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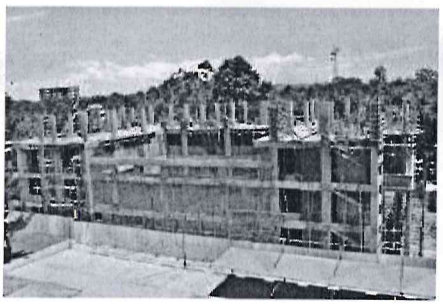
REPORT ON THE STATUS OF IMPLEMENTATION OF THE DIGITAL LEARNING PROGRAM IN THE COUNTY BY EIDU

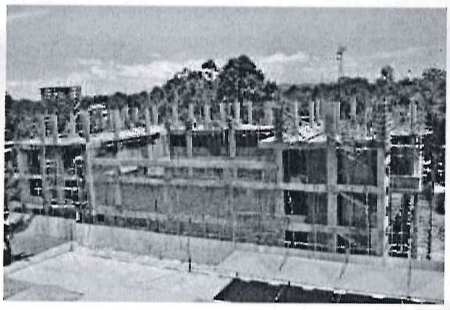
COUNTY ASSEMBLY OF BUNGOMA
(LPCS)
03 NOV 2026
NOTICE ISSUED
By: Hon. Jack Wambulwa

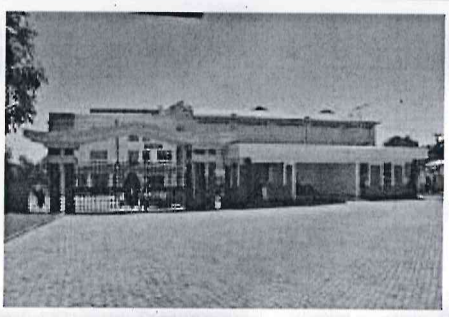
COUNTY ASSEMBLY OF BUNGOMA
(LPCS)
03 NOV 2026
TABLED
By: Hon. Jack

COMMITTEE ON EDUCATION AND VOCATIONAL TRAINING









August 2026

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EXECUTIVE SUMMARY

Hon. Speaker,

The Committee on Education and Vocational Training undertook an inquiry into the status of implementation of the EIDU Digital Learning Programme in Bungoma County. The programme, initiated through a Memorandum of Understanding (MoU) signed on 5th February 2025 between the County Government of Bungoma and EIDU Education Limited, seeks to integrate digital learning into Early Childhood Development Education (ECDE) centres across the county.

The Programme covers a total of 818 ECDE centres where 544 centres (66.5%) have been enrolled, while 274 centres (33.5%) remain uncovered.

The Programmee has coverage disparities, with Sirisia recording the lowest proportional coverage (59.3%) and Mt. Elgon having the highest absolute number of uncovered centres (65).

On Digital Gadgets Distribution, A total of 1,992 gadgets were verified as distributed across the nine sub-counties. However, departmental records indicate 2,493 gadgets, leaving a variance of 501 gadgets (20.1%) unaccounted for. This discrepancy highlights the need for reconciliation and proper asset tracking.

The Committee verified that 1,083 teachers had been trained to support the programme. However, departmental submissions claimed over 1,500 teachers, creating a variance of at least 417 teachers. This inconsistency raises concerns about the accuracy of training records of the department

The programme has been supported through both donor funding and County Government financing, with the County incurring Kshs. 3.7 million in software renewal costs.

Continued reliance on donor support poses sustainability risks, particularly in software renewal, maintenance, and expansion.

The two-year programme duration risks excluding learners who may complete ECDE

before accessing digital tools while Stand-alone centres and uncovered wards further highlight inequitable access.

The Committee observes that

Coverage remains incomplete, with significant disparities across sub-counties.

The gadget distribution records are inconsistent, with 501 gadgets unaccounted for.

Teacher training records are unreliable, with discrepancies between verified and reported figures.

Sustainability of the programme is uncertain due to heavy reliance on donor funding.

Delays in implementation risk denying learners in PP1 and PP2 access to digital learning before transitioning to Grade One.

The Committee Recommends that :

The County Government should strengthen financial commitment and establish a clear framework to achieve full coverage of all ECDE centres.

A comprehensive reconciliation of gadget records should be undertaken, supported by delivery notes, asset registers, and serial numbers.

Teacher training records should be standardized and verified to ensure accuracy of the records being submitted to the committee.

The County should develop a sustainability plan to reduce reliance on donor funding and guarantee continuity of the programme in the County should Donors exit.

Implementation timelines should be aligned with the ECDE cycle to ensure all learners benefit before transitioning to primary education with digital skills.

CHAPTER ONE

1.1 Preface

Hon. Speaker,

On behalf of the members of the Education and Vocational Training, it is my pleasure and duty to present to this House the Committee's report on the Status of Implementation of the EIDU program in the County.

1.2 THE MANDATE OF THE COMMITTEE

Hon. Speaker,

The Sectorial Committee on Education and Vocational Training is constituted pursuant to the provisions of Standing Order No. 217 of the County Assembly of Bungoma and executes its mandate in accordance with Standing order 217(5) which provides as follows:

a)*Investigate, inquire and report all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned departments.*

b)Consider quarterly reports of the assigned departments and report to the House within twenty-one (21)sitting days upon being laid;

c) Study the programme and policy objectives of departments and the effectiveness of the implementation;

d) study and review all county legislation referred to it;

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

f) investigate and inquire into all matters relating to the assigned departments as they may deem necessary, and as may be referred to them by the County Assembly;

g) to vet and report on all appointments where the constitution or any law requires the House to approve, except those under Standing order 208 (Committee on Appointments); and

h) make reports and recommendations to the County Assembly as often as possible, including recommendations of proposed legislation.

1.3 Committee's Membership
Hon. Speaker,

The Committee on Education and Vocational Training currently comprises of the following Members:-

1.	Hon. Jack Wambulwa	Chairperson
2.	Hon. Stephen Kaiser	Vice chairperson
3.	Hon. Francis Chemion	Member
4.	Hon. Ali Machani	Member
5.	Hon. John Wanyama	Member
6.	Hon. Jacob Psero	Member
7.	Hon. Sudi Busolo	Member
8.	Hon. Christine Mukhongo	Member
9.	Hon. Abraham Obama	Member
10.	Hon. Everton Sifuna Nganga	Member
11.	Hon. Jack Kawa	Member
12.	Hon. Timothy Chikati	Member
13.	Hon. Job Mukoyandali	Member
14.	Hon. Angeline Rugut	Member
15.	Hon. Mildred Barasa	Member

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1.4 Acknowledgement
Hon. Speaker,

The Committee is thankful to the Offices of the Speaker and the Clerk of the County Assembly for the logistical support accorded to it during the report writing as it executed its mandate.

I wish to express my appreciation to the Honorable Members of the Committee for their resourceful input that informed the content of this report.

My sincere gratitude also goes to the members of the Secretariat for their dedication towards compiling this report.

It is therefore my pleasant duty and privilege, on behalf of the Sectoral Committee on Education and Vocational Training to table this report on the Status of the Implementation of the EIDU program in the County and its recommendations to this House for deliberation and adoption.

Thank you.

Sign .....Date 14/10/2026

Hon. Jack Wambulwa MCA- Kimaeti Ward.

CHAIRPERSON, COMMITTEE ON EDUCATION AND VOCATIONAL TRAINING.

CHAPTER TWO

2.1 BACKGROUND INFORMATION

Hon. Speaker,

EIDU Education Limited is an education technology company that was started in Kenya in 2015. Its mission is to support governments in improving the foundation of literacy and numeracy through digital learning solutions. Initially, the organization had piloted its digital learning platform in private schools to demonstrate the effectiveness of technology in enhancing early childhood education.

Following the success of these pilot programs, EIDU now shifted its approach from working with private schools and started partnering with governments.

Today, the organization is collaborating with national and county governments by providing digital learning platforms, teacher training, technical support, and data-driven education management systems in strengthening public education.

It is through this government partnership model that the County Government of Bungoma came into a Memorandum of Understanding with EIDU to support the delivery of quality Early Childhood Development Education (ECDE) through the integration of digital learning, capacity building of teachers, and strengthened programme implementation.

2.2 LEGAL PARAMETERS

The constitution, the National laws and County laws under their provisions support public- private partnerships or arrangements.

The Constitution of Kenya Article 174(c) states that the objects of the devolution of government are to give powers of self-governance to the people and enhance the participation of the people in the exercise of the powers of the state and in making decisions affecting them

Article 174(f) elaborates on another objective of devolution of government which is to promote social and economic development and provision of proximate, easily accessible services throughout Kenya.

In general both articles 174(c) and 174(f), constitutionally provides for the public-private / non-governmental actors to collaborate in form of participation for devolution in general to be successful .

The County Government Act 2012, sec 6(3) on provisions on powers of the County government specifies that- the County Government may enter into partnership with any public or private organization in accordance with the provisions of the law relating to public/private partnership law for any work, service or function it is responsible within its area of jurisdiction

Public private partnership (PPP) Act, 2021, governs how private entities should engage with the public entities in works and service.

Under the PPP Act.2021 sec 3(a) highlights on the objects of the Act which states-the object of the Act is to prescribe the procedures for the participation of the private sector in the financing, construction, development ,operation or maintenance of infrastructure or development projects through public –private partnerships.

The Bungoma County Early childhood Education Act, 2015 under Sec.2 (d)(ii)on the objects and purpose of the Act states-The object and purpose of this Act is to provide a framework for establishment of a partnership between the National government, the County government, the county and private individuals or institutions and other relevant stakeholders with an interest or expertise in early childhood care and education.

CHAPTER THREE

ANALYSIS OF THE MEMORANDUM OF UNDERSTANDING

3.1 Introduction

Hon. Speaker,

The Committee of Education and Vocational Training reviewed the Memorandum of Understanding that was signed on 5th February 2025 between the County Government of Bungoma and EIDU Education Limited to determine its purpose, scope, implementation mechanisms, potential benefits, and risks associated with the collaboration.

The committee established that the County Government of Bungoma entered into a partnership pursuant to its constitutional responsibility of providing pre-primary education as per the Fourth Schedule, Part 2, Section 9. The county also recognized the need to improve the foundational learning by integrating technology into ECDE teaching and learning.

The committee further noted that EIDU Education Limited is an education technology company specialized in digital learning solutions designed to improve literacy, numeracy, teacher effectiveness, learner assessment, and education management. Noting to this background, the company therefore complements the County Government's mandate by providing technical expertise and digital learning systems that are not readily available within County.

The Committee notes that the partnership is built on the principle that improving learning outcomes requires collaboration between government and specialized education partners.

3.2 Purpose of the Memorandum of Understanding

The primary purpose of the MoU is to establish a collaborative framework for the County Government and EIDU to jointly implement a digital learning programme in all public ECDE Centers.

The MoU is intended to facilitate cooperation in implementation, resource mobilization, teacher support, digital learning, monitoring, and sustainability through a cost - sharing model. The committee observed that the agreement does not constitute a procurement contract. Rather, it establishes a strategic framework to guide the development of future implementation agreements.

3.3 Objectives of the MoU

The primary goals of this framework include:

1. Improving the quality of ECDE learning;
2. Introducing digital technology into classroom teaching;
3. Strengthening teachers' instructional capacity;
4. Improving learner assessment through digital platforms;
5. Enhancing programme monitoring and reporting;
6. Promoting institutional collaboration; and
7. Establishing a sustainable financing model for digital education.

3.4 The Roles and Responsibilities

To prevent duplication of duties, the MoU has established strict separation of functions as shown below:

No.	County Government of Bungoma	EIDU
1.	Prioritise the Programme as a flagship project	Provide access to the EIDU Digital Platform to learners at 50% of County ECDE Centres, with the 23:1 learner-to-device ratio for one year
2.	Hold sensitisation meetings for key stakeholders (Governor, County Assembly members, CECMs, Chief Officers from Education and Finance)	Meet the Programme Cost for year one (est. KES 1,200 + VAT per learner); and year two only if donor funds are available and both parties agree
3.	Finance the remaining 50% of ECDE Centres not covered in EIDU's initial phase	Distribute digital access evenly across all wards in the 50% of centres, provided the areas are safe.
4.	Take over financing of the Programme Cost for all enrolled centres from year two, by mutual agreement	Roll out digital personalized learning.
5.	Ensure Programmes are in the County's development and expenditure plans, with funds appropriated for the County's share	Provide field staff in year one, and trainers for initial training of County staff

6.	Oversee operations and distribution of the Programmes, and dedicate officials to supervise and support ECDE personnel	Pay year-one allowances to County ECDE Officers, Supervisors, and teachers, but subject to donor funding.
7.	Secure permissions and licences from government agencies so EIDU can access, digitize, print, and adapt Tayari materials	Provide free training and teaching materials (Tayari books) for Year One, subject to donor funding
8.	Allow EIDU to contact all County public ECDE centre personnel for user research (phone, SMS, app, physical visits)	Provide the County with online access to reports on support activities of County Early Childhood Education personnel
9.	Show public support in EIDU meetings, events, and trainings, and allow EIDU to publish research, surveys, and progress reports	Support the County's efforts to secure endorsement from the Kenyan Government and education community
10.	Secure endorsement of the Programme (including Tayari) from the Kenyan Government and education stakeholders	

3.5 Implementation Status of EIDU Programme in the County.

Hon. Speaker,

The Implementation of EIDU Programmee in the County indicating coverage, equity, and timely access to digital learning is summarized in the table shown below:

NO.	SUB-COUNTY	WARD	NO. OF ECDE CENTRES PER WARD	NO. OF ECDE CENTRES PLACED ON EIDU	NO. OF ECDE CENTRES NOT PLACED ON EIDU
1	KANDUYI	Bukembe West	9	8	1
		Bukembe East	10	8	2
		Township	5	5	0
		Khalaba	2	2	0

NO.	SUB-COUNTY	WARD	NO. OF ECDE CENTRES PER WARD	NO. OF ECDE CENTRES PLACED ON EIDU	NO. OF ECDE CENTRES NOT PLACED ON EIDU
		Musikoma	14	10	4
		East Sang'alo	19	12	7
		West Sang'alo	17	12	5
		Tuuti/Marakaru	18	13	5
Total			**94**	**70**	**24**
2	BUMULA	South Bukusu	14	10	4
		Bumula	19	12	7
		Khasoko	11	9	2
		Kabula	12	9	3
		Kimaeti	21	13	8
		West Bukusu	12	9	3
		Siboti	18	12	6
Total			**107**	**74**	**33**
3	WEBUYE EAST	Mihuu	23	15	8
		Ndivisi	22	14	8
		Maraka	14	10	4
Total			**59**	**39**	**20**
4	WEBUYE WEST	Sitikho	14	10	4
		Matulo	9	8	1
		Bokoli	18	12	6
		Misikhu	15	10	5
Total			**56**	**40**	**16**
5	KABUCH	Kabuchai/C	20	13	7

NO.	SUB-COUNTY	WARD	NO. OF ECDE CENTRES PER WARD	NO. OF ECDE CENTRES PLACED ON EIDU	NO. OF ECDE CENTRES NOT PLACED ON EIDU
	AI	hwele			
		West Nalondo	18	12	6
		Bwake/Luuya	20	13	7
		Mukuyuni	22	14	8
Total			**80**	**52**	**28**
6	SIRISIA	Namwela	22	14	8
		Malakisi/South Kulisiru	33	19	14
		Lwandanyi	36	21	15
Total			**91**	**54**	**37**
7	TONGAREN	Mbakalo	17	12	5
		Naitiri/Kabuyefwe	18	12	6
		Milima	14	10	4
		Ndalu/Tabaan	14	10	4
		Kiminini	21	14	7
		Soysambu/Mitua	21	13	8
Total			**105**	**71**	**34**
8	KIMILILI	Kibingei	14	10	4
		Kimilili	16	11	5
		Maeni	12	9	3
		Kamukuywa	15	10	5

NO.	SUB-COUNTY	WARD	NO. OF ECDE CENTRES PER WARD	NO. OF ECDE CENTRES PLACED ON EIDU	NO. OF ECDE CENTRES NOT PLACED ON EIDU
Total			**57**	**40**	**17**
9	MT. ELGON	Cheptais	27	17	10
		Chesikaki	23	14	9
		Chepyuk	36	21	15
		Kapkateny	22	15	7
		Kaptama	31	19	12
		Elgon	30	18	12
Total			**169**	**104**	**65**
GRAND TOTAL			**818**	**544**	**274**

The programme coverage table records 818 ECDE centres across the nine sub-counties. Of these, 544 centres (66.5%) had been placed on the EIDU programme, while 274 centres (33.5%) remained uncovered.

This translates to approximately two-thirds of the ECDE centres benefiting from the programme, with one-third yet to be reached.

The coverage of the programme varied by sub-county. Kanduyi recorded 70 of 94 centres covered (74.5%), followed by Webuye West with 40 of 56 (71.4%), Kimilili with 40 of 57 (70.2%), Bumula with 74 of 107 (69.2%), Tongaren with 71 of 105 (67.6%), Webuye East with 39 of 59 (66.1%), Kabuchai with 52 of 80 (65.0%), Mt. Elgon with 104 of 169 (61.5%), and Sirisia with 54 of 91 (59.3%). Sirisia therefore had the lowest proportional coverage, while Mt. Elgon had the largest absolute number of uncovered centres,65.

The committee established that Bungoma County has achieved programme coverage of 66.5%, with 544 out of 818 ECDE centres participating in the digital learning programme, while 274 centres (33.5%) remained uncovered. Of the participating centres, 409 were supported through donor funding, while 135 centres, representing 16.5% of all ECDE centres, were sponsored by the County Government through

software renewal in accordance with the MoU.

This demonstrates the contribution of both donor support and County Government financing towards expanding access to digital learning.

However, programme coverage varied across the nine sub-counties. Kanduyi recorded the highest proportional coverage at 74.5%, followed by Webuye West at 71.4%, while Sirisia recorded the lowest at 59.3%.

In absolute terms, Mt. Elgon had the highest number of uncovered centres, at 65. These disparities indicate that programme implementation has not reached in all areas uniformly, thereby raising concerns regarding equitable access to digital learning resources.

The two-year programme duration further presents a significant implementation concern, particularly because the intended beneficiaries are learners in PP1 and PP2 who progressively transition through the ECDE education cycle.

Consequently, delays in extending coverage may result in learners completing ECDE and transitioning to Grade One without accessing the intended digital learning tools.

The Committee also identified two stand-alone centres that had not been reached, further highlighting the need to establish the full extent of the coverage gap.

The Committee noted that continued reliance on donor funding also raises concerns regarding programme sustainability, particularly in relation to software renewal, maintenance and expansion of coverage to all centres.

The County therefore needs to strengthen its financial commitment and establish a clear implementation framework to ensure that all ECDE centres benefit from the programme within a defined period.

3.6 Distribution of Digital gadgets per sub-County

The Distribution of Gadgets in the County per sub-county is highlighted in the Table below:

SN.	SUB - COUNTY	WARD	NUMBER OF GADGETS	TOTAL PER SUB COUNTY
1	Webuye East	Mihuu	58	**159**
		Maraka	43	
		Ndivisi	58	
2	Webuye West	Bokoli	44	**148**
		Sitikho	36	
		Misikhu	38	
		Matulo	30	
3	Tongaren	Milima	52	**294**
		Mbakalo	62	
		Mitua/Soysambu	40	
		Ndalu/Tabani	29	
		Naitiri/Kabuyefwe	60	
		Tongaren	51	
4	Mt. Elgon	Kaptama	73	**334**
		Elgon	61	
		Chesikaki	44	
		Cheptais	57	
		Kapkatenyi	40	
		Chepyuk	59	
5	Kimilili	Kibingei	48	**176**
		Kimilili	47	
		Maeni	31	
		Kamukuywa	50	
6	Kabuchai	Chwele/Kabuchai	58	**231**
		Luuya/Bwake	52	
		West Nalondo	52	
		Mukuyuni	69	

7	Bumula	Bumula	34	**224**
		Khasoko	22	
		Kimaeti	27	
		Siboti	49	
		Kabula	21	
		South Bukusu	49	
		West Bukusu	22	
8	Kanduyi	Musikoma	36	**258**
		West Sang'alo	36	
		East Sang'alo	40	
		Township	37	
		Tuuti Marakaru	50	
		Bukembe East	29	
		Bukembe West	24	
		Khalaba	6	
9	Sirisia	Lwandanyi	61	**168**
		Namwela	46	
		Malakisi/South Kulisiru	61	
GRAND TOTALS			**1,992**	**1992**

The committee's scrutiny of the gadget distribution records indicates that 1,992 digital gadgets were verified as distributed across the nine sub-counties. Mt. Elgon recorded the highest allocation, with 334 gadgets (16.8%), followed by Tongaren with 294 (14.8%), Kanduyi with 258 (13.0%), Kabuchai with 231 (11.6%), Bumula with 224 (11.2%), Kimilili with 176 (8.8%), Sirisia with 168 (8.4%), Webuye East with 159 (8.0%), and Webuye West with 148 (7.4%). Further the committee noted that these figures only represented the number of gadgets distributed in sub-counties and should not be interpreted as the number of ECDE centres served.

According to the programme records, gadget allocation was based on the learner population rather than the number of ECDE centres, using a stated ratio of approximately one gadget for every 23 learners. Consequently, a higher number of gadgets in a particular sub-county does not necessarily imply that more centres were

covered.

A significant discrepancy was, however, identified between the reported number of gadgets and the number that could be verified from the ward-level distribution records.

The departmental submission indicates a total of 2,493 gadgets and in contrast, the ward distribution records account for only 1,992 gadgets, resulting in a variance of 501 gadgets, which is equivalent to approximately 20.1% of the reported 2,493 gadgets. Thus, only 79.9% of the reported total could be accounted for through the distribution matrix.

The records examined by the committee do not adequately demonstrate the status or whereabouts of the 501 gadgets constituting the variance. While it has been indicated that some gadgets may have been withdrawn from centres because they were obsolete, the department did not supply sufficient documentary evidence confirming their distribution, withdrawal, return, replacement or current storage. The variance therefore remains subject to reconciliation and should not be assumed to represent obsolete or damaged gadgets without supporting records.

The findings therefore identified a need for comprehensive reconciliation of the gadget records.

The County Government and EIDU should be able to trace each gadget from procurement and receipt through storage, allocation and distribution to the individual ECDE centre. This should be supported by delivery notes, serial numbers, asset registers, distribution schedules, centre acknowledgement forms and records of any gadgets returned, replaced, damaged or declared obsolete.

The reconciliation would establish the actual number of gadgets procured, received, distributed, retained in stock, and withdrawn from the programme.

The programmee has been undertaken in three Phases as outlined in the table below:

PHASE/ TENDER	FY	NO. OF GADGETS	NO. OF LEARNERS	NO. OF CENTRES	SOFTWARE COST	SPONSOR
I.	2024/25	107	3,233	45	1.5M	COUNTY GOVNT
II.	2024/25	214	7,400	90	3.7M	COUNTY GOVNT
III.	2025/26	1192+980(Additional gadgets (Total 2172)	40,524	409(50%)	_	EIDU COMPANY

	TOTAL	**2,493**	**51,157**	**544**		

The County Government has incurred a total expenditure of Ksh 3,713,055.58, towards the implementation of the EIDU programme. The expenditure covered the renewal of 321 software gadgets

The total number of gadgets distributed is 2,493, with 51,157 learners in the county.

3.7 Number of trained teachers on the EIDU Programme per Sub-County.

Hon. Speaker,

The number of trained teachers on the EIDU digital Programme in the County per Sub-County is shown in the table below:

SN.	SUB - COUNTY	NUMBER OF TRAINED TEACHERS
1	Bumula	210
2	Tongaren	109
3	Kanduyi	162
4	Webuye East	89
5	Mt. Elgon	157
6	Kabuchai	111
7	Kimilili	78
8	Webuye West	75
9	Cheptais	92
TOTALS		1083

The Committee established that 1,083 teachers had been capacitated to enhance their knowledge and skills in supporting and overseeing the implementation of the EIDU digital learning programme.

The sub-county training records indicate that Bumula had the highest number of trained teachers at 210 (19.4%), followed by Kanduyi with 162 (15.0%), Mt. Elgon with 157 (14.5%), Kabuchai with 111 (10.2%), Tongaren with 109 (10.1%), Webuye East with 89 (8.2%), Kimilili with 78 (7.2%), Webuye West with 75 (6.9%), and Cheptais with 92 (8.5%).

While the training initiative has contributed to strengthening teacher capacity in the centres participating in the programme, the committee noted a significant coverage gap arising from the 276 (inclusive of the two stand-alone; Kolongolo and Natundwe

ECDE in Kibingei and Bukembe East Wards respectively) ECDE centres that had not been enrolled in the EIDU programme.

Consequently, teachers serving in these uncovered centres may not have benefited from the programme-specific training and capacity-building activities.

Further inconsistency was identified between the detailed training records and the Department's written submission, while the tabulated records account for 1,083 teachers, the written submission states that more than 1,500 teachers had been trained. This represents a minimum difference of 417 teachers, although the actual variance could be higher because the reported figure is not exact.

The discrepancy raises concerns regarding the completeness, accuracy, and consistency of the programme's training records.

CHAPTER FOUR

COMMITTEE OBSERVATION AND RECOMMENDATIONS

4.1 Committee Observations

Hon. Speaker,

The Committee made the following Observations from the report:

1. The overall coverage of the EIDU programme remains incomplete. Out of 818 ECDE centres in the nine sub-counties, only 544 centres (66.5%) had been enrolled in the programme, leaving 274 centres (33.5%) uncovered. The coverage disparity is particularly notable in Sirisia, which had the lowest proportional coverage at 59.3%, while Mt. Elgon had the highest absolute number of uncovered centres at 65.

2. The stand-alone ECDE centers and 274 centers are not on the programme.

3. The two-year programme implementation period may result in some intended beneficiaries missing out on digital learning. Since the programme targets learners in PP1 and PP2, delays in enrolling ECDE centres may result in learners completing the ECDE cycle and transitioning to Grade One before benefiting from the programme.

4. The committee observed a significant discrepancy between the reported number of gadgets and those supported by the ward-level distribution records. Whereas the departmental records indicate that 2,493 gadgets were distributed, the ward-level distribution matrix accounts for only 1,992 gadgets, leaving a variance of 501 gadgets, equivalent to approximately 20.1% of the reported total.

5. The records provided do not sufficiently account for the status and whereabouts of the 501 gadgets constituting the variance. Although it was indicated that some gadgets may have been withdrawn because they were obsolete, the committee was not provided with adequate documentary evidence showing the gadgets' procurement, receipt, allocation, withdrawal, return, replacement, storage, damage or disposal.

6. Gadget allocation was based primarily on learner population rather than the number of ECDE centres. This approach does not, on its own, demonstrate equitable access across centres, particularly where some ECDE centres remain completely outside the programme.

7. The teacher training records are inconsistent and incomplete. The detailed sub-county schedules account for 1,083 trained teachers, whereas the

Department's submission that more than 1,500 teachers had been trained. This creates a minimum variance of 417 teachers and makes it difficult to verify the actual number of teachers capacitated under the programme.

8. The committee observed that teachers in the uncovered ECDE centres may also have been excluded from programme-specific capacity building. The absence of gadgets and programme enrolment in the uncovered centres may therefore create a dual gap in both access to digital equipment and the capacity of teachers to effectively utilize digital learning technology.

9. The programme remains significantly dependent on donor funding. Of the 544 participating centres, 409 were supported through donor funding, while 135 centres were supported by the County Government through software renewal in accordance with the MoU. This creates a sustainability concern, particularly in respect of software renewal, maintenance, replacement of obsolete gadgets and expansion to the remaining centres.

10. Programme records require stronger asset and programme management systems. There is no sufficiently comprehensive consolidated register demonstrating the movement of each gadget from procurement and receipt through allocation to the specific ECDE centre and, where applicable, withdrawal, repair, replacement, storage or disposal.

4.2 Committee Recommendations

Hon. Speaker,

The Committee made the following Recommendations:

1. **THAT** the County Government, through the Department responsible for ECDE, develop and implement a time-bound programme expansion plan to ensure that all 818 ECDE centres, including the 276 uncovered centres are enrolled in the EIDU programme.

2. **THAT** the Department should in future consider to onboard all the stand-alone ECDE Centers to the programme for the ECDE child in Bungoma to benefit.

3. **THAT** the Department establishes clear implementation timelines that take into account the two-year ECDE learning cycle. This will ensure that PP1 and PP2 learners receive the intended digital learning support before transitioning to Grade One.

4. **THAT** the County Government and EIDU undertake a comprehensive reconciliation of the reported 2,493 gadgets against the 1,992 gadgets captured in the ward-level distribution records. The reconciliation should account for the outstanding 501 gadgets and establish whether they were distributed, retained in stock, withdrawn, damaged, replaced, returned or otherwise disposed of.

5. **THAT** every EIDU gadget be captured in a comprehensive asset register using unique serial numbers or other identifiable asset references. Any withdrawal, replacement, damage, loss or disposal should be supported by appropriate documentary evidence.

6. **THAT** the Department reviews the gadget allocation framework to ensure that learner-based allocation is complemented by a centre-level equity assessment. This will help in future distribution where both learner population and equitable access to all centres is considered.

7. **THAT** the Department reconciles the 1,083 teachers captured in the detailed training records with the reported figure of more than 1,500 trained teachers. A verified training register indicating each teacher trained, the ECDE centre, ward, sub-county, date, and type of training received should be shared with the committee.

8. **THAT** teachers serving in all uncovered ECDE centres be incorporated into future EIDU capacity-building programmes. Training should be aligned with the phased expansion of gadgets to ensure that equipment

deployment is accompanied by adequate teacher preparedness and that the technology is effectively integrated into classroom learning.

9. **THAT** the County Government develops a sustainable financing framework for the EIDU programme. The framework should provide for software renewal, maintenance, repair and replacement of obsolete gadgets, teacher training and expansion to all remaining ECDE centres, thereby reducing excessive reliance on donor funding.

10. **THAT** the Department establishes a central EIDU programme monitoring and reporting system to aid in maintaining up-to-date information on ECDE centre coverage, learner numbers, gadgets allocated, teachers trained, software status, funding source and programme performance, with periodic reconciliation between departmental, sub-county, ward and centre-level records.

11. **THAT** the Department submits a comprehensive reconciliation report to the Committee within within 90 days specifically addressing the coverage variance, the 501 unaccounted-for gadgets, the discrepancy in teacher training figures, the status of other stand-alone centres, programme expenditure and the measures taken to achieve full and equitable EIDU coverage across the County.

CONCLUSION
Hon. Speaker,

The Committee concludes that the EIDU programme has made significant progress in expanding access to digital learning in ECDE centres across Bungoma County, with 544 out of 818 centres (66.5%) reported to have been enrolled. The programme has also facilitated the distribution of digital gadgets and the training of teachers, demonstrating the County Government's and its partners' commitment to integrating technology into early childhood education.

However, the Committee notes that significant gaps remain in coverage, equity, accountability, record management and programme sustainability. One-third of the ECDE centres remain outside the programme, with notable disparities among sub-counties. The discrepancies between the reported 2,493 gadgets and the 1,992 gadgets reflected in the ward-level distribution records, as well as the inconsistency between the 1,083 teachers captured in detailed records and the reported figure of more than 1,500 trained teachers, raise concerns regarding the accuracy and completeness of programme records.

The Committee further concludes that the continued reliance on donor support, coupled with the limited County financing for software renewal and programme

expansion, presents a sustainability risk. Without a clear financing and implementation framework, some centres and successive cohorts of ECDE learners may continue to miss the benefits of digital learning.

The Committee therefore emphasizes the need for the County Government to reconcile all programme records, account for all gadgets procured and distributed, establish the actual number of teachers trained, expand coverage to all ECDE centres, strengthen teacher capacity, and provide sustainable financing for the programme. The EIDU programme should be managed through a transparent, verifiable and centre-based monitoring framework that ensures equitable access to digital learning across the County.

Ultimately, the Committee considers that the success of the EIDU programme should not be measured solely by the number of gadgets distributed, but by the extent to which every ECDE learner and teacher has timely, equitable and sustainable access to functional digital learning resources.

Finally, the Committee directs the Department to implement all the recommendations contained in this report and take the necessary corrective measures to address the identified gaps in the implementation of the EIDU programme. The Department is further directed to submit a comprehensive report to the Committee within **sixty (60) days** from the date of adoption of this report, detailing the extent of implementation of each recommendation, the actions undertaken, the status of outstanding matters, and any challenges encountered in the implementation process.

ADOPTION SCHEDULE

We the undersigned Members of Education and Vocational Training append our signatures adopting this report with the contents there-in.

	NAME	DESIGNATION	SIGNATURE
1.	Hon. Jack Wambulwa	Chairperson	.....
2.	Hon. Steve Kaiser	Vice Chairperson	.....
3.	Hon. Ali Machani	Member	.....
4.	Hon. Sudi Busolo	Member	.....
5.	Hon. Job Mukoyandali	Member	.....
6.	Hon. Abraham Obama	Member	.....
7.	Hon. Timothy Chikati	Member	.....
8.	Hon. Jacob Psero	Member	.....
9.	Hon. Christine Mukhongo	Member	.....
10.	Hon. Jack kawa	Member	.....
11.	Hon. Francis Chemion	Member	.....
12.	Hon. Everton Nganga	Member	.....
13.	Hon. John K. Wanyama	Member	.....
14.	Hon. Angeline Rugut	Member	.....
15.	Hon. Mildred Barasa	Member	.....