminated the baby class from the ECDE curriculum.

Teacher Staffing and Recruitment Challenges

One of the critical aspects of ECDE is ensuring adequate teacher staffing to support the rising demand for quality education. However, Kisumu County experienced a decrease in the number of ECDE teachers, dropping from **767 in 2017 to 655 in 2023**. This reduction was primarily due to natural attrition, with the county government unable to meet its teacher recruitment targets due to funding constraints.

Despite these challenges, there have been notable improvements in the terms of employment for existing teachers. For instance, **655 teachers** who were initially employed on contract terms were transitioned to permanent and pensionable terms. The teacher-pupil ratio also improved from **1:75 in 2017 to 1:60 in 2023**, indicating progress toward more manageable classroom sizes and better learning environments for children. However, this ratio remains far from ideal and continues to affect the quality of education provided in ECDE centers.

3. Learner Enrollment and Retention Rates

Despite the overall reduction in ECDE learner enrollment due to the removal of baby class, the county made significant strides in improving access to quality education. Data from the Kisumu County Integrated

Development Plan (CIDP) 2023-2027 indicates that gross enrollment rates improved from **50% in 2017 to 79% in 2022**, while transition and retention rates rose from **54% to 93%** and **59% to 90%**, respectively. These improvements reflect the county's efforts to retain learners and ensure a smooth transition from early childhood to primary education.

However, the county has not yet met its targets of achieving **95%** gross enrollment, **100%** transition, and **95%** retention rates. Further investments in infrastructure, teacher recruitment, and learning materials are necessary to meet these goals.

Table 1.1 The following table provides information on the number of ECDE Centres per Sub-County and Zone, the number of pupils and teachers per centres submitted by the Department.

KISUMU CENTRAL

ZONE: MANYATTA

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T					GT
																CIT	COUNT	TOTA	IDEA	
1	MANYATTA HALL	1	1	1	0	3	0	6	1	1	1	2	0	0	5	11	2		2	3
2	OBINJU KANYAKWAR	0	1	2	4	3	1	11	0	1	1	4	7	0	13	24	1	2	3	3
3	EZRA GUMBE	0	8	9	9	2	0	28	0	3	7	10	2	0	22	50	1	1	2	3
4	MIGOSI	0	2	5	3	7	8	25	0	2	1	1	3	9	16	41	1	1	2	3
5	MAGADI	1	7	5	12	13	2	40	2	8	3	10	11	1	35	75	2	2	4	3
6	KOSAWO	0	9	14	14	27	5	69	1	11	3	12	35	2	64	133		2	2	4
7	KONDELE	2	2	5	26	12	3	50	2	5	8	19	13	1	48	98	1	3	4	3
8	MANYATTA	0	1	0	11	10	5	27	0	4	4	8	9	0	25	52		3	3	3
TOTAL		4	31	41	79	77	24	256	6	35	28	66	80	13	228	484	8	14	22	25

ZONE: SOUTHERN

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	JOEL OMINO	0	4	24	17	7	0	52	0	13	10	26	5	0	54	106	1	2	3	3
2	PANDPIERI	0	2	11	9	16	0	38	0	5	6	12	13	0	36	74		3	3	3
3	CENTRAL	1	8	6	8	6	7	36	3	6	6	6	8	7	36	72	1	2	3	3
4	XAVERIAN	0	20	19	64	0	0	103	0	30	8	38	0	0	76	179		2	2	5
5	VICTORIA	1	11	30	26	10	1	79	0	18	20	22	12	0	72	151	1	2	3	4

6	ST.VITALIS NANGA	0	1	1	3	8	7	20	0	1	1	3	8	17	30	50		2	2	3
7	DUNGA	1	3	4	6	4	0	18	1	2	2	3	5	0	13	31		2	2	3
8	JOYLAND SPECIAL	0	0	1	3	5	5	14	0	0	3	3	6	0	12	26		2	2	3
9	LUTHERAN SPECIAL	0	0	0	0	5	0	5	0	0	0	0	6	0	6	11		1	1	3
TOTAL		3	49	96	136	61	20	365	4	75	56	113	63	24	335	700	3	18	21	30

ZONE : CENTRAL

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	ST.MARYS	0	2	1	5	5	0	13	0	2	0	6	8	0	16	29		1	1	3
2	ST.PAULS	0	4	10	21	7	0	42	0	10	10	25	4	0	49	91		3	3	3
3	KUDHO	0	15	12	19	0	0	46	3	14	12	15	0	0	44	90		2	2	3
4	KISUMU UNION	0	5	4	5	4	0	18	0	6	3	7	7	0	23	41	1	1	2	3
5	SHAURI MOYO	0	7	8	6	5	0	26	0	3	2	2	2	0	9	35	1	1	2	3
6	MATHEW	0	5	8	7	0	0	20	0	3	7	11	0	0	21	41	1	1	2	3
7	HIGHWAY	0	4	6	9	7	3	29	0	5	4	8	3	4	24	53		1	1	3
8	KIBUYE MIXED	0	0	1	4	1	1	7	0	1	0	1	2	0	4	11	1	1	2	3
9	KALOENI	0	2	3	3	2	0	10	0	1	4	4	3	0	12	22	1	1	2	3
10	SHAURI MOYO	0	5	5	2	2	0	14	0	5	9	5	3	0	22	36	2	1	3	3
11	ARINA PRI	0	10	9	28	25	0	72	0	11	12	26	26	0	75	147		3	3	4
12	JOEL OMINO	0	1	11	8	8	0	28	0	4	8	7	9	0	28	56	1		1	3
13	MM SHAH	0	44	46	42	1	0	133	0	38	33	37	0	0	108	241		2	2	6
14	MANYATTA	0	9	17	6	8	0	40	0	4	10	10	8	0	32	72		3	3	3
15	LAKE	0	11	12	18	13	0	54	3	9	13	15	7	0	47	101	1	1	2	3
16	ARYA	0	6	18	19	0	0	43	0	12	18	18	3	0	51	94		2	2	3
17	MAMA NGINA	6	6	8	6	0	0	26	4	5	3	4	0	0	16	42				3
TOTAL		6	136	179	208	88	4	621	10	133	148	201	85	4	581	1202	9	24	33	55

KISUMU WEST SUB-COUNTY

ZONE : NYAHERA

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	ALARA	0	10	22	24	30	2	88	0	12	25	36	25	0	98	186		3	3	5
2	AKINGLI	0	4	3	5	10	0	22	0	4	3	6	9	0	22	44		1	1	3
3	BAR UNION	0	9	17	4	10	10	50	0	10	18	3	14	4	49	99		1	1	3
4	BAR OGWAL	0	14	39	15	10	0	78	0	28	27	24	21	0	100	178		2	2	5
5	DAGO THIM	0	8	15	11	1	0	35	0	9	9	11	1	0	30	65		2	2	3
6	DAGO KOKORE	0	21	16	23	0	2	62	0	10	20	13	24	15	82	144	1	2	3	4
7	GEE	0	11	9	5	3	0	28	0	7	6	10	4	0	27	55	1	2	3	3
8	GETA	0	2	5	9	29	10	55	0	2	12	9	16	9	48	103		2	2	3
9	MKENDWA	0	9	10	13	12	0	44	0	5	13	8	12	5	43	87		3	3	3

10	OGADA	0	7	18	14	6	1	46	0	17	12	11	10	2	52	98	1	2	3	3
11	ORINDE	0	10	13	17	9	0	49	0	10	14	17	3	0	44	93		1	1	3
12	OBEDE	0	8	0	17	9	5	39	0	10	0	18	5	2	35	74		2	2	3
13	SIDIKA	0	10	4	11	6	0	31	0	14	7	8	5	0	34	65		1	1	3
14	THIM BONDE	0	5	10	0	9	2	26	0	5	7	2	8	0	22	48		1	1	3
15	WACHARA	0	2	10	18	12	38	80	0	3	13	16	16	36	84	164		1	1	4
16	YATH RATENG	0	3	13	10	0	0	26	0	1	16	9	0	0	26	52		1	1	3
TOTAL		0	133	204	196	156	70	759	0	147	202	201	173	73	796	1555	3	27	30	54

ZONE : OTONGLO

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	KIREMBE	1	15	14	18	4	1	53	0	16	18	16	5	1	56	109		2	2	3
2	USOMA	4	9	8	12	1	0	34	0	36	5	5	0	0	46	80		2	2	3
3	KISIAN	0	1	13	6	0	34	54	0	1	7	6	7	23	44	98	2	1	3	3
4	OKORE OGONDA	0	2	4	8	3	2	19	5	4	1	7	0	0	17	36		1	1	3
5	KANYAMEDHA	2	5	8	10	3	0	28	0	3	6	11	12	0	32	60		2	2	3
6	KANYAMONY	0	0	2	7	8	9	26	2	8	6	6	0	2	24	50		1	1	3
7	NGEGE	0	0	12	4	6	0	22	0	2	5	9	2	0	18	40	1	1	2	3
8	DR.ROBERT OUKO	0	0	1	5	13	17	36	1	3	14	8	0	0	26	62		2	2	3
9	NAWA	0	10	6	6	8	6	36	4	3	7	6	4	0	24	60	1	2	3	3
10	KODIAGA	0	2	7	12	6	0	27	0	3	6	5	5	7	26	53		2	2	3
11	OGONGO	0	3	8	10	10	0	31	2	0	4	9	12	0	27	58		1	1	3
12	TIENGRE	0	6	16	20	19	5	66	0	3	20	25	22	12	82	148	1	1	2	4
13	KOTETNI	0	3	16	8	10	0	37	7	26	17	18	0	0	68	105	2		2	3
TOTAL		7	56	115	126	91	74	469	21	108	116	131	69	45	490	959	7	18	25	40

ZONE: OJOLLA

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	KIBWAYI	0	10	11	14	6	0	41	0	5	10	12	12	0	39	80	1	1	2	3
2	OBAMBO	0	7	31	20	25	14	97	0	6	21	20	18	10	75	172		2	2	5
3	MBOTO SUNDISE	1	28	30	28	10	4	101	2	30	22	20	8	5	87	188		2	2	5
4	NYAWARA	0	2	6	20	5	2	35	0	6	20	14	6	3	49	84	1	1	2	3
5	SABAKO	0	4	26	26	19	0	75	0	5	15	22	15	0	57	132	1	1	2	4
6	LISUKA	0	10	15	25	0	2	52	0	6	20	19	1	3	49	101		1	1	3
7	ONGALO	0	5	20	6	21	13	65	2	3	12	10	8	0	35	100	1	1	2	3
8	ST.ALLOYS OJOLLA	0	11	5	20	14	1	51	0	10	4	9	15	6	44	95	1	1	2	3

9	URADI	0	15	18	16	30	0	79	0	18	16	20	19	0	73	152	1	1	2	4
10	ROTA	0	2	20	20	27	16	85	0	3	15	18	15	11	62	147		2	2	4
11	USARI	0	13	13	3	0	0	29	0	23	11	10	0	0	44	73		3	3	3
12	SABEMBE	1	5	6	8	8	2	30	3	9	10	5	6	1	34	64		1	1	3
13	OYIENGO	0	8	6	9	9	2	34	0	3	7	7	11	0	28	62		1	1	3
14	OSIRI	0	2	20	10	26	25	83	2	19	12	24	32	0	89	172	2	1	3	5
15	GONGO	0	11	13	9	4	1	38	0	6	7	6	3	3	25	63		2	2	3
16	NYANGINJA	0	25	10	13	11	0	59	0	18	12	14	11	0	55	114	1	1	2	3
17	OGAL	0	10	19	13	3	1	46	0	19	21	15	5	1	61	107		2	2	3
18	BARA	0	0	4	7	4	8	23	0	3	2	7	4	9	25	48	1	1	2	3
TOTAL		2	168	273	267	222	91	1023	9	192	237	252	189	52	931	1954	10	25	35	63

ZONE:CHULAIMBO

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	SANGANYINYA	0	3	6	6	5	0	20	0	2	4	2	1	2	11	31		1	1	3
2	ELUHOBE	0	2	7	6	13	0	28	0	5	8	12	10	0	35	63		1	1	3
3	AGULU	1	3	9	16	12	0	41	0	4	8	8	10	0	30	71		1	1	3
4	CHULAIMBO	0	3	2	6	3	1	15	0	5	2	6	5	0	18	33		1	1	3
5	ESIVALU	0	2	9	10	21	0	42	0	4	5	10	20	0	39	81		1	1	3
6	MARERA	0	11	5	4	6	2	28	0	12	5	13	3	0	33	61		1	1	3
7	KUOYO	0	5	8	10	4	0	27	0	6	8	12	11	0	37	64		2	2	3
8	MTAKA OROMO	0	5	10	10	13	5	43	0	3	6	8	12	3	32	75		1	1	3
9	NYAKONGO	11	8	8	10	0	0	37	6	12	8	4	0	0	30	67		1	1	3
10	ODOWA	1	6	8	7	0	0	22	0	6	4	10	0	0	20	42		1	1	3
11	BAR ANDINGO	0	3	6	12	15	1	37	1	4	7	13	16	1	42	79		1	1	3
12	SUNGA	0	4	3	10	6	4	27	0	3	6	4	3	4	20	47		1	1	3
13	MASENO MIXED ECD	0	4	25	5	13	2	49	0	3	11	6	9	0	29	78		2	2	3
14	NAMETSA	0	2	4	5	3	1	15	0	2	3	4	2	1	12	27		1	1	3
15	MASENO DEAF																	1	1	3
TOTAL		13	61	110	117	114	16	431	7	71	85	112	102	11	388	819		17	17	45

ZONE:SIANDA

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T					GT
		CIT	COUNT	TOTA	IDEA															
1	BAR MATHONYE	4	10	19	15	7	2	57	5	13	20	22	13	2	75	132		1	1	4
2	ABOGE	5	5	6	2	2	4	24	4	5	3	2	2	5	21	45		1	1	3
3	GEE RABUOR	2	6	14	15	7	5	49	3	7	15	16	5	4	50	99		1	1	3
4	GOMBE KOKULO	0	14	12	9	6	0	41	0	20	13	14	5	0	52	93		2	2	3
5	LWALA KADAWA	1	4	8	6	8	3	30	0	6	12	9	5	1	33	63		1	1	3
6	KAWINO	0	4	12	4	20	0	40	0	2	21	15	12	0	50	90		2	2	3
7	OCHOK KADONGO	0	21	27	0	19	0	67	0	26	26	0	21	0	73	140		3	3	4
8	DWELE	0	5	7	8	11	0	31	0	5	5	2	3	0	15	46		1	1	3
9	NYADUONG	0	7	11	4	4	1	27	0	10	9	1	2	3	25	52		1	1	3
10	MALIERA	0	0	10	14	10	0	34	0	0	10	12	7	0	29	63		1	1	3
11	MAWEMBE KODERO	0	4	6	13	10	6	39	0	1	8	10	8	6	33	72		2	2	3
12	HUMA	0	6	2	2	10	0	20	0	6	6	12	5	0	29	49		2	2	3
13	NYAKUNE	0	3	7	9	6	0	25	0	4	9	8	6	0	27	52		1	1	3
14	ARUDE	0	1	10	1	12	7	31	0	2	12	7	9	8	38	69		1	1	3
15	WANDEGA	2	3	4	5	3	7	24	3	1	4	3	6	9	26	50		1	1	3
16	SINYOLO	0	5	9	17	12	0	43	0	10	13	20	6	0	49	92		2	2	3
17	ULALO	0	0	8	13	9	9	39	0	0	9	14	7	1	31	70		1	1	3
18	OLUOWA	0	8	10	8	9	0	35	0	7	8	11	10	0	36	71		1	1	3
19	SIANDA	0	3	2	5	0	0	10	0	6	7	7	0	0	20	30				3
TOTAL		14	109	184	150	165	44	666	15	131	210	185	132	39	712	1378		25	25	59

KISUMU EAST SUB COUNTY

ZONE : RAGUMO

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	RENJA	0	14	10	12	15	0	51	0	10	2	4	11	0	27	78	1	2	3	3
2	RAGUMO	0	11	5	14	15	0	45	0	5	3	4	11	0	23	68	1	2	3	3
3	MBEME	0	16	10	11	12	0	49	0	10	12	18	20	0	60	109		3	3	3
4	NYAMASARIA	0	10	6	12	7	0	35	0	5	10	8	10	0	33	68		2	2	3
5	KASSAGAM	0	6	4	4	6	0	20	0	17	10	10	13	0	50	70		2	2	3
6	SENIOR CHIEF- ONUNGA	0	2	1	1	1	2	7	0	3	3	2	1	0	9	16		2	2	3
7	ST.MARKS NYABERA	0	6	10	7	7	0	30	0	10	10	8	2	0	30	60	1	1	2	3
8	ODESSO	0	9	5	1	3	5	23	0	6	10	2	9	0	27	50	1	1	2	3
9	KIBOS RERU	0	16	15	10	12	0	53	0	8	9	10	20	0	47	100	1	1	2	3
10	WANDIEGE	0	10	10	6	16	0	42	0	5	5	6	10	0	26	68		2	2	3
11	NYALUNYA	0	15	10	5	15	0	45	0	12	7	6	4	0	29	74	1	1	2	3
12	OGANGO	0	12	10	6	5	0	33	0	10	15	8	7	0	40	73	1	2	3	3
13	ST.LUKE AKADO	0	10	6	4	6	0	26	0	10	8	2	5	0	25	51		1	1	3
14	TIDO	0	6	5	15	8	0	34	0	7	7	16	21	0	51	85		2	2	3
15	RAE KANYAIKA	0	13	4	8	8	0	33	0	3	10	7	11	0	31	64		2	2	3
16	KUNYA	7	27	18	10	10	0	72	0	7	10	17	20	0	54	126	1	1	2	3
17	RARIEDA KALOO	0	20	4	21	2	0	47	0	21	5	16	27	0	69	116		2	2	3
18	BWANDA	0	10	10	7	5	0	32	0	20	5	5	5	0	35	67		2	2	3
19	OFUNYU	0	15	8	16	10	0	49	0	15	6	16	3	5	45	94	1	2	3	3
20	OYOLA	0	5	13	15	10	0	43	0	10	12	19	17	0	58	101	1	1	2	3
		7	233	164	185	173	7	769	0	194	159	184	227	5	769	1538	10	34	44	60

ZONE : KAJULU

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T					GT
																CIT	COUNT	TOTA	IDEA	
1	ONGADI	0	0	19	19	15	0	53	0	0	15	17	24	0	56	109	1	2	3	3
2	ANGIRA	0	8	3	10	7	2	30	0	4	3	8	8	0	23	53		2	2	3
3	OKOK	0	4	8	3	13	20	48	0	3	7	9	17	0	36	84	2	1	3	3
4	OBWOLO	0	6	15	26	6	0	53	0	4	10	12	9	0	35	88	1	2	3	3
5	BUKNA	0	19	20	22	0	0	61	0	15	25	28	0	0	68	129	1	2	3	3

6	KINDU	0	4	15	11	8	11	49	0	6	19	18	16	7	66	115		3	3	3
7	ALANGO	0	3	5	5	5	2	20	0	2	5	5	5	3	20	40	1	1	2	3
8	RAE KAJULU	0	10	1	6	10	0	27	0	9	1	7	4	0	21	48		2	2	3
9	KIANJA	0	10	8	8	23	7	56	0	9	6	12	29	9	65	121	1	2	3	3
10	GOT NYABONDO	0	3	3	9	7		22	0	6	8	9	9	1	33	55		2	2	3
11	ST JOHNS ORIANG	0	2	14	12	5	0	33	0	1	16	11	7	1	36	69		2	2	3
TOTAL		0	69	111	131	99	42	452	0	59	115	136	128	21	459	911	7	21	28	33

ZONE : RWEYA**PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	ST.JOHN'S MASAWA	2	6	29	30	24	9	100	3	18	26	11	17	8	83	183		2	2	5
2	CHIGA	0	9	10	1	17	25	62	0	14	6	3	21	17	61	123		3	3	3
3	MAYENYA	0	10	11	12	9	0	42	0	8	10	11	10	0	39	81		3	3	3
4	NYAIMBO	1	0	6	9	4	0	20	2	0	5	10	9	0	26	46		2	2	3
5	OBINO	0	0	11	32	28	10	81	0	6	13	24	24	6	73	154		2	2	4
6	KADIJU	0	2	14	20	9	0	45	8	14	18	18	0	0	58	103	1	2	3	3
7	ST.FRANCIS FOFE	2	4	3	2	11	2	24	11	10	16	21	11	1	70	94		1	1	3
8	NYAMONGE FOFE	1	16	13	5	9	1	45	4	12	8	11	6	0	41	86		2	2	3
9	NYATEGE	0	10	15	19	12	10	66	9	16	20	20	12	10	87	153		2	2	4
10	OMUNGI	1	7	21	25	6	0	60	0	6	19	22	4	0	51	111	1	2	3	3
11	AYARO	0	6	9	10	8	0	33	2	7	6	12	10	0	37	70		3	3	3
12	RWEYA	0	10	10	14	15	10	59	4	12	11	15	10	7	59	118	1	1	2	3
13	BUOYE	1	4	11	20	5	2	43	1	2	12	16	13	4	48	91	1	1	2	3
14	ORONGO	0	8	5	3	5	0	21	0	6	8	3	10	0	27	48		2	2	3
15	ANYWANG	3	6	3	4	2	2	20	2	4	7	6	5	3	27	47		2	2	3
16	BUNGU	1	4	10	13	14	4	46	1	3	8	11	12	3	38	84		2	2	3
17	OKAGO	3	10	10	8	8	2	41	2	7	12	6	5	2	34	75	1	1	2	3
TOTAL		15	112	191	227	186	77	808	49	145	205	220	179	61	859	1667	5	33	38	55

SEME SUB COUNTY**ZONE : BAR KORWA****PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T					GT
																		CIT	COUNT	TOTA
1	ANYANGA	0	5	5	5	5	4	24	0	3	4	5	5	6	23	47		1	1	3
2	DAGO KANYACAYA	0	15	9	19	24	0	67	0	20	11	11	11	0	53	120		1	1	3
3	GOTAGULU	0	0	8	10	5	1	24	0	0	10	8	5	2	25	49				3
4	AMI	0	4	7	3	4	0	18	0	6	8	5	7	0	26	44		1	1	3

5	NDURU KADERO	0	8	10	7	3	1	29	2	7	24	12	1	2	48	77		1	1	3
6	OJOLA KADERO	1	3	6	6	7	5	28	1	5	6	9	3	3	27	55		1	1	3
7	OGONA KADERO	0	2	5	7	9	1	24	0	1	8	9	8	0	26	50		1	1	3
8	OMUYA	0	5	10	16	8	6	45	1	3	5	4	9	5	27	72		1	1	3
9	ST.ELIZABETH	1	6	15	11	5	6	44	0	8	21	15	7	3	54	98		2	2	3
10	BAR KORWA	1	1	9	17	11	7	46	1	1	9	17	11	4	43	89		1	1	3
11	KWOYO KOWE	0	7	8	7	8	2	32	0	6	7	6	2	3	24	56		1	1	3
12	NDIRU	2	5	16	10	7	2	42	1	2	8	13	4	1	29	71		1	1	3
13	NYAWANGA	0	13	14	12	2	1	42	0	5	14	15	0	0	34	76		1	1	3
14	PITH KABONYO	0	8	10	14	10	1	43	0	8	8	11	9	0	36	79		1	1	3
15	KAMBLA	0	3	5	2	2	0	12	0	5	3	6	0	0	14	26				3
16	KORWENJE	5	7	6	12	14	13	57	3	5	4	9	17	10	48	105		1	1	3
17	GOT OBONGO	3	3	4	3	2	1	16	2	3	4	4	1	2	16	32				3
TOTAL		13	95	147	161	126	51	593	11	88	154	159	100	41	553	1146		15	15	51

ZONE:OTWENYA**PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	ONYINJO	1	5	2	7	5	3	23	2	2	7	4	3	2	20	43		1	1	3
2	KAMAGORE	0	1	4	9	14	3	31	0	2	2	9	5	4	22	53		1	1	3
3	GOT ODONGO	4	5	4	5	1	4	23	7	8	5	3	3	5	31	54		1	1	3
4	ASOL	6	5	5	8	6	3	33	4	5	9	7	7	3	35	68		1	1	3
5	MAGWAR	0	2	3	7	9	9	30	0	2	5	8	8	11	34	64		1	1	3
6	MIRANGA	1	4	7	6	4	2	24	1	2	10	5	6	2	25	49		2	2	3
7	NYAROMBO	1	7	10	13	8	2	41	2	6	16	15	5	2	46	87		1	1	3
8	OMBO	0	4	6	10	8	0	28	0	8	11	7	3	0	29	57		1	1	3
9	MBEKA	0	0	14	5	5	0	24	0	1	7	5	5	0	18	42		1	1	3
10	ATOL	0	2	5	3	4	0	14	0	2	5	3	6	0	16	30		1	1	3
11	OTWERO	0	8	8	6	3	6	31	0	5	7	11	4	2	29	60				3
12	MARIWA	0	2	10	19	8	0	39	0	0	6	20	7	0	33	72		1	1	3
13	NYAMOR	7	0	5	5	5	0	22	8	0	5	5	5	0	23	45				3
14	RATTA	0	0	40	43	20	7	110	0	0	20	40	19	11	90	200		3	3	3
15	LUNGA	5	9	7	6	0	0	27	7	10	13	9	0	0	39	66		1	1	3
16	ATOYA	0	2	19	25	10	1	57	0	2	17	20	10	1	50	107		1	1	3
17	NDUTA	2	3	15	10	4	2	36	1	2	12	8	3	1	27	63		1	1	3
18	URUDI RATTA	0	3	6	3	4	1	17	2	3	4	0	8	1	18	35				3
TOTAL		27	62	170	190	118	43	610	33	60	161	179	107	45	585	1195		18	18	54

ZONE:MANYWANDA**PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	NYALIK	8	2	3	6	4	5	28	3	4	6	8	7	6	34	62		1	1	3
2	JONYO	0	14	17	18	11	7	67	3	15	19	17	9	4	67	134		1	1	3
3	RANEN	0	25	12	10	12	2	61	0	7	20	10	10	0	47	108		1	1	3
4	OCHOK	0	8	10	12	8	0	38	0	7	10	11	5	0	33	71		1	1	3
5	GUMO	0	0	3	10	10	3	26	0	0	10	6	6	3	25	51		1	1	3
6	JIMO	4	10	10	20	10	3	57	2	12	5	20	8	2	49	106		1	1	3
7	KITARE	0	1	6	18	11	9	45	0	2	11	14	18	9	54	99		1	1	3
8	NGERE	0	3	11	7	9	0	30	0	2	4	4	5	3	18	48		1	1	3
9	MANYWANDA	1	5	5	3	4	5	23	0	6	10	5	4	5	30	53		1	1	3
10	NYATIGO	3	1	13	5	1	2	25	3	3	2	3	4	0	15	40		1	1	3
11	OSEWRE	1	15	16	10	6	1	49	1	13	7	11	2	2	36	85		1	1	3
12	ALWALA	1	8	10	16	26	9	70	2	8	14	17	18	8	67	137		1	1	4
13	RIDORE	0	7	5	8	10	6	36	0	10	4	5	9	4	32	68		1	1	3
14	LELA	2	3	4	12	8	0	29	1	12	10	4	4	0	31	60		1	1	3
15	MAYIEKA	0	8	11	13	10	2	44	0	9	10	11	5	1	36	80		1	1	3
16	RAPOGI	1	10	11	12	16	5	55	0	5	10	8	14	7	44	99		1	1	3
17	KIRINDO	0	3	4	7	11	6	31	1	5	6	12	11	1	36	67		1	1	3
18	OKUTO	0	6	6	7	4	7	30	0	2	9	7	8	1	27	57		1	1	3
19	ALUNGO	2	19	8	10	23	4	66	4	11	11	12	14	5	57	123		1	1	3
20	OCHARA	1	9	5	6	10	0	31	0	8	6	7	8	0	29	60		1	1	3
21	ASINO	0	5	8	10	7	6	36	0	6	6	13	13	6	44	80		1	1	3
22	MAGWAKO	0	4	10	14	3	4	35	0	6	12	16	8	3	45	80		1	1	3
23	OPANDE	1	8	6	15	9	1	40	1	7	6	17	10	0	41	81		1	1	3
24	RERU RC	2	5	8	17	9	2	43	0	3	5	9	9	1	27	70		1	1	3
25	AKADO	3	10	9	6	3	3	34	6	11	7	5	5	3	37	71		1	1	3
26	RAMUYA	1	5	7	8	3	4	28	1	8	6	7	7	1	30	58		1	1	3
27	ADUONG MONGE	0	1	4	6	5	0	16	0	1	6	4	4	0	15	31		1	1	3
28	PITH KOCHIEL	0	0	4	9	8	8	29	0	0	6	3	9	6	24	53		1	1	3
29	NYAUNDI	0	10	6	10	9	1	36	0	4	6	6	6	2	24	60				3
TOTAL		31	205	232	305	260	105	1138	28	187	244	272	240	83	1054	2192		28	28	88

ZONE:KIT MIKAYI**PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTA	IDEA
1	LANGI	0	15	14	15	4	3	51	0	14	17	13	1	2	47	98		1	1	3
2	RODI	0	8	10	15	10	0	43	0	10	8	15	10	0	43	86		1	1	3
3	NANGA KOKER	0	5	9	18	10	12	54	0	5	11	27	14	8	65	119		1	1	3
4	AWANYA	0	13	7	8	8	0	36	0	5	5	8	11	0	29	65		1	1	3
5	KAJULU	0	3	9	5	14	3	34	0	6	12	13	29	1	61	95		1	1	3

6	OLARE	1	1	6	5	4	1	18	1	2	1	6	5	0	15	33		1	1	3
7	KAMBUDI	0	6	5	4	5	3	23	0	7	7	8	4	3	29	52		1	1	3
8	RUNDA	2	4	4	3	4	3	20	5	5	8	6	12	4	40	60		1	1	3
9	KUOYO KAILA	1	27	22	37	9	7	103	2	21	20	43	8	0	94	197		1	1	5
10	KIT MIKAYI	0	5	13	11	12	6	47	0	5	16	11	15	9	56	103		2	2	3
11	NYAGUDA	0	0	6	10	4	0	20	0	0	9	7	8	0	24	44		1	1	3
12	NYAMISIRI	0	7	15	14	13	0	49	0	6	10	16	15	0	47	96		1	1	3
13	KALOKA	0	5	7	5	11	1	29	0	5	8	6	9	2	30	59		1	1	3
14	ORANDO	11	10	15	4	20	0	60	20	39	11	5	16	0	91	151		1	1	3
15	NYABERA	2	12	10	13	6	4	47	2	6	5	7	10	4	34	68		1	1	3
16	MALELA	0	6	8	10	0	0	24	0	9	6	5	1	0	21	45				3
17	SIALA KAILA	0	0	2	7	5	8	22	0	1	6	11	4	6	28	50				3
18	NGOP NGESO	2	6	13	14	12	2	49	3	8	9	14	10	2	46	95		1	1	3
19	NYAMBOYO	0	4	26	10	15	1	56	0	8	23	11	18	0	60	116		1	1	3
20	OLUTI	5	5	8	3	4	0	25	0	1	5	6	3	2	17	42				3
21	SIMBA GERO	0	7	5	8	10	1	31	0	9	9	12	20	2	52	83		1	1	3
TOTAL		24	149	214	219	180	55	841	33	172	206	250	223	45	929	1770		19	19	65

ZONE:KOMBEWA**PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	OTENGA	0	2	5	12	8	3	30	0	1	5	6	6	5	23	53		1	1	3
2	KORUMBA	0	7	7	9	6	5	34	0	8	4	7	8	3	30	64		1	1	3
3	BONDE	0	0	7	19	8	1	35	1	4	6	16	10	0	37	72		1	1	3
4	OKODE	2	3	9	10	9	0	33	5	4	14	12	6	2	43	76		1	1	3
5	NYAMGUN	4	7	5	14	4	3	37	3	7	6	13	5	1	35	72		1	1	3
6	RACHILO	0	6	14	7	7	1	35	0	12	10	4	3	1	30	65		1	1	3
7	MILUGO	0	4	2	7	5	1	19	0	3	3	5	12	0	23	42		2	2	3
8	NGUTU	2	5	27	13	4	1	52	1	3	33	15	6	0	58	110		1	1	3
9	DIEMO	0	4	4	5	10	8	31	0	4	3	3	9	15	34	65		1	1	3
10	MIRIERI	0	1	9	10	12	0	32	0	1	10	13	8	1	33	65		1	1	3
11	PAP OTHANY	0	3	14	15	8	0	40	0	6	11	18	10	0	45	85		1	1	3
12	AKONYA	5	10	9	11	10	2	47	4	8	8	13	12	3	48	95		1	1	3
13	RABONGI	1	1	4	7	8	6	27	3	2	4	1	4	4	18	45		1	1	3
14	ABOL	0	2	16	17	17	1	53	0	3	13	18	20	0	54	107		1	1	3
15	KEYO KODO	0	0	9	10	5	1	25	0	1	3	3	5	1	13	38		1	1	3
16	LIEYE	4	5	15	10	16	7	57	5	7	16	13	1	1	43	100		1	1	3
17	OBOLA	12	17	10	7	5	0	51	7	6	19	6	10	1	49	100		1	1	3
18	ORUGA	0	3	6	7	11	7	34	0	3	8	9	12	5	37	71		1	1	3
19	OMORE	1	4	8	7	5	1	26	1	3	11	5	3	2	25	51		1	1	3
20	KAMONYE	1	2	3	7	3	2	18	0	1	2	6	2	1	12	30		2	2	3
21	KINDU	0	3	9	12	16	8	48	0	4	8	8	5	2	27	75		1	1	3
22	ODIENYA KAGANI	5	4	2	4	3	0	18	4	8	4	3	3	0	22	40		1	1	3
TOTAL		37	93	194	220	180	58	782	34	99	201	197	160	48	739	1521		24	24	66

NYANDO SUB COUNTY

ZONE : AWASI

PUBLIC

NO	SCHOOL	BOYS								GIRLS								NUMBER OF TEACHERS			
		BELOW 3	3	4	5	6	ABOVE 6	T		BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	KANYIPOLA	2	2	7	4	9	2	26		3	7	2	5	4	2	23	49		1	1	3
2	GER LIECH	0	3	9	12	8	0	32		0	4	10	13	7	0	34	66		1	1	3
3	HOLO ORUCHO	0	6	10	14	6	4	40		0	10	16	16	3	4	49	89		1	1	3
4	OGWEDHI PAG	3	5	10	10	8	0	36		3	7	10	14	8	0	42	78		1	1	3
5	AKWANYA	2	14	8	8	12	10	54		2	9	4	7	9	15	46	100		1	1	3
6	ANGORO	0	4	2	15	4	2	27		0	3	5	16	6	0	30	57		1	1	3
7	AWASI	1	8	11	18	15	2	55		2	7	9	4	10	0	32	87		1	1	3
8	SARE	10	4	9	6	4	7	40		4	6	10	6	6	5	37	77				3
9	OLASI	0	7	6	11	10	3	37		0	5	4	15	8	1	33	70		1	1	3
10	KAMUNDA	0	10	7	5	6	4	32		0	13	6	4	3	2	28	60		1	1	3
11	BONDO KACHOLA	0	5	12	4	4	0	25		0	5	4	6	4	0	19	44		1	1	3
12	WARADHO	0	10	8	7	5	0	30		0	13	10	6	7	0	36	66		1	1	3
13	OREN	2	2	5	5	2	1	17		3	4	7	6	2	2	24	41		2	2	3
14	PALA	0	22	25	14	7	0	68		0	17	13	7	7	0	44	112		1	1	3
15	AYUCHA	5	7	4	5	7	0	28		6	5	7	8	11	0	37	65		1	1	3
16	KANYANGORO	3	15	5	13	6	10	52		2	13	12	17	13	5	62	114		1	1	3
17	OJIENDA	0	15	12	9	0	0	36		0	25	12	11	0	0	48	84		1	1	3
18	WANGANGA	1	0	5	7	6	5	24		0	1	8	12	10	0	31	55		1	1	3
19	NYAKONGO	0	6	14	14	10	1	45		0	5	19	17	10	1	52	97		2	2	3
20	KUTH AWENDO	1	8	9	10	1	0	29		2	14	7	9	0	0	32	61		1	1	3
21	ACHEGO CENTRAL	0	8	11	9	5	4	37		0	2	4	12	3	4	25	62		1	1	3
22	KATOLO	0	4	8	11	12	3	38		0	6	14	5	10	2	37	75		1	1	3
23	NYAROMBE	0	0	6	8	14	0	28		0	0	10	9	15	0	34	62		1	1	3
24	YOGO	0	4	18	18	1	0	41		0	2	15	19	0	0	36	77		1	1	3
25	ONERA	0	4	9	7	7	6	33		0	5	7	12	8	1	33	66		1	1	3
TOTAL		30	173	230	244	169	64	910		27	188	225	256	164	44	904	1814		26	26	75

ZONE : NYANGANDE

PUBLIC

NO	SCHOOL	BOYS								GIRLS								NUMBER OF TEACHERS			
		BELOW 3	3	4	5	6	ABOVE 6	T		BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	SIANY KAPONYO	4	3	5	3	4	0	19		0	3	2	6	0	0	11	30		1	1	3
2	KOLAL	2	11	17	12	8	0	50		2	11	10	10	7	0	40	90		1	1	3
3	UGWE	0	2	12	15	10	0	39		0	2	16	14	5	0	37	76		2	2	3
4	RERU AIC	0	7	10	10	14	1	42		1	4	8	13	8	1	35	77		1	1	3

5	OSARIA	0	10	8	10	10	10	48	0	4	11	12	13	4	44	92		2	2	3
6	KIBARWA	6	10	8	23	14	3	64	2	14	9	20	24	2	71	135		1	1	4
7	BWANDA	5	11	6	12	12	3	49	4	7	5	10	9	2	37	86		1	1	3
8	NYANGANDE	0	5	9	23	15	8	60	0	5	9	22	15	6	57	117		2	2	3
9	KASANGANY	5	10	10	11	0	0	36	5	10	5	7	0	0	27	63		1	1	3
10	KADETE	0	5	5	4	6	10	30	0	7	6	6	10	6	35	65		1	1	3
11	KORWANA	3	0	7	12	9	20	51	4	2	12	9	6	15	48	99		2	2	3
12	WITHUR	1	7	8	2	15	0	33	3	11	5	8	6	3	36	69		1	1	3
13	NYAMRUNDU	0	8	6	14	13	13	54	0	6	15	18	10	8	57	111		1	1	3
14	OSETH	0	19	2	11	4	4	40	0	11	6	6	17	13	53	93		1	1	3
15	KANDARIA	0	18	21	28	23	0	90	0	13	15	25	22	0	75	165		1	1	4
16	AROMBO	1	3	6	11	6	0	27	2	3	10	11	10	0	36	63		1	1	3
17	MAO	2	5	10	12	9	10	48	3	3	12	10	10	13	51	99		1	1	3
18	OGENYA	3	18	31	26	19	0	97	6	13	23	23	10	0	75	172		2	2	5
19	ODIENYA	0	9	19	9	25	4	66	3	3	37	9	25	4	81	147		2	2	4
20	NDURU MHM	0	46	28	15	0	0	89	0	38	24	22	0	0	84	173		1	1	5
TOTAL		32	207	228	263	216	86	1032	35	170	240	261	207	77	990	2022		26	26	67

ZONE : RABUOR

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	ONGECHE	0	3	21	14	12	2	52	0	6	7	12	7	1	33	85		1	1	3
2	RONGO	2	0	4	9	10	1	26	1	2	2	12	9	8	34	60		1	1	3
3	ONONGNO	2	2	7	11	5	1	28	2	5	11	10	2	4	34	62		1	1	3
4	LELA	0	5	4	11	21	0	41	1	2	6	15	15	0	39	80		1	1	3
5	KOWALLA	0	3	7	8	13	5	36	0	3	7	7	10	8	35	71		1	1	3
6	KOROWE	0	4	6	7	11	0	28	0	4	4	4	9	0	21	49		1	1	3
7	KALUORE	4	16	17	13	4	0	54	2	9	9	19	6	0	45	99		1	1	3
8	MIGINGO	0	0	5	14	4	4	27	0	0	10	15	7	2	34	61		1	1	3
9	ALENDU	0	9	12	14	0	0	35	0	12	7	4	0	0	23	58		2	2	3
10	NYAKAKANA	0	28	32	27	3	0	90	0	38	20	19	5	0	82	172		2	2	5
11	NYAMKEBE	1	5	10	12	11	26	65	2	12	14	7	18	22	75	140		2	2	4
12	MASOGO	1	1	2	6	8	0	18	1	2	2	4	3	0	12	30		1	1	3
13	KOBURA	0	4	9	11	10	0	34	0	3	6	9	12	0	30	64		1	1	3
14	HONGO OGOSA	0	10	9	9	15	0	43	0	18	11	7	6	0	42	85		1	1	3
15	NYAMWARE	3	3	15	22	17	4	64	3	5	22	26	16	1	73	137		2	2	4
16	OKANA	0	9	11	13	8	0	41	0	8	6	8	13	0	35	76		1	1	3
17	BUNGU KORAGA	1	2	4	5	6	6	24	1	2	6	7	7	5	28	52		1	1	3
18	BONDE KAKOKO	1	8	7	8	8	2	34	2	7	4	7	8	3	31	65		1	1	3
19	MBEGA	0	6	9	10	7	8	40	1	7	10	10	10	8	46	86		1	1	3
20	HONGO RABUOR	2	4	6	6	3	2	23	1	0	6	8	4	0	19	42		2	2	3
21	RANJIRA	2	6	3	10	7	6	34	3	4	9	22	8	9	55	89		2	2	3
22	MIGUYE	1	2	8	8	6	3	28	0	0	6	10	9	2	27	55		1	1	3
23	KAROMBE	0	6	17	29	0	0	52	1	2	14	18	0	0	35	87		2	2	3

24	RABUOR	0	0	4	22	4	2	32	2	3	4	20	4	2	35	67		1	1	3
TOTAL		20	136	229	299	193	72	949	23	154	203	280	188	75	923	1872		31	31	76

ZONE : AHERO**PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	LUORA	0	8	4	15	10	8	45	0	7	5	10	15	5	42	87		1	1	3
2	DISI	0	9	15	20	19	7	70	0	5	17	17	15	6	60	130		1	1	4
3	NYOMWARO	0	9	20	31	0	6	66	0	13	28	22	0	16	79	145		1	1	4
4	NYACHAMBLA	3	5	14	4	0	0	26	3	10	6	5	0	0	24	50		1	1	3
5	KOKUOYO	0	5	17	16	13	0	51	0	2	10	9	8	0	29	80		1	1	3
6	OKANJA	0	5	8	4	0	4	21	1	8	10	3	6	1	29	50		1	1	3
7	ST.CHRISTOPHER RC	1	3	8	4	6	6	28	0	4	10	8	10	0	32	60		1	1	3
8	OBUGI	0	8	18	8	8	3	45	0	5	12	14	11	1	43	88		1	1	3
9	KARANDA	0	6	8	17	6	3	40	0	4	7	10	7	2	30	70		1	1	3
10	KOWUOR	0	5	6	5	2	5	23	0	7	6	5	3	4	25	48		1	1	3
11	KOCHIENG	0	0	26	16	9	0	51	0	0	17	8	12	0	37	88		2	2	3
12	ONJIKO	0	4	15	13	9	0	41	0	6	14	14	13	0	47	88		1	1	3
13	OMBAKA	0	0	10	9	14	4	37	0	6	8	6	13	0	33	70		1	1	3
14	KASUNA	0	19	20	9	6	0	54	0	16	20	9	7	0	52	106		2	2	3
15	ST.ANNE'S AHERO	2	33	19	18	1	0	73	4	13	23	18	1	0	59	132		2	2	4
16	KOLUNGA	1	3	6	18	10	6	44	4	4	7	13	14	4	46	90		2	2	3
17	KOGWEDHI	1	11	13	4	24	1	54	1	11	7	5	22	1	47	101		1	1	3
18	BUNDE	0	3	5	7	4	12	31	1	3	4	4	5	4	21	52		1	1	3
19	OJERE	0	8	9	7	9	0	33	0	10	3	6	8	0	27	60		1	1	3
20	APONDO	2	5	11	9	9	8	44	3	3	8	8	7	11	40	84		1	1	3
21	BOYA	5	13	4	18	18	3	61	5	6	10	17	15	0	53	114		1	1	3
22	MIRINGO	5	7	14	25	14	8	73	9	6	8	15	16	13	67	140		1	1	4
23	OKIRO	0	12	0	8	4	4	28	0	16	3	6	4	5	34	62		1	1	3
24	ONJIKO KOBONGO	3	12	32	26	6	0	79	2	10	23	33	5	0	73	152		3	3	4
25	NYALENDA	1	5	12	12	22	2	54	0	4	8	9	9	3	33	87		1	1	3
26	KAGIMBA	5	10	11	7	1	1	35	8	9	8	2	1	1	29	64		1	1	3
27	KOSIDA	0	10	15	10	2	0	37	0	14	9	16	3	0	42	79		1	1	3
28	KONIM-ST PETERS	0	2	3	4	6	2	17	0	2	2	7	4	3	18	35		1	1	3
29	OSINO	3	6	10	11	15	3	48	5	8	12	13	4	0	42	90		1	1	3
30	NYACHODA	0	0	4	17	6	7	34	0	0	10	17	7	4	38	72		1	1	3
31	NYAMASAO	0	15	3	6	4	2	30	0	17	6	4	6	5	38	68		1	1	3
32	OMBAKA SPEC.	0	0	0	0	0	17	17	0	0	0	0	0	14	14	31			1	3
TOTAL		32	241	360	378	257	122	1390	46	229	321	333	251	103	1283	2673		37	37	101

**MUHORONI SUB
COUNTY
ZONE : MENARA**

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	MARWA	6	6	10	23	2	0	47	6	10	6	22	1	0	45	92		1	1	3
2	KANDEGE	0	3	6	10	5	3	27	0	5	7	9	5	1	27	54		1	1	3
3	MUHORONI PRI.	0	4	16	14	9	3	46	0	2	14	18	8	2	44	90		2	2	3
4	MENARA	0	3	28	20	12	4	67	0	3	20	27	10	3	63	130		1	1	4
5	KORU TOWNSHIP	0	5	4	11	10	3	33	0	7	6	5	8	1	27	60		1	1	3
6	SAUSET	0	5	7	11	14	2	39	0	5	6	6	5	3	25	64		1	1	3
7	NYANDO ECD	0	0	11	0	6	0	17	0	0	5	4	0	0	9	26		1	1	3
8	KORU ST.JOHNS	1	17	13	15	0	0	46	0	3	21	21	0	0	45	91		1	1	3
9	GOD NYITHINDO	0	0	23	10	13	0	46	0	0	14	13	14	0	41	87		1	1	3
10	KIPTURI	0	7	16	6	3	0	32	0	9	14	12	3	0	38	70		1	1	3
11	MUTWALA	0	10	18	20	2	0	50	0	17	9	6	0	0	32	82		1	1	3
12	CHEPTUIYET	1	4	8	8	8	1	30	2	13	9	17	13	0	54	84		1	1	3
13	HOMA LIME	1	8	18	18	3	1	49	2	10	15	17	1	2	47	96		1	1	3
14	JABER	0	0	6	10	6	0	22	0	1	5	10	6	0	22	44		1	1	3
15	MUHORONI FACTORY	0	4	10	9	3	0	26	0	6	9	7	4	0	26	52		1	1	3
16	GOT RUKE	0	4	9	6	5	4	28	0	3	5	5	3	3	19	47		1	1	3
17	TONDE	0	3	7	10	8	7	35	0	3	8	9	8	2	30	65		2	2	3
18	MUHORONI TOWNSHIP	0	0	6	8	5	0	19	0	2	10	6	10	0	28	47		1	1	3
19	BISHOP OKOTH	0	5	5	5	5	0	20	0	6	6	5	5	0	22	42				3
20	DR.ROBERT OUKO	0	8	7	9	9	0	33	0	5	10	7	8	0	30	63		1		3
21	KIPCHORIAN	0	15	10	14	1	0	40	0	17	10	12	3	0	42	82				3
22	OGWEDHI	0	4	13	19	17	12	65	0	1	17	21	12	2	53	118		1	1	3
23	OYANI	0	7	18	12	15	6	58	0	7	6	18	14	7	52	110				3
TOTAL		9	122	269	268	161	46	875	10	135	232	277	141	26	821	1696		22	22	70

ZONE : OMBEYI

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	OSEMBE ECDE	0	2	14	9	1	0	26	0	5	6	13	8	0	32	58		1	1	3
2	KORE	2	6	9	11	7	7	42	3	5	7	16	5	6	42	84		1	1	3
3	NYANGOTO	0	4	7	14	30	1	56	0	4	7	11	24	0	46	102		1	1	3
4	ORENGE	0	3	8	22	20	1	54	0	1	6	31	19	1	58	112		1	1	3
5	MASARA	0	0	24	16	14	0	54	0	0	17	19	14	0	50	104		1	1	3
6	OBUMBA	0	13	16	27	21	5	82	0	17	11	20	23	3	74	156		2	2	4
7	WAGAI	0	14	8	6	2	0	30	0	14	4	7	1	0	26	56		1	1	3
8	OMBEYI	0	3	13	23	27	5	71	0	5	17	26	25	2	75	146		2	2	4
9	KILITI	0	10	34	28	24	12	108	0	10	35	24	20	10	99	207		1	1	5
10	KEYO	0	13	14	21	10	0	58	0	10	13	30	13	0	66	124		1	1	3

11	KANGO B	0	5	10	10	9	8	42	0	6	8	9	10	9	42	84					3
12	KANGO	2	10	12	13	8	3	48	3	12	11	10	3	3	42	90			1	1	3
13	KIGOCHÉ	0	14	15	15	6	0	50	1	17	18	14	4	0	54	104			1	1	3
14	RAMULA	2	8	14	9	7	2	42	3	5	13	12	4	1	38	80			1	1	3
15	YAWO	0	1	25	27	15	0	68	0	1	25	26	10	0	62	130			1	1	4
16	OBIAYO	4	4	6	10	20	3	47	2	5	5	11	14	1	38	85			1	1	3
17	MAREGA	0	22	45	23	7	5	102	0	30	44	30	6	4	114	216			1	1	5
18	ACHUODHO	0	0	15	11	18	7	51	0	0	17	16	10	5	48	99			1	1	3
19	BACHO	0	9	12	7	0	0	28	0	15	9	8	0	0	32	60			1	1	3
20	MITANDO	0	6	10	6	7	0	29	0	10	12	8	8	0	38	67			1	1	3
21	RAMULA SDA	3	7	14	7	0	0	31	0	14	10	5	3	0	32	63					3
TOTAL		13	154	325	315	253	59	1119	12	186	295	346	224	45	1108	2227			20	20	70

ZONE : MIWANI

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTA	IDEA
1	KIBIGORI ECD	0	1	2	13	6	14	36	0	3	1	7	2	7	20	56		1	1	3
2	SUGAR RESEARCH	0	4	10	12	12	8	46	0	3	15	12	16	6	52	98		1	1	3
3	JAGIR SINGH	1	2	2	2	9	9	25	0	1	0	1	5	10	17	42		2	2	3
4	KIBIGORI RAILWAYS	0	2	17	17	17	26	79	0	2	16	15	17	15	65	144		1	1	4
5	OROBA	8	18	10	10	16	1	63	3	20	21	18	9	2	73	136		1	1	4
6	KIBOS PRISON	0	13	10	5	2	1	31	0	15	4	4	2	2	27	58		2	2	3
7	KARUNGA	0	4	4	4	6	0	18	0	2	3	4	3	0	12	30		1	1	3
8	MIWANI SEC III	0	5	9	3	7	1	25	1	3	9	9	5	0	27	52		1	1	3
9	MIWANI EST ECD	0	9	7	6	3	0	25	0	9	5	5	6	0	25	50		2	2	3
10	NANDI	0	1	5	6	1	0	13	0	3	5	8	3	0	19	32		1	1	3
11	KIBOS VI	0	0	0	6	3	5	14	0	1	0	3	2	2	8	22		1	1	3
TOTAL		9	59	76	84	82	65	375	4	62	79	86	70	44	345	720		14	14	35

ZONE : MASOGO

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTA	IDEA
1	OLIK OLIERO	2	6	12	18	24	1	63	1	4	14	16	32	1	68	131		1	1	4
2	BONDO	0	10	12	15	7	3	47	0	7	7	13	9	4	40	87		1	1	3
3	SANDA	4	8	12	10	6	0	40	3	7	13	14	7	0	44	84		1	1	3
4	OGILO	0	9	7	5	7	4	32	0	6	10	7	8	2	33	65		1	1	3
5	AMILO	0	9	10	16	10	4	49	0	4	10	12	6	0	32	81		1	1	3
6	NYAKOKO	0	10	12	13	4	1	40	0	8	13	13	5	1	40	80		1	1	3
7	KODHIAMBO	0	3	10	14	12	3	42	0	2	15	16	8	5	46	88		1	1	3
8	WAWARE	0	2	6	4	9	5	26	0	0	3	1	5	3	12	38		1	1	3
9	SANGAYO	4	6	10	4	4	0	28	3	7	14	8	7	0	39	67		1	1	3

10	MAGARE	0	3	8	13	8	8	40	0	7	10	20	8	5	50	90		1	1	3
11	OGANDI	0	2	8	5	9	0	24	1	0	12	8	13	0	34	58		1	1	3
12	MINYANGE	0	15	10	7	12	0	44	0	10	7	8	9	0	34	78		1	1	3
13	OGWODO	2	25	17	16	20	10	90	4	6	15	20	10	15	70	160		1	1	4
14	KUNYA	0	7	10	11	3	1	32	0	9	9	10	4	1	33	65		1	1	3
15	RANGOMBE	2	4	5	9	7	2	29	2	7	6	8	7	1	31	60		1	1	3
16	NYAKUNGURU	0	12	29	14	5	0	60	0	16	24	19	3	0	62	122		1	1	3
17	NGITI	2	13	10	8	3	1	37	0	7	10	4	2	0	23	60			1	3
18	OBAGO	8	10	10	10	10	10	58	7	7	8	8	6	8	44	102				3
19	OMANYI	2	2	2	24	3	2	35	2	3	4	10	9	9	37	72				3
20	WAMBI	4	10	12	17	14	3	60	6	6	8	10	10	2	42	102				3
21	NYAKOKO PRI.ST.JOSEPH ECDE	0	3	0	6	8	2	19	0	4	0	8	10	2	24	43				
TOTAL		30	166	212	233	177	60	878	29	123	212	225	168	59	816	1694		16	16	62

ZONE : NYANGOMA

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	OSIRI MIGERE	0	0	30	29	27	0	86	0	0	35	29	27	0	91	177				5
2	NYALENYA	0	17	12	25	4	1	59	0	11	18	12	4	1	46	105		1	1	3
3	NYARENDA	0	5	11	8	6	4	34	0	8	5	7	4	5	29	63		1	1	3
4	NYADUNDO	0	4	13	20	18	0	55	0	3	12	21	19	0	55	110		1	1	3
5	NGENY	6	8	3	6	4	3	30	4	3	12	9	9	2	39	69		1	1	3
6	NGERE	0	4	10	13	20	5	52	0	5	7	1	24	3	40	92		1	1	3
7	PAW TENG	0	5	2	7	5	8	27	0	3	6	8	6	5	28	55		1	1	3
8	ANGOGO	0	0	4	8	10	0	22	0	0	9	20	8	0	37	59		1	1	3
9	KOLANG	0	2	11	9	6	17	45	0	4	9	7	11	7	38	83		1	1	3
10	ST.JOSEPH NGULA	0	6	4	8	6	0	24	0	5	7	6	4	0	22	46		1	1	3
11	THURBIE	0	4	12	16	9	0	41	0	4	7	11	9	0	31	72		1	1	3
12	NYATAO	0	10	12	26	38	0	86	2	8	16	16	30	0	72	158		1	1	3
13	PONGE	0	5	2	9	4	2	22	0	6	6	13	6	4	35	57		1	1	3
14	ORAGO	0	2	11	14	12	11	50	0	4	12	12	12	1	41	91		1	1	3
15	MIKIRIA	0	2	4	13	20	7	46	0	4	8	8	20	6	46	92		1	1	3
16	MILENYE	1	10	20	23	10	0	64	2	7	22	17	5	0	53	117		1	1	3
17	NYANGOMA	0	14	7	8	19	0	48	0	19	4	5	20	0	48	96				3
18	OKWACH	0	15	10	7	6	0	38	0	13	9	6	8	0	36	74				3
19	SIMBI LUORA	0	10	11	7	2	0	30	0	8	9	6	0	0	23	53		1		3
20	NGENY SPECIAL SCHOOL	2	3	4	3	1	2	15	2	4	2	2	1	1	12	27				3
TOTAL		9	123	189	256	226	60	863	10	115	213	214	226	35	813	1676		16	16	62

ZONE : CHEMILIL

PUBLIC

		BOYS							GIRLS										
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NO	SCHOOL	BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	NUMBER OF TEACHERS			
																	CIT Y	COUNT Y	TOTAL	IDEAL
1	YAGO	0	3	7	11	4	4	29	0	3	6	12	6	2	29	58		1	1	3
2	MASHAMBANI	0	0	6	9	5	0	20	0	2	4	6	7	0	19	39		1	1	3
3	OYANI ODUWO	0	3	7	16	11	0	37	0	3	8	10	4	0	25	62		1	1	3
4	CHEMILIL FACTORY	1	2	7	4	6	2	22	0	4	6	8	4	1	23	45		1	1	3
5	ACHEGO	0	5	8	10	6	0	29	0	3	6	8	5	0	22	51		1	1	3
6	GOD ABUORO	0	3	11	5	0	0	19	0	7	7	8	1	0	23	42		1	1	3
7	ONENO NAM	0	9	10	10	18	0	47	1	6	9	11	14	0	41	88		1	1	3
8	KWARE	0	7	5	5	4	3	24	0	9	6	10	6	2	33	57		1	1	3
9	ODUWO	0	8	16	15	2	0	41	0	15	14	13	11	0	53	94		1	1	3
10	OSENG TETI	0	10	9	19	12	3	53	0	9	7	9	8	9	42	95		1	1	3
11	OGEN	0	16	23	20	3	1	63	0	26	24	7	8	1	66	129		1	1	3
12	CHEMILIL B1	0	0	5	12	18	15	50	0	0	6	12	10	11	39	89		1	1	3
13	TAMU CENTRAL	1	4	8	4	2	1	20	1	4	7	6	0	1	19	39		1	1	3
14	TAMU	0	18	7	16	5	0	46	0	15	11	8	0	0	34	80		1	1	3
15	SONGHOR	2	12	16	12	11	0	53	1	14	15	15	3	0	48	101		1	1	3
16	GATUNDU	0	2	3	4	0	0	9	0	2	3	4	0	0	9	18		1	1	3
17	GUL	0	15	12	4	14	0	45	0	16	14	6	8	1	45	90		1	1	3
18	LWALA	0	5	10	14	0	0	29	0	5	8	10	0	0	23	52		1	1	3
19	MAKINDU	2	7	10	20	10	2	51	5	6	16	20	7	2	56	107				3
20	NYANGORE	0	3	5	4	3	0	15	0	4	5	4	3	0	16	31				3
TOTAL		6	132	185	214	134	31	702	8	153	182	187	105	30	665	1367		18	18	60

NYAKACH SUB COUNTY

ZONE : SIGOTI

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	HOLO	0	3	13	8	8	1	33	0	3	7	7	4	1	22	55		1	1	3
2	KABONDO	0	6	10	8	12	0	36	0	4	11	14	11	0	40	76		1	1	3
3	LWANDA	1	0	3	5	4	5	18	1	3	9	7	7	13	40	58		1	1	3
4	GUU	0	3	10	19	8	6	46	0	4	19	16	10	9	58	104		1	1	3
5	NAKI	0	10	6	8	4	0	28	0	13	7	4	6	0	30	58		1	1	3
6	ONGIELORE	0	0	8	9	4	0	21	0	0	9	5	5	0	19	40		1	1	3
7	PUNDO	5	20	8	28	7	0	68	8	12	8	36	3	0	67	135		1	1	4
8	SAKA	2	5	5	2	2	0	16	0	2	1	4	4	1	12	28		1	1	3
9	SOKO	1	1	4	2	5	2	15	1	2	1	2	5	2	13	28		1	1	3
10	ST.MARTIN DEPORES	0	2	7	8	3	0	20	0	3	6	12	3	4	28	48		2	2	3
11	KIBWON	0	7	10	7	2	0	26	0	8	9	5	3	0	25	51		1	1	3
12	NDORI BC	0	4	5	13	15	5	42	0	5	5	16	16	2	44	86		1	1	3
TOTAL		9	61	89	117	74	19	369	10	59	92	128	77	32	398	767		13	13	37

ZONE : OBOCH

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	OGEKA	0	7	8	2	10	2	29	0	4	7	9	5	5	30	59		1	1	3
2	BAR KAMARINDA	0	14	15	8	0	0	37	0	15	7	13	2	0	37	74		1	1	3
3	BUNGU MERI	10	7	7	10	9	4	47	7	12	9	7	8	10	53	100		1	1	3
4	CHACHI	0	6	10	11	12	10	49	0	7	8	9	6	11	41	90		1	1	3
5	ACHINGURE	2	3	6	7	1	0	19	2	6	5	7	2	0	22	41		1	1	3
6	APOKO	3	5	9	7	5	2	31	2	4	16	9	6	4	41	72		1	1	3
7	MIRIU	1	9	7	4	7	0	28	0	7	10	9	6	0	32	60		1	1	3
8	NGOPE	0	8	17	9	3	0	37	0	6	7	6	4	0	23	60		1	1	3
9	OBOCH	2	2	15	12	2	1	34	1	1	4	2	1	0	9	43		1	1	3
10	OBUORA	3	13	10	8	4	2	40	0	15	9	12	5	3	44	84		1	1	3
11	OTHITH	0	7	7	10	1	0	25	0	5	8	6	1	0	20	45		1	1	3
12	RAKWARO	5	10	23	20	6	0	64	4	6	10	25	12	0	57	121		1	1	3
13	RAMULA ODOWA	0	3	11	16	4	5	39	0	2	9	4	9	2	26	65		1	1	3
14	NYAKACH MIXED	0	0	3	3	6	0	12	0	0	3	2	5	0	10	22		1	1	3
15	NYALNGANYA	0	1	3	4	7	14	29	0	4	4	4	2	7	21	50		1	1	3
16	NYAMARIMBA	3	3	14	13	11	2	46	0	1	16	18	19	0	54	100		1	1	3
17	BUR KAMACH	15	11	3	5	10	1	45	8	8	5	2	2	0	25	70				3
18	GUL MAEMBE	0	0	18	10	6	0	34	0	0	15	14	10	0	39	73				3
19	ANDINGO RWARE	0	2	5	5	7	2	21	0	3	7	9	9	7	35	56				3
20	AIC INNIS	0	8	0	9	17	0	34	0	19	2	12	8	0	41	75				3
21	ST.HILLARY KAJIMBO	8	14	12	22	16	0	72	6	11	7	14	13	0	51	123				3
TOTAL		52	119	191	173	128	45	708	30	125	161	179	122	49	666	1374		16	16	63

ZONE : PAP ONDITI

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	OGILO KOMULO	0	23	21	7	13	5	69	0	18	15	6	8	5	52	121		1	1	3
2	OLEMBO	3	8	9	7	5	1	33	4	6	12	8	4	2	36	69				3
3	BUR KAMWANA	6	14	5	14	7	6	52	2	7	4	13	11	3	40	92		1	1	3
4	KABUYA	0	10	24	10	4	2	50	2	12	16	15	6	4	55	105		1	1	3
5	KACHAN	0	23	6	23	4	0	56	0	6	5	18	14	1	44	100		1	1	3
6	KUSA	0	7	13	13	4	0	37	0	10	16	21	8	0	55	92		1	1	3
7	MICHURA	3	6	6	0	3	5	23	0	7	7	4	2	2	22	45		1	1	3
8	NYABOLA	0	10	7	10	9	1	37	0	8	1	20	18	5	52	89		1	1	3
9	BUGI NAM	2	3	10	14	17	10	56	3	5	8	19	19	5	59	115		1	1	3
10	OLWALO	0	5	3	3	4	2	17	0	2	4	1	1	3	11	28				3

11	ONYINGE NAZARENE	1	2	10	18	22	9	62	0	4	9	15	13	6	47	109		1	1	3
12	RAGEN MHM	3	3	6	5	5	4	26	3	10	7	8	9	6	43	69		1	1	3
13	ST ZACHEUS PEDO	2	8	9	10	10	4	33	2	10	8	9	17	2	48	81				3
14	KAWILI	2	13	7	4	6	2	34	2	14	10	3	6	1	36	70		1	1	3
15	KONDITI ST,DENIS	3	0	10	5	7	6	31	0	0	6	4	21	4	35	66		1	1	3
16	KOSOGO	0	13	8	29	39	2	91	0	8	11	33	26	3	81	172		1	1	3
17	ST.PETERS KOGOLA	0	10	8	12	5	1	36	0	7	12	10	3	1	33	69		1	1	3
18	TULU	0	5	6	16	10	2	39	0	6	4	10	7	1	28	67		1	1	3
19	NYALUNYA	4	7	13	14	17	10	65	3	8	14	15	14	10	64	129		1	1	3
20	BUGO	1	15	11	16	17	4	64	1	14	13	13	15	3	59	123		1	1	3
21	RAGEN AIC	3	4	4	18	6	4	39	2	2	4	8	6	2	24	63		1	1	3
TOTAL		33	189	196	248	204	80	950	24	164	186	253	228	69	924	1874		18	18	63

ZONE : NYABONDO**PUBLIC**

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	DIRUBI	2	1	2	12	6	5	28	2	2	4	10	4	2	24	52				3
2	KABETE	1	6	11	6	5	5	34	2	8	16	8	11	3	48	82		1	1	3
3	AGAI	0	7	20	20	6	6	59	0	5	10	15	20	6	56	115		2	2	3
4	ACHEGO	0	1	2	11	12	7	33	0	1	3	13	8	12	37	70		1	1	3
5	NGEGE	4	3	8	4	7	0	26	6	4	3	8	8	0	29	55		1	1	3
6	ODHONG	0	2	5	8	8	1	24	0	1	6	14	9	0	30	54		1	1	3
7	OLWA	5	20	12	17	4	0	58	3	14	9	7	3	0	36	94		1	1	3
8	RADIENYA	4	1	10	10	4	7	36	3	9	13	5	8	4	42	78				3
9	SONDU UNION	0	18	12	10	0	0	40	0	25	14	12	0	0	51	91		1	1	3
10	NYABONDO MIXED	1	5	7	4	8	8	33	1	9	5	2	2	5	24	57				3
11	NYABONDO DAY	3	5	6	7	4	0	25	5	7	15	10	4	0	41	66		1	1	3
12	NYAGWENO	0	0	12	20	17	0	49	0	0	20	24	24	0	68	117		1	1	3
13	NYABONDO GIRLS B'DING	3	6	5	7	8	5	34	4	9	9	11	7	6	46	80				3
14	NYABONDO BOYS B'DING	5	7	8	9	12	5	46	6	7	9	13	8	4	47	93				
15	BODI	4	6	6	10	18	5	49	3	6	8	12	25	7	61	110		1	1	3
16	KEYO NYABONDO	0	3	1	2	4	3	13	0	2	2	2	2	0	8	21				3
TOTAL		32	91	127	157	123	57	587	35	109	146	166	143	49	648	1235		11	11	45

ZONE : KATITO**PUBLIC**

		BOYS							GIRLS							NUMBER OF TEACHERS			

NO	SCHOOL	BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT Y	COUNT Y	TOTAL	IDEAL
1	BWAJA	3	5	4	5	13	0	30	2	3	5	8	6	0	24	54		1	1	3
2	CHERWA	0	14	16	4	6	0	40	0	17	10	1	6	0	34	74		1	1	3
3	WASARE	2	3	9	18	10	2	44	2	4	8	20	20	2	56	100		1	1	3
4	PAW TENGE	0	7	6	5	12	8	38	2	8	7	5	9	3	34	72		1	1	3
5	MAGUNGA	0	1	7	16	22	6	52	0	1	6	12	15	14	48	100		1	1	3
6	MIRUKA	0	1	4	16	1	3	25	0	2	4	4	7	0	17	42		1	1	3
7	OCHWADO	6	8	10	9	8	5	46	8	8	12	6	7	9	50	96		1	1	3
8	OREMO	0	7	8	3	9	0	27	0	1	16	8	8	0	33	60		1	1	3
9	PAP NDEGE	0	0	8	8	9	0	25	0	0	4	5	6	0	15	40		1	1	3
10	RAE MIXED	0	4	25	21	11	3	64	0	3	24	22	5	2	56	120		1	1	3
11	ST.ALOYS GEM	2	7	8	4	12	3	36	7	15	9	2	12	0	45	81		1	1	3
12	KANYALWAL	8	10	10	15	10	4	57	10	11	10	10	12	3	56	113		1	1	3
13	KOWIRE	0	9	21	20	0	0	50	0	8	20	19	0	0	47	97		1	1	3
14	THURGEM	0	12	19	16	2	1	50	0	10	20	14	2	0	46	96		1	1	3
15	URUDI	2	23	8	5	12	0	50	3	6	6	11	16	0	42	92		1	1	3
16	WENWA	2	15	10	7	4	0	38	2	10	12	3	3	0	30	68		1	1	3
17	NYAMARUMBE	0	10	7	19	7	2	45	1	9	7	22	9	1	49	94		1	1	3
18	OBINGO	0	24	11	2	18	0	55	0	20	10	2	10	0	42	97		1	1	3
19	NGOMO	0	30	31	30	45	0	136	0	30	30	35	40	0	135	271				6
20	RAE	4	3	8	7	4	0	26	4	4	8	10	3	1	30	56		1	1	3
21	KOKUNGU	7	5	7	6	7	8	40	8	5	6	4	5	6	34	74		1	1	3
22	KASAWO	4	2	4	5	8	4	27	3	3	6	6	5	2	25	52				3
TOTAL		40	200	241	241	230	49	1001	52	178	240	229	206	43	948	1949		20	20	69

ZONE : BOLO

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	ABWAO	0	1	11	13	23	2	50	0	1	6	14	13	1	35	85		1	1	3
2	MBUGRA	10	10	13	10	1	2	46	10	10	9	20	2	2	53	99		1	1	3
3	ONWANGO	0	3	8	8	8	4	31	0	3	6	3	11	5	28	59		1	1	3
4	RACHIER	0	5	6	7	8	3	29	0	7	5	11	11	6	40	69		1	1	3
5	ST.JEROMO ANDINGO	3	8	14	10	5	1	41	2	8	12	9	3	0	34	75				3
6	ST.THERESA'S BOLO GIRLS	0	5	9	16	5	11	46	0	10	20	15	4	19	68	114				3
7	APONDO KACAYE	2	0	4	11	5	5	27	3	3	3	6	7	2	24	51		1	1	3
8	KOBONGO	3	23	10	3	8	8	55	3	18	16	5	4	7	53	108				3
9	ANDINGO GRANCA	1	11	14	3	10	0	39	1	13	11	11	13	0	49	88				3
10	OMBUGO	2	10	10	13	15	13	63	3	9	15	17	11	12	67	130		1	1	4
11	KAMTUDI	3	6	4	10	6	3	32	5	8	7	8	7	1	36	68				3
12	ST.AGNES	0	2	4	8	7	0	21	0	3	6	5	10	0	24	45		1	1	3

13	ST.MAIREAD ORIAN	4	6	9	11	10	8	48	1	5	10	10	7	7	40	88					3
TOTAL		28	90	116	123	111	60	528	28	98	126	134	103	62	551	1079		7	7	40	

ZONE : LISANA

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTAL	IDEA
1	GOT ONYUONGO	5	11	6	3	5	3	33	7	13	4	5	5	2	36	69		1	1	3
2	AKADO	0	3	7	10	13	13	46	0	0	5	10	15	9	39	85		1	1	3
3	ASAWO	3	5	7	4	5	2	26	3	4	7	4	4	3	25	51		1	1	3
4	LISANA	0	3	3	5	8	6	25	2	2	5	7	6	10	32	57		1	1	3
5	NDORI RC	2	1	6	15	11	28	63	2	11	9	10	17	31	80	143		1	1	4
6	NDUGA	2	4	8	4	5	0	23	4	5	10	6	4	0	29	52		1	1	3
7	ONYUONGO RC	4	10	13	9	4	6	46	5	4	5	6	6	5	31	77		1	1	3
8	PAP LISANA	1	7	7	11	17	4	47	3	4	17	13	18	5	60	107		1	1	3
9	MORO	1	12	17	12	4	3	49	4	14	16	14	4	4	56	105		1	1	3
10	KANDIEGE	3	11	12	15	10	3	54	3	18	11	15	2	3	52	106		1	1	3
11	KOBETO	0	2	3	17	10	1	33	0	3	4	8	17	1	33	66		1	1	3
12	KODUM	4	4	3	4	5	3	23	3	7	3	5	5	4	27	50		1	1	3
13	OBUN	10	12	7	7	4	4	44	5	7	7	8	5	9	41	85		1	1	3
14	KAGWEL	5	7	12	14	5	4	47	4	5	10	11	8	3	41	88		1	1	3
15	NYAKSURE	0	0	15	8	7	5	35	0	0	12	10	3	4	29	64		1	1	3
16	KANYATENG	6	8	8	10	3	3	38	3	4	9	5	2	1	24	62		1	1	3
TOTAL		46	100	134	148	116	88	632	48	101	134	137	121	94	635	1267		16	16	49

ZONE : KODINGO

PUBLIC

NO	SCHOOL	BOYS							GIRLS							NUMBER OF TEACHERS				
		BELOW 3	3	4	5	6	ABOVE 6	T	BELOW 3	3	4	5	6	ABOVE 6	T	GT	CIT	COUNT	TOTA	IDEA
1	AOMO	0	13	10	12	4	0	39	2	6	17	15	8	0	48	87		1	1	3
2	MBORA	0	2	3	5	8	0	18	2	4	1	9	7	0	23	41		1	1	3
3	ONEGO	5	12	21	17	13	5	73	3	18	25	15	15	6	82	155		1	1	4
4	OTHO ABWAO	1	10	12	9	8	5	45	2	4	7	8	6	3	30	75		1	1	3
5	SANGO BURU	0	11	22	15	6	0	54	0	11	4	16	12	0	43	97		1	1	3
6	SANGORO	0	2	10	6	9	7	34	0	4	8	8	10	9	39	73		1	1	3
7	THURDIBUORO	0	6	8	10	1	0	25	0	7	10	12	3	0	32	57		1	1	3
8	NYADERO	0	4	8	6	9	7	34	0	2	10	8	10	9	39	73		1	1	3
9	NYADINA	12	20	20	5	10	3	70	13	22	15	5	15	2	72	142		1	1	4
10	NYAMANYINGA	2	8	20	20	3	6	59	10	10	15	10	2	3	50	109		1	1	3
11	NYAWALO	3	10	11	9	29	2	64	4	16	10	12	14	3	59	123		1	1	3
12	NYAKWERE	2	2	5	1	8	10	28	4	5	2	6	9	9	35	63				3
13	ST.PATRICKS OBANGE	4	5	6	7	6	9	37	5	5	8	9	12	10	49	86				3
14	NYONGONGA	6	3	16	27	16	4	72	4	2	14	15	14	5	54	126				3
15	BALA	0	10	30	12	15	0	67	0	15	40	8	7	0	70	137				4

TOTAL	35	118	202	161	145	58	719	49	131	186	156	144	59	725	144 4		11	11	48
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4. Infrastructure Development and Learning Resources

Infrastructure remains a key determinant of the quality of ECDE services in Kisumu County. Based on the Kisumu County Intergrated Development 2023 -2027 implementation review Report for the periods between 2018 - 2023, the county constructed **280 classrooms**, which significantly expanded the capacity of ECDE centers. Moreover, **105 centers in five wards** were equipped with play equipment, enhancing the learning environment and promoting the holistic development of children. **100 centers** were also equipped with new teaching and learning materials, addressing some of the challenges related to resource constraints in ECDE centers. *(see annex I,ii,iii)*

Despite these positive developments, many ECDE centers still face infrastructure challenges, particularly in rural areas. For instance, **only 42%** of the planned construction of latrines was completed, and **20% of planned water tanks** were installed, reflecting a need for greater investment in sanitation and water facilities. Inadequate sanitation facilities pose a significant health risk to children and staff and may affect school attendance, particularly in areas with poor water access. *(see annex I,ii,iii)*

Additionally, the County Government has budgeted for the construction of the following ECDE infrastructure based on the Approved Budget for the FY 2024/2025

Table 2 - List of Development Projects FY 2024/2025

S/No.	Project Description	Ward	Total Amount
1	Construction of Mayieka ECD	West Seme	2,000,000
2	Completion of Mirieri ECDE	Central Seme	1,600,000
3	Completion of Otenga ECD	Central Seme	1,000,000
4	Completion of Okuto ECD	West Seme	800,000
5	Construction of Manywanda ECD	West Seme	1,700,000
6	Construction of Maembe Koderu ECD	West Kisumu	1,500,000
7	Construction of ECDE at Esivalu	North West Kisumu	1,700,000
8	Completion of Yathrateng' ECD	North Kisumu	700,000
9	Construction of ECD class at Disi primary	Ahero	2,000,000

10	Construction of toilet at Angola ECD	Kabonyo Kanyagwal	1,200,000
11	Construction of two classrooms at Luora Ayueyo	East Kano Wawidhi	3,000,000
12	Completion of Kisure ECD classroom	Miwani	1,500,000
13	Completion of Nyalenya ECDE	Masogo/Nyang'oma	1,500,000
14	Completion of Kamrika ECD	Masogo/Nyang'oma	1,500,000
15	Completion of Wuok E.C.D.E	Chemelil	2,000,000
16	Construction of Ngege ECDE	South East Nyakach	2,000,000
17	Construction of Bodi ECDE	South East Nyakach	2,000,000
18	Construction of ECDE classrooms at St.Mark.	Nyalenda A	2,000,000
19	Construction of Ong'adi ECDE	Kajulu	2,000,000
20	Rehabilitation of Shaurimoyo Stand-alone 3 ECD classroom and Hall	Kaloleni/Shaurimoyo	2,000,000
21	Fencing of Arina ECDE Centre	Kaloleni/Shaurimoyo1	1,000,000
22	Completion of Obunga ECD	Railways	1,000,000
23	Construction of ECD classrooms at Mbugra	West Nyakach	2,000,000
24	Construction of ECDE toilet at Kibuye mixed	Market Milimani	2,000,000
25	Construction of ECDE toilet at Kosawo primary	Kondele	1,800,000
26	Construction of Sangoro Primary ECDE	West Nyakach	2,000,000
27	Construction of Sabako ECDE classroom	South West Kisumu	1,800,000
28	Construction of E.C.D.E at Sabembe Primary School	South West Kisumu	1,800,000
29	Fencing and Gating of Kianja ECD	Kajulu	1,000,000
30	Completion of Sidika ECDE	North Kisumu	1,400,000
31	Completion of Sunga ECDE	North West Kisumu	1,700,000
32	Completion of Sianda ECDE	West Kisumu	1,500,000
33	Construction of ECDE at Ochara	West Seme	1,700,000
34	Completion of Magwako ECDE	West Seme	1,700,000
35	Completion of ECDE at Kajulu	East Seme	1,500,000
36	Construction of Nyamisri ECDE	East Seme	2,000,000
37	Completion of Lunga ECDE	East Seme	1,000,000
38	Construction of Atoya ECD	North Seme	2,000,000
39	Completion of Amii ECDE	North Seme	1,000,000
40	Construction of Okode ECDE	Central Seme	1,000,000
41	Completion of ECDE at Nanga	East Seme	2,000,000
42	Construction of an Ablution block at Kudho ECD	Railways	1,500,000
43	Construction of ECD toilet at Lake Primary	Market Milimani	2,000,000
44	Construction of Olembo Primary ECD	Central Nyakach	4,000,000
45	Construction of Kawili Primary ECD	Central Nyakach	4,000,000
46	Construction of Nyabola Primary ECD	Central Nyakach	4,000,000
59	Construction of ECD toilet at Canon Nyong'o	North Seme	1,500,000
Source: Approved budget 2024/2025			

5. School Feeding Program and Health Services

Nutrition plays a critical role in early childhood development, with school feeding programs acting as both an incentive for attendance and a means of addressing malnutrition among young learners. However, the ECDE school feeding program in Kisumu County has been inconsistently supported, with only **3.5% of the required resources** allocated during the **review period**. This gap in funding has significantly limited the effectiveness of the program, with many ECDE centers unable to provide regular meals to learners. As a result, malnutrition remains a concern in some areas, particularly in low-income and rural communities.

The county's school feeding program, if fully funded, could have a profound impact on improving attendance, retention rates, and overall learning outcomes for ECDE learners.

6. Funding and Budgetary Allocations

Kisumu County allocates resources to ECDE annually, with significant portions of the budget directed toward infrastructure, teacher salaries, and learning materials. The county receives capitation **KES 25 million annually** as part of the national government's capitation for ECDE, which has supported various initiatives, including the construction of classrooms and provision of learning materials. However, funding constraints have hindered the recruitment of additional ECDE teachers, sub-county and ward coordinators, and the expansion of the school feeding program.

To meet its targets for ECDE, Kisumu County must increase its budgetary allocation and seek additional support from development partners, community organizations, and the national government.

7. Curriculum Implementation: The Competency-Based Curriculum (CBC)

The introduction of the Competency-Based Curriculum (CBC) in Kenya has significantly altered the approach to early childhood education. The CBC emphasizes practical learning, creativity, and problem-solving skills, moving away from the traditional focus on rote memorization. The

curriculum aims to nurture the unique talents of each child, laying a strong foundation for lifelong learning.

However, the implementation of the CBC in Kisumu County's ECDE centers has encountered several challenges. One of the main issues is the inadequate training of teachers on the new curriculum. While training workshops have been held, many teachers still feel unprepared to fully implement the CBC. Additionally, the availability of CBC-aligned teaching and learning materials remains limited, especially in rural ECDE centers. As a result, there are inconsistencies in the delivery of the CBC across the county, with children in some centers receiving a lower quality of education than those in better-equipped schools.

8.Enrollment and Access to ECDE Services

Kisumu County has made progress in increasing enrollment rates in ECDE centers, with many parents now recognizing the importance of early childhood education. However, significant disparities remain in terms of access to ECDE services. Children from rural areas and informal settlements face barriers to enrolling in ECDE programs, including long distances to the nearest ECDE center, poverty, and a lack of awareness about the benefits of early education.

In urban areas such as Kisumu City, overcrowding is a major issue in many ECDE centers, which affects the quality of education. In rural areas, on the other hand, the challenge is more about availability, as some areas have very few ECDE centers, and children are forced to travel long distances to access education. This has led to lower enrollment rates in some parts of the county, especially among children from low-income families and marginalized communities.

9.Feeding Programs and Health Services

Nutrition and health are integral to early childhood development, and ECDE centers play a crucial role in providing these services. In Kisumu County, some ECDE centers have implemented school feeding programs aimed at addressing malnutrition among young learners. These programs provide children with at least one nutritious meal per day, which is essential for their physical and cognitive development.

However, the coverage of feeding programs in the county is limited. Many ECDE centers, particularly those in rural areas, do not have access to regular feeding programs due to budgetary constraints. This has a direct impact on the health and well-being of children, as malnutrition remains a significant problem in some parts of the county.

Additionally, access to health services in ECDE centers is inconsistent. While some centers benefit from health check-ups and immunization campaigns, many do not have regular access to health professionals. This gap in health services can affect children's attendance and performance in school, particularly in areas prone to infectious diseases.

10. Parental and Community Involvement

Parental and community involvement is crucial for the success of ECDE programs. In Kisumu County, there is a growing recognition of the importance of engaging parents in their children's early education. Parental involvement has been shown to improve children's learning outcomes, attendance rates, and overall well-being.

However, in many areas of Kisumu County, particularly in rural and informal settlements, parental involvement in ECDE remains limited. Many parents are unaware of the role they can play in supporting their children's education, and some view ECDE as less important than other stages of education. Additionally, economic pressures often prevent parents from actively participating in school activities or supporting their children's learning at home.

Community-based organizations (CBOs) have played an important role in bridging this gap by advocating for greater parental involvement in ECDE centers and helping to mobilize resources for improving education quality. There is still a need, however, for more structured efforts by the county government to enhance parental and community engagement in ECDE.

11. Funding for ECDE in Kisumu County

The Kisumu County Government has committed resources to the development of ECDE through its annual budget allocations. Funds are primarily directed toward infrastructure development, teacher recruitment, and the provision of learning materials. However, budgetary allocations to ECDE remain insufficient to address the numerous challenges facing the sector.

The county has also partnered with various stakeholders, including non-governmental organizations (NGOs) and international development agencies, to supplement its funding for ECDE. These partners have provided support in areas such as teacher training, infrastructure development, and curriculum implementation. However, reliance on external funding can be inconsistent, leading to gaps in service provision.

The financial constraints faced by the county government have made it difficult to implement comprehensive feeding programs, build sufficient ECDE centers, and provide adequate learning materials across all centers. Increased budgetary allocation and better financial planning are necessary to ensure that the goals set for ECDE in the Kisumu County Integrated Development Plan (CIDP) 2023 – 2027 are met.

CHAPTER IV - FINDINGS OF THE INQUIRY AND COMPARATIVE ANALYSIS OF THE STATE OF EARLY CHILDHOOD EDUCATION IN KISUMU COUNTY

Mr. Speaker and Hon. Members

This inquiry revealed both progress and significant challenges in achieving the desired standards for the provision of early childhood education within the County. The Committee made a comprehensive analysis of the findings against the required national and international standards for ECDE, highlighting key areas where the county has fallen short or made gains.

1. Learner Enrollment and Access to ECDE Services

The Committee made the following findings:

- i. **THAT** Learner enrollment in ECDE centers dropped from **58,022 in 2017** to **43,448 in 2023**, a significant reduction. This decline is primarily attributed to the removal of the baby class following a policy shift.
- ii. **THAT** despite the overall decline in enrollment, gross enrollment improved from **50% in 2017** to **79% in 2022**, but this still falls short of the county's target of **95%**.

- iii. **THAT** the transition rate increased from **54% to 93%**, and the retention rate improved from **59% to 90%**. However, both indicators remain below the county's targets of **100% transition** and **95% retention**.

Comparative Analysis:

Mr. Speaker and Hon. Members

Pursuant to the **Basic Education Act, 2013**, the government is committed to ensuring universal access to education at all levels, including ECDE, with a target gross enrollment rate of **100%** for all children. Kisumu County's **79%** enrollment rate, while improved, is still far below this national benchmark.

Moreover, Internationally, under the **Sustainable Development Goal (SDG) 4** on education, governments are expected to ensure that all children have access to quality early childhood education by 2030. Kisumu County's enrollment and retention rates show progress toward these global targets, but there are significant gaps, particularly in rural areas where access remains challenging. The target of **95% gross enrollment** set by the county, though ambitious, needs additional strategic interventions to be achieved.

2. Teacher Staffing and Teacher-Learner Ratio

The Committee made the following findings:

- **THAT** based on the statistical data on the number of pupils and teachers in every ECDE Centre submitted before the Committee, the following is the current teacher and learner population per zone:

S/No.	Sub-County	Zone	No. Pupils	No. of Teachers	Teacher Deficit
	Kisumu Central	Manyatta	484	22	3
		Southern	700	21	9
		Central	1202	33	22
	Kisumu West	Nyahera	1555	30	24
		Otonglo	955	25	40
		Ojolla	1954	35	28

		Chulaimbo	819	17	28
		Sianda	1376	25	34
	Kisumu East	Ragumo	1538	44	16
		Kajulu	911	28	7
		Rweya	1667	38	17
	Seme	Bar Korwa	1145	15	36
		Otwenya	1195	18	36
		Manywanda	2192	28	60
		Kit Mikayi	1770	19	46
		Kombewa	1521	24	42
	Nyando	Awasi	1814	26	49
		Nyangade	2022	26	41
		Rabuor	1872	31	45
		Ahero	2675	37	64
	Muhoroni	Menara	1696	22	48
		Ombeyi	2227	20	50
		Miwani	720	14	21
		Masogo	1694	16	46
		Nyangoma	1676	16	46
		Chemelil	1367	18	42
	Nyakach	Sigoti	767	13	24
		Oboch	1374	16	47
		Pap-Onditi	1874	18	45
		Nyabondo	1235	11	45
		Katito	1945	20	49
		Bolo	1079	7	33
		Lisana	1267	16	33
		Kodingo	1444	11	37

- **THAT** the current teacher-pupil ratio of **1:60** far exceeds the recommended standard of **1:25**, placing significant pressure on the existing teachers and compromising the quality of education.
- **THAT** the county government failed to recruit the necessary number of additional teachers in FY 2023/2024 due to funding constraints, which has further exacerbated the staffing crisis.

Comparative Analysis:

Mr. Speaker and Hon. Members

The **Kenya National ECDE Policy Framework** recommends a teacher-pupil ratio of **1:25** for effective instruction and quality learning outcomes. Kisumu County's **1:60** ratio means teachers are managing more than double the number of children recommended, which compromises individualized attention, reduces the quality of instruction, and negatively impacts children's cognitive and social development.

Additionally, internationally, best practices as outlined by **UNICEF** and other early childhood development advocates suggest that the optimal teacher-pupil ratio for young children should be no more than **1:20**. Kisumu County's current ratio is not only below national standards but also fails to meet global best practices, necessitating urgent interventions to recruit more teachers and improve classroom management.

3. Infrastructure and Learning Environment

The Committee made the following findings:

- **THAT** based on the implementation report submitted to the Committee by the Department of the **653 ECDE centers** in Kisumu County, **303 classrooms** had been constructed by the County Government as at 30th June, 2023(*see annex ii*). This leaves a **deficit of 1,003 classrooms**, as many centers do not have enough space to accommodate the **average of 66 learners per classroom**.
- **THAT** only **42%** of the planned latrine construction projects were completed, leaving **379 centers** without adequate sanitation facilities.

- **THAT** only **20%** of ECDE centers have water tanks, leaving **522 centers** without sufficient access to clean water for hygiene and sanitation.

Comparative Analysis:

Mr. Speaker and Hon. Members

The **Kenya ECDE Infrastructure Standards** recommend that each ECDE center should have at least two classrooms, adequate sanitation facilities (one toilet for every 30 learners), and a reliable water supply. Kisumu County's classroom deficit is alarming and fails to meet these standards, as centers are overcrowded, affecting the learning environment. The sanitation and water facility gaps further undermine the quality of the learning environment, which is critical for young children's health and well-being.

It is important to also note that according to the **World Health Organization (WHO)** and **UNICEF**, adequate water, sanitation, and hygiene (WASH) facilities are essential in schools to ensure healthy and safe learning environments, particularly for young children. The international standard for toilet provision is **one toilet for every 20 children**, and the absence of water in over 500 centers places children at risk of waterborne diseases and poor hygiene practices.

4. School Feeding Program

The Committee made the following findings:

- **THAT** the school feeding program, an essential component for improving attendance and retention in ECDE, received only **3.5% of the required resources** during the FY 2022/2023 and the same has not been reported in FY 2023/2024.
- **THAT** the insufficient funding for school feeding programs has led to irregular provision of meals, particularly in low-income and rural areas, where children are highly dependent on school meals for nutrition. This has directly contributed to increased absenteeism and higher dropout rates in some centers.

Comparative Analysis:

Mr. Speaker and Hon. Members

The **Kenya School Feeding Program** guidelines emphasize the importance of regular school meals to support learner retention and attendance, particularly in marginalized communities. Kisumu County's initial allocation of **3.5%** of the required funding for the feeding program is far below the necessary level to sustain the program and has had negative impacts on learner participation.

The **World Food Programme (WFP)** recommends that school feeding programs cover all vulnerable children in primary and pre-primary education, as these programs are crucial in promoting learning and child health. The inconsistency in Kisumu County's school feeding program makes it difficult to ensure equitable access to education for children in need, particularly in rural and impoverished areas.

5. Budgetary Allocations and Funding Constraints

The Committee made the following findings

- **THAT** the county's annual allocation to ECDE, focusing on infrastructure, teacher salaries, and learning materials have been insufficient to address key gaps such as teacher recruitment, construction of classrooms, and school feeding programs.
- **THAT** the lack of adequate funding has hampered the county's ability to meet its targets for recruiting ECDE teachers, sub-county coordinators, and ward coordinators. This shortfall has weakened the overall management of ECDE services and affected the quality of education delivered to learners.

Comparative Analysis:

Mr. Speaker and Hon. Members

Based on the available international standards, education financing for early childhood education should amount to at least **10%** of the total education budget, according to the **Global Partnership**

for Education (GPE). Kisumu County's allocation is far below this recommendation, limiting its ability to invest in quality ECDE services. Moreover, reliance on external funding sources, such as NGOs and international partners, has not provided sustainable solutions to the county's funding challenges.

6. Stakeholder Collaboration and Support

The Committee made the following findings:

- **THAT** the County Government has worked with various partners, including NGOs and international development agencies, to support ECDE programs, particularly in teacher training and infrastructure development such as the construction and equipping of Canon Nyongó and Obwolo ECDE Centres.
- **THAT** Parental engagement in ECDE centers has been inconsistent. Although some parents participate in school management committees and provide support for learning, many are disengaged, particularly in rural areas.

Comparative Analysis:

Mr. Speaker and Hon. Members

The **Basic Education Act** and the Early Childhood Education Act mandates parental involvement in school management through School Boards of Management (BoMs), Management Committees and Parent-Teacher Associations (PTAs). Inconsistent parental involvement weakens the overall governance of ECDE centers, particularly in decision-making related to school infrastructure and resource allocation.

According to **UNESCO**, strong partnerships between schools, parents, and communities are essential for the success of early childhood education programs. The lack of consistent parental engagement in Kisumu County undermines the holistic development of learners, as parents play a crucial role in supporting their children's early education both at home and in school.

CHAPTER V - RECOMMENDATIONS FOR EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE) IN KISUMU COUNTY

Mr. Speaker and Hon. Members

Based on the findings from the site visits to various ECDE centers, as well as data provided by the Department, the following recommendations are proposed. These recommendations focus on both short-term and long-term actions that the Kisumu County Government can implement to improve the quality and accessibility of ECDE services in line with national and international standards.

Short-Term Recommendations (Immediate to 1 Year)

1. Address Teacher Shortages and Enhance Staffing Levels

The Committee recommends:

THAT the County Government should prioritize recruiting more ECDE teachers to lower the teacher-pupil ratio, which currently stands at 1:60, far above the recommended 1:25. This will ensure a better learning environment and improve educational outcomes.

THAT vacant ECDE teacher positions should be filled through targeted recruitment or redeployment of existing staff should be prioritized, especially in under-served areas like Ong'adi, Kibos and any other ECDE Centre with a similar challenge.

2. Improve Sanitary Facilities

The Committee recommends:

THAT the Department of Education to Urgently Address Sanitation Issues: The inquiry revealed severe deficiencies in sanitary facilities, with some centers lacking latrines altogether or using unsafe temporary solutions (e.g., Kianja ECDE). The Department should:

- Install new toilets in centers with none,
- Allocate resources to repair and maintain filled-up or unsanitary toilets in centers.
- Work with the community and development partners to secure short-term sanitation interventions like portable toilets.

3. Equip ECDE Centers with Essential Learning Materials and Furniture

There is a notable lack of essential learning materials in many centers, including play mats and sleeping mattresses. The Department should:

- Distribute basic learning materials such as toys, mats, and age-appropriate teaching aids to all centers.
- Provide sleeping mattresses to ensure learners have rest time during school hours, which is critical for their development.

Some centers like Kianja and Bukna ECDE lack sufficient furniture. Immediate redistribution of available furniture or procurement of additional furniture should be done to ensure all learners have access to proper seating arrangements.

4. School Feeding Program

The Committee recommends:

THAT given the inconsistency in the school feeding program, the County Assembly should appropriate more resources to provide regular meals to learners, particularly in ECDE centers in low-income areas where malnutrition is prevalent. This will help improve retention and attendance rates.

5. Improve Data Collection and Record Keeping

Some centers, do not have a registry system, which hinders effective planning. The Committee therefore recommends that the Department should:

- Standardize record-keeping across all ECDE centers, including learner enrollment, teacher staffing, attendance, and resource inventories.
- Train teachers and center managers in basic data management skills to improve accountability and reporting.

Long-Term Recommendations (1 to 5 Years)

1. Infrastructure Development and Maintenance

The Committee recommends:

THAT the County Government should Construct Permanent Classrooms and Facilities since the ECDE centers within the County still face a significant infrastructure deficit. To address this therefore:

- The Department should construct new classrooms in centers, where classrooms are either non-existent or insufficient.
- Play areas should be developed in all ECDE centers. In the short term, these centers rely on neighboring primary school facilities. Long-term investment should focus on creating safe, child-friendly outdoor play spaces.

2. Sanitation and Water Access

The Committee Recommends:

THAT the department should Improve Water Supply and Sanitation Facilities in all ECDEs within the County: By the end of the current five-year period, all ECDE centers should have adequate sanitation and access to clean water. The county should:

- Install permanent latrines and ensure that they meet hygiene and health standards.
- Set up reliable water supply systems such as tanks or boreholes, especially in centers, which rely on primary schools for water.

3. Increase Budget Allocation for ECDE Programs

The Committee Recommends:

THAT the ECDE Sector should be provided with enhanced Budgetary Support: The annual capitation of KES 25 million for ECDEs in Kisumu County is insufficient. The county should:

- Gradually increase budgetary allocations for ECDE infrastructure, staffing, and operational costs, with a target of meeting at least **10% of the total education budget** as recommended by international standards and;
- Leverage partnerships with development agencies and the private sector to co-finance critical projects like classroom construction, sanitation facilities, and teacher training programs.

4. Regular Teacher Recruitment and Training

The Committee Recommends:

THAT the County Government through the County Public Service Board should transition more ECDE teachers to permanent and pensionable terms, following the example of the 655 teachers already transitioned. This will:

- Improve teacher retention and job security.
- Attract more qualified educators to the ECDE sector, improving the quality of instruction.

THAT the Department should invest in continuous professional development for ECDE teachers to improve teaching quality, modern pedagogical practices, and classroom management, particularly in handling special needs children (PWDs).

5. Inclusive Education for Special Needs Learners

The sampled data highlights the presence of children with disabilities (PWDs) in some centers. The Committee therefore recommends that the Department should:

- Establish inclusive learning environments in all ECDE centers by constructing accessible classrooms, providing specialized learning materials, and ensuring that there are specially trained teachers to handle children with special needs.
- Work with national bodies such as the **National Council for Persons with Disabilities (NCPWD)** to provide funding and resources for these programs.

6. Digitization and Monitoring Systems

To enhance accountability and streamline operations in the ECDE sector, the Committee recommends that the Department should:

- Develop and implement a digital platform for tracking the progress of each ECDE center, including learner enrollment, teacher staffing, infrastructure development, and resource allocation.
- Use data collected to inform policy and budgetary decisions, ensuring that resources are allocated to centers with the greatest needs.

CONCLUSION

Mr. Speaker and Hon. Members

To achieve high-quality ECDE services in Kisumu County, it is essential to implement both immediate actions and long-term strategic reforms. Improving teacher staffing, addressing the critical infrastructure gaps, providing adequate sanitation facilities, and enhancing the learning environment will contribute to creating a robust ECDE system in line with the national vision and international standards. Collaborative efforts involving the county government, community, and external partners are key to the successful transformation of ECDE in Kisumu County.

Therefore, on behalf of the Committee on Education, Technical Training, Innovation and Social Services, I wish to move this Motion for consideration by the Hon. House.

I wish to call upon Hon. ,..... to Second.

Sign: **Date:**

HON. SETH OKUMU

**CHAIRPERSON: SECTORAL COMMITTEE ON EDUCATION, TECHNICAL
TRAINING, INNOVATION AND SOCIAL SERVICES**