



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

**GUIDELINES FOR
IMPLEMENTATION OF
SENIOR SCHOOL EDUCATION**

OCTOBER, 2025



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State Department for Basic Education

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FOREWORD



As reaffirmed in the Constitution, 2010, the Government of Kenya is dedicated to ensuring that all Kenyans have access to education as a fundamental human right. Article 53 of the Constitution, which provides for provision of free and compulsory basic education, is put into effect by the Basic Education Act No. 14 of 2013. Realising that education is the cornerstone of societal advancement and the basis upon which a nation's aspirations are built, the commitment is demonstrated by the signing and ratification of numerous international frameworks and creation of laws and policies that upholds the fundamental human rights to education. Kenya embraced SDG No. 4, which calls for

universal access to high-quality, inclusive education that fosters opportunities for lifelong learning. Programs of the African Union's Agenda 2063 are designed to provide high-quality, pertinent education to grow its human resources in a sustainable and inclusive way.

The 2-6-6-3 Education system approved by the Government of Kenya in 2017, addresses contemporary and developing concerns, leading to increased efficiency through the introduction of Competency Based Education (CBE). This education system provides learners with opportunities to acquire values, knowledge, skills and abilities required for the global economy in the Twenty-First Century. The realisation of Kenya Vision 2030 is closely tied to these educational reforms. Consequently, the education landscape in Kenya is at a transformative juncture with the shift to a more learner-centred approach. This paradigm shift aims to equip students with both academic knowledge and practical skills and competencies that are essential for thriving in an increasingly dynamic and interconnected world. In particular, the implementation of Senior School Education represents a crucial phase in the educational journey, focusing on nurturing critical thinking, creativity, and problem-solving abilities in alignment with Kenya's Vision 2030 and the global Sustainable Development Goals (SDGs).

Senior School is a crucial developmental stage for learners. They are ready for a variety of vocational and technical courses that fit their unique skills and professional goals, in addition to more challenging academic endeavours. These guidelines provide principles for transitioning students from Junior to Senior School. They are intended to provide precise, applicable guidance on how to successfully execute Senior School Education guaranteeing that the youth access opportunities both domestically and internationally. To facilitate compliance with national policies, the guidelines were created to give educators, administrators, and other stakeholders in education the instruments and frameworks they need to successfully adjust to the new curricular requirements.

The Ministry of Education developed these Guidelines in collaboration with relevant key stakeholders involved in the implementation of CBE. The Guidelines include comprehensive details on the curriculum and governance frameworks, evaluation techniques, teacher preparation, resource distribution and accountability, and support services necessary for effective execution. This united dedication guarantees that learners get a quality education to enable them to make a significant contribution to Kenya's socioeconomic and cultural fabric.

I implore all stakeholders involved, including educational administrators, teachers, parents, and community leaders to enthusiastically and devotedly adopt these guidelines. Together, we can build a strong learning environment that not only meets current demands but also looks ahead to future opportunities and challenges.

JULIUS MIGOS OGAMBA, EBS
CABINET SECRETARY FOR EDUCATION

PREFACE



The introduction of Senior School Education under the Competency-Based Education (CBE) marks a significant turning point in the educational process of fully realising the potential of youth in Kenya. Senior School serves as a link between fundamental education and the specialised skills needed for post-secondary education, the workforce, and other fields. By releasing these implementation guidelines, we lay a strong foundation for Senior School Education - one that fosters lifelong learning, holistic development, and the adaptability demanded by a rapidly changing world.

Senior School provides opportunities to learners to expand knowledge, develop practical skills, a sense of purpose and responsibility, beyond scaffolding learning from earlier educational levels. These guidelines are designed to help parents, teachers, school administrators and other stakeholders implement education that caters for the various needs of students. They address a number of crucial aspects that are necessary for the program's success, such as curriculum design, assessment procedures, infrastructural needs, teacher preparation, and learner support services.

The Guidelines provide the criteria, norms, and technical guidelines for operationalising and regulating Senior Schools by policy makers and practitioners such as managers and educational administrators. They were developed in line with the current legal and policy framework. These include; the Kenya Institute of Curriculum Development Act (2013), the Teachers' Service Commission Act (2012), the Basic Education Act (2013), the Basic Education Regulations (2015), the Basic Education Curriculum Framework (2017), and the Kenya National Examinations Act (2013) are all essential operational legal and policy frameworks that the guidelines support.

The Guidelines are organised into eight (8) chapters. These are (i) Introduction (ii) Governance, management, and leadership (iii) Organization and Implementation of the Curriculum (v) Quality assurance and standards (vi) Curriculum Assessment (vii) Transition to middle level Colleges and University, (viii) Financial and Procurement Management and (ix) Roles and Responsibilities of Key Stakeholders. Key aspects are identified and articulated, to enable institutions and stakeholders to understand and apply the policy provision for consistency in implementation of Senior School Education.

MoE is dedicated to upholding the principles of equity, inclusion, and high-quality education for all as we set out on this revolutionary journey. Senior School Education adapts to the individual goals and skills of every student, empowering them to become engaged, productive adults prepared to face the challenges of the twenty-first century. All parties involved must work together to successfully execute these guidelines and guarantee that every student, regardless of background, has the chance to realise their full potential. Senior School employees, including teaching and non-teaching; the Teachers' Service Commission (TSC); regional, county and sub-county directors of education; boards of management; education officers; and quality assurance and standards officers are responsible for putting them into practice. Also utilizing the guidelines are County Education Boards, parents and other stakeholders who are involved in Basic Education provision.

In order to improve access, equity, relevance, and the quality of inclusive education, the actions recommended here should be viewed as a part of the everyday duties and obligations of all participants and service providers in the Basic Education sub-sector. This will make it easier for everyone to coordinate, control quality and standards, and guarantee consistency in the way the curriculum is delivered. Therefore, I strongly advise all Senior School, vocational, and other educational institutions to use the guidelines for effective Senior School curriculum implementation.

I extend my heartfelt gratitude to the various teams, partners, and stakeholders who have contributed to the development of these guidelines. Together, let us work towards a future where Kenyan education serves as a beacon of hope, innovation, and opportunity for all.

A handwritten signature in black ink, appearing to read 'J. Bitok', with a stylized, cursive script.

AMB. (PROF.) JULIUS K. BITOK, CBS
PRINCIPAL SECRETARY
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ACKNOWLEDGEMENT



The Ministry of Education appreciates the entire team whose dedication and hard work have culminated in the successful development of these guidelines for implementation of Senior School Education. This document reflects the collective expertise, and passion of professionals who are deeply committed to improving the quality of education and enhancing the learning experience for learners in Senior School. The team comprised of officers from the Ministry of Education (MOE), Kenya National Examinations Council (KNEC), Teachers Service Commission (TSC) and the Kenya Institute of Curriculum Development (KICD). The officers who participated in the development of these guidelines are:

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These guidelines should be utilised in the implementation of Senior School Education. Stakeholders are requested to liaise with our field officers and the Directorate of Senior School Education in case of any clarification on the content of these guidelines.

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ABBREVIATIONS AND ACRONYMS

BETA	Bottom-up Economic Transformative Agenda
CBC	Competency Based Curriculum
CBE	Competency Based Education
CCTV	Closed-Circuit Television
COA	Chart of Accounts
CSL	Community Service Learning
DQAS	Directorate of Quality Assurance and Standards
EACC	Ethics and Anti-Corruption Commission
HELB	Higher Education Loans Board
GOK	Government of Kenya
IBQA	Institutional Based Quality Assurance
ICT	Information Communication Technology
JS	Junior School
KCBE	Kenya Certificate of Basic Education
KICD:	Kenya Institute of Curriculum Development
KSL:	Kenya Sign Language
KSSEA	Kenya Senior School Education Assessment
KUCCPS	Kenya Universities and Colleges Central Placement Service
LEP	Learner Exit Profile
LTR	Learner Transition Report
MHM	Menstrual Hygiene Management
NEMIS	National Education Management Information System
NEQASF	National Education Quality Assurance and Standards Framework
NGCDF	National Government Constituency Development Fund
NGOs	Non-Governmental Organizations
PFMA	Public Finance Management Act
PFMR	Public Finance Management Regulations
PPADA	Public Procurement and Asset Disposal Act
PPI	Pastoral Instruction Programmes
PPRA	Public Procurement Regulatory Authority
PSASB	Public Sector Accounting Standards Board
PWD	Persons with Disability
RMI	Repairs Maintenance and Improvements
SIDP	School Infrastructure Development Plan
SIMU	School Infrastructure Management Unit
SIP	School Improvement Plan
SNE	Special Needs Education
SP	Strategic plan
SS	Senior School
SSE	Senior School Education
STEM	Science, Technology, Engineering and Mathematics
SYR	School Year Report

OPERATIONAL DEFINITION OF KEY TERMS

Competency: The ability by the learner to apply knowledge, skills, values and attitudes to Perform a task to the expected standards.

Competency Based Curriculum: A curriculum that emphasizes what the learners are expected to do rather than mainly focusing on what they are expected to learn about. In principle such a curriculum is learner-centred and adaptive to the changing needs of students, teachers and society.

Core Subjects: These are learning areas or a set of subjects that are common to all learners

Curriculum Adaptation: This is adjustment of the existing curriculum, teaching methods and assessment strategies to meet the diverse needs of learners of all abilities.

Evaluation: a systematic and objective assessment of an ongoing or completed policy, programme, or project implementation and results. Assessment may be about relevance, efficiency, effectiveness, impact, sustainability and overall progress against original objectives.

Governance: these are frameworks, processes, and practices through which organizations are directed, controlled, and held accountable.

Management: the day to day running of a programme within the framework of established strategies, policies, processes and procedures.

Monitoring: the use of the systematic collection of data and information related to specified indicators to show the extent of progress and achievement of expected results in relation to the deployment of planned resources

Parental Empowerment and Engagement: This is the process of building capacity of Parents/ guardians to actively participate in their children's learning and holistic development in collaboration with teachers and other stakeholders

Regular Curriculum: This refers to the totality of experiences which are planned for development of knowledge, skills, values and attitudes of learners going through the age-based pathway.

Stakeholders: the parties who are interested in or affected by a programme of activities or interventions.

Senior School: The phase of learning between Junior School and Tertiary Education targeting learners in the age bracket of 15 to 17 years

Transparency: the extent to which decision-making, reporting and evaluation processes are open and freely available to stakeholders and the wider public.

Values-based Education: Is an approach to learning that aims at instilling values and ideals that culminate in holistic development of character of the learners.

Whole School Approach: A whole school approach involves implementing core values throughout the entire school environment, including the curriculum, policies, culture and practices and the school community.

CHAPTER ONE: INTRODUCTION TO THE GUIDELINES

1.1 BACKGROUND

The Constitution of Kenya and the Basic Education Act, No. 14 of 2013 provide for free and compulsory basic education and that no child shall be denied admission to a public School. The Government through the Ministry of Education (MoE), is implementing the Competency Based Education (CBE) within the reformed 2:6:6:3 structure of education (2 years of Pre-Primary, 6 years of Primary, 3 years of Junior School, 3 years of Senior School and a minimum of 3 years in university education).

Currently learners in the 2.6.6.3 system of education are at Junior School in Grade 9 and will transit to Senior School for grade 10 in 2026. Senior School will comprise Grades 10, 11 and 12 and the learners will choose learning pathways depending on their interest, choice and performance. Senior School shall handle learners aged 15 to 17 years and lays the foundation for further education and training and the world of work. At this level, the Basic Education Curriculum Framework (2017) provides for three pathways namely: Arts and Sports Science; Social Sciences and Science, Technology, Engineering and Mathematics (STEM).

The provision of pathways at Senior School is based on the aspiration that all learners can be successful in life. It is therefore imperative for the Senior Schools to facilitate learners to pursue their interests and fulfil their potential in line with the curriculum mission of ‘nurturing every learner’s potential’. To achieve this objective, emphasis is placed on assessment as a measure of achievement of a competency. Key competencies to be acquired include communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, learning to learn, self-efficacy, and digital literacy. At this level, learners are expected to identify with pathways of choice since they have had opportunities to explore their potential, interests and personality at Junior School (JS). The level marks the end of Basic Education as defined in the Education Act, 2013. Learners exiting this level are expected to be “engaged, empowered and ethical citizens” ready to participate in the socio-economic development of the nation.

Implementation of Senior School requires a comprehensive and learner-centered approach to be able to meet the national goals of education, namely:

1. Foster nationalism, patriotism and promote national unity.
2. Promote social, economic, technological and industrial needs for national development.
3. Promote individual development and self-fulfilment.
4. Promote sound moral and religious values.
5. Promote social equity and responsibility.
6. Promote respect for and development of Kenya’s rich and varied cultures.
7. Promote international consciousness and foster positive attitudes towards other nations.
8. Promote positive attitudes towards good health and environmental protection.

1.2 LINKAGE BETWEEN JUNIOR SCHOOL AND SENIOR SCHOOL

The transition between the two levels is aimed at fostering a seamless flow of education while emphasizing competency development and specialization.

1.2.1 COMPETENCY-BASED CURRICULUM (CBC) STRUCTURE

Junior School (JS) encompasses Grades 7, 8, and 9 (ages 12–14). JS follows a broad-based curriculum where students explore a variety of learning areas. The aim is to expose students to different learning areas, including languages, mathematics, sciences, social studies, and creative arts, while emphasizing skills and values. Therefore, the JS curriculum is broad based aimed at enabling learners to explore their interests, abilities and potential in preparation for eventual placement into pathways at Senior School (SS).

Senior School on the other hand encompasses Grades 10, 11, and 12 (ages 15–17). In Senior School, students choose learning pathways based on their interests and abilities, and these pathways are grouped into three main categories:

1. Arts and Sports Science
2. Social Sciences
3. Science, Technology, Engineering, and Mathematics (STEM)

Pre-Vocational schools are under the stage-based pathway which caters primarily for learners with special educational needs, who may require additional support to develop foundational skills for life and work. For learners with special needs, pre-vocational education is critical in equipping them with practical life skills and preparing them for a smooth transition into vocational education. The Pre-vocational schools provide foundational skills that prepare learners for more specialized training in vocational schools. Vocational schools cater for learners who have completed pre-vocational education. The competencies gained in pre-vocational education, such as basic technical skills, work discipline, and practical problem solving, are expanded upon in vocational schools

1.2.2 CURRICULUM FOCUS AND TRANSITION

In Junior School, students get education that exposes them to integrated learning areas. These learners take nine (9) compulsory learning areas, namely: English, Kiswahili/KSL, Mathematics, Integrated Science, Social Studies, Pre-technical Studies, Religious Education (Christian/Islamic/Hindu) Creative arts and Agriculture. At this level, learners are encouraged to develop practical skills and values rather than just academic knowledge. By the end of Grade 9, students will take national assessments to guide their placement in one of the Senior School pathways. The Kenya National Examinations Council (KNEC) will play a crucial role in assessing students' readiness for Senior School through the CBC national assessments.

Grade 9 learners preparing to join Senior School at grade 10 shall select preferred pathways and tracks. This selection shall be done after their registration for grade 9 assessment known as Kenya Junior School Education Assessment (KJSEA) offered by Kenya National Examination Council (KNEC). The performance in KJSEA and results of assessments on the learners' ability, interest, and personality will be used to place learners in Senior School. This transition process to grade 10 shall adhere to the Selection and Placement Guidelines for Senior Schools which is reviewed by the Ministry of Education from time to time.

The curriculum for the pre-vocational level focuses on practical, hands-on learning and life skills. Learners are introduced to various basic vocational skills in areas such as agriculture, home science, arts and crafts, and simple mechanics, alongside functional literacy and numeracy. Vocational schools focus on specialized training in technical and hands-on skills that directly align with industry needs. Areas of study include trades like carpentry, plumbing, electrical engineering, information technology, fashion design, and hospitality. At the end of the pre – vocation level, learners will undertake Kenya Pre-vocational Level Education Assessment (KPLEA) by Kenya National Examinations Council (KNEC)

1.2.3 CHOICE OF PATHWAYS AT SENIOR SCHOOL

After completing Junior School, learners select pathways based on their performance, interests, personality and potential career aspirations. The pathways allow students to specialize in areas that align with their strengths, preparing them for further education and training. The system aims to offer a more personalized learning journey, breaking away from the one-size-fits-all model that was prevalent under the 8-4-4 system. These learning areas provide foundation to subjects at Senior School under the three pathways. Clustering of learning areas at the Junior School level to match the curriculum with learners' interests, skills, and future career goals will be applied during placement to Senior School. The learning areas will be clustered for purposes of placement as detailed in Table 1.1:

Table 1.1: Table of learning areas per pathway

JUNIOR SCHOOL		SENIOR SCHOOL		
Learning Areas	Cluster of Learning Areas	Pathway	Track	Optional Subjects
1. English 2. Kiswa/KSL 3. Mathematics 4. Integrated Science 5. Social studies 6. Pre-Technical studies 7. Religious Education 8. Creative Arts and Sports 9. Agriculture	1.Integrated Science 2.Mathematics 3. Pre-Technical studies 4. Agriculture	Science, Technology, Engineering and Mathematics (STEM)	Pure Science	1.Chemistry 2.Physics 3.Biology 4.General science
			Applied Science	1.Agriculture 2.Computer Studies 3.Home Science
			Technical Studies.	1.Aviation 2.Building construction 3.Electricity 4.Powermechanic 5.Metalwork 6.Woodwork 7. Marine and Fisheries Technology 8.Media Technology
	1.English 2.Kiswahili/KSL 3. Social studies 4 . Religious Education	Social Sciences	Language And Literature	1.Literature in English 2.Fasihi ya Kiswahili 3.Sign language 4.Arabic 5.French 6.German 7.Mandarin Chinese 8.Indigenous languages
	1. Social Studies 2.Religious Education 3. Pre technical studies 4 English/Kiswahili/KSL		Humanities	1.Religious education (CRE/IRE/HRE) 2.History and Citizenship 4.Business Studies 5.Geography
	1. Creative arts 2.Kiswahili/ English/KSL 3.Social Studies 4. Pre-Technical studies	Arts and Sports	Arts	1.Music and dance 2.Theatre and film 3.Fine Art
		Science	Sports Science	1.Sports and Recreation

Source: MOE, 2025

Learners from the Pre-vocational level shall transit to the Vocational level based on outcomes of the KPLEA (Kenya Pre-vocational Level Education Assessment). Table 1.2 shows the linkage between the two levels.

Table 1. 2: Pre-vocational level Learning Areas as foundation for Vocational level subjects

LEARNING AREAS	VOCATIONAL LEVEL SUBJECTS	
<ol style="list-style-type: none"> 1. Pre-vocational Skills 2. Communication and Functional Literacy Skills 3. Daily Living Skills and Nutrition 4. Physical Education 5. Music and Movement 6. Social Studies 7. Religious Education (CRE, HRE & IRE) 	<ol style="list-style-type: none"> 1. Weaving 2. Leatherwork 3. Animal rearing 4. Crop farming 5. Cooking 6. Concrete Works 7. Ornament and Jewellery Making 8. Beauty therapy 9. Knitting 10. Carpentry 11. Hair dressing 12. Barbering 13. Dress making 14. Tailoring 15. Food packaging and Value Addition 16. Embroidery 17. Crocheting 18. Massage therapy 19. Pedicure and manicure 20. Sculpture Making 21. Wax Technology 22. Soap and Detergent Making 23. Paper Craft 	<ol style="list-style-type: none"> 24. House-keeping 25. Laundry work 26. Pottery & Ceramic 24. Playing Musical Instruments 27. Basic Metal Work 28. Panel beating 29. Events layout and decoration 30. Printing technology & Office operations 31. Floriculture and floral art 32. Basic Welding & Fabrication 33. Plumbing 34. Painting 35. Basic Automotive Repair & Maintenance 36. Basic Electronics repair & maintenance 37. Basic Masonry 38. Picture Framing 39. Picture Framing 40. Painting
Support subjects <ul style="list-style-type: none"> • Religious Education (CRE, HRE or IRE) • Life Skills • Physical Education (PE) and Sports 		

Source: MoE, 2025

1.3 PREPARATION TO RECEIVE SENIOR SCHOOL LEARNERS

As the country transitions fully into CBE, there is need for strategic measures by GoK, schools, teachers, and other stakeholders to ensure that Senior Schools are equipped to deliver the curriculum effectively. The preparation to receive Senior School learners in Kenya involves a multifaceted approach, addressing infrastructure, curriculum, teacher training, resource allocation, and community engagement. With the CBC in full implementation, schools are gearing up to ensure that the learners transitioning into Senior School receive a quality education that is relevant, practical, and aligned with their career aspirations.

1.3.1 INFRASTRUCTURE DEVELOPMENT

One of the major steps in preparing to receive Senior School learners involves expanding existing infrastructure in line with the Safety and Security Manual requirements. Schools can construct additional classrooms, laboratories, workshops in order to expand their capacity. Since Senior Schools will focus on specific pathways (Arts and Sports Science, Social Sciences, STEM), schools should prepare specialized facilities such as science laboratories, art studios, sports fields, and technical workshops. MoE shall conduct a comprehensive mapping of schools to categorize Senior Schools based on the pathways and the tracks offered. An assessment of school infrastructure shall

also be conducted to ensure that facilities are adequate and suitable for the pathways offered. The mapping results shall be shared online to ensure easy access by learners, parents, Junior Schools and other stakeholders. This shall provide a clear understanding of available options and facilitate informed decision-making regarding choice of pathways, tracks and schools. Consequently, schools will be **re-registered** and **renamed** in line with the necessary requirements for each of the pathways they offer. These institutions shall then align infrastructure development to the pathways and tracks they offer. In addition, schools are expected to adhere to a maximum of **45 students per class** in general and in particular for boarding schools.

1.3.2 TEACHER RECRUITMENT AND TRAINING

One of the most crucial steps in the transition is the training of teachers to deliver the CBC effectively. The teachers will be trained to handle the new curriculum, focusing on competency-based approaches, learner-centered teaching and formative assessment techniques. Senior Schools can mount school-based courses to complement what the GOK will be undertaking. Since the curriculum is diversified into various pathways, there may be need to recruit and train teachers who specialize in specific areas such as STEM subjects, the arts, and vocational skills. In this regard, a review of staffing shall be undertaken by the Teachers Service Commission (TSC) to ensure that qualified teachers are in place for each subject in the various tracks. This shall support quality education and effective student engagement.

1.3.3 GUIDANCE AND COUNSELING FOR LEARNERS

Career Guidance and counselling is a key component of the 2.6.6.3 education system. Senior School learners are expected to select pathways based on their strengths, interests, and future career goals. Schools therefore should strengthen their guidance and counseling departments to help guide learners in making informed choices about their pathways. In addition, Schools should prepare to support students with additional learning needs by offering special education services and creating inclusive environments.

1.3.4 ASSESSMENT AND EVALUATION SYSTEMS

As learners transition to Senior School, the assessment system is being overhauled to focus more on continuous assessment rather than high-stakes exams. Schools should prepare to implement ongoing assessments that reflect students' progress in their chosen pathways. The Kenya National Examinations Council (KNEC) is also working on the framework for assessing Senior School learners. Senior School learners will undergo assessments that determine their readiness for tertiary education or vocational training based on competencies rather than purely academic performance.

1.3.5 COLLABORATIONS WITH TVET INSTITUTIONS

Since vocational training is a significant part of the CBC, schools need to start establishing partnerships with Technical and Vocational Education and Training (TVET) institutions to provide learners with access to specialized training and resources. This will enable them utilize some of the resources already available in TVET institutions. Senior Schools also need to ensure that their curricula are comprehensive enough to meet the entry criteria for universities and other higher education institutions. This will ensure that learners who choose academic pathways are well-prepared for advanced education. In this regard schools should therefore prepare relevant infrastructure and equipment for the new subjects to be offered.

1.3.6 RESOURCE ALLOCATION

The Government has been allocating maintenance and improvement funds to improve school facilities. School should distribute the resources they receive to ensure that they are able to handle a large number of students and provide the necessary learning materials. Schools should focus on development of facilities that enhance the provision of the technical subjects which are key for the development of the country. In addition, they should prepare to incorporate digital learning tools, including computers, projectors, and online learning platforms, to support the teaching process.

1.3.7 PARENTAL AND COMMUNITY ENGAGEMENT

To enhance Parental engagement Senior Schools should enhance GoK efforts of conducting sensitization programmes to educate parents about the CBC and the importance of supporting their children as they transition to Senior School. Parents should be encouraged to help learners choose pathways that match their abilities and interests. Local communities should also be involved in the process, especially in providing support for vocational learning by offering local expertise, apprenticeships, or partnerships with vocational centers.

1.3.8 JOINING INSTRUCTIONS

Clear joining instructions shall be provided by Senior Schools to guide learners and parents through the admission process to ensure a smooth transition. Senior Schools are also required to orient grade 10 students to help them acclimatize to the school environment, understand expectations, and build connections with peers and staff.

1.4 LEGISLATIVE AND POLICY FRAMEWORK

The Legal and Policy Framework provides guidelines for governance, operations and the management of educational institutions. The framework encompasses national laws, regulations and policies that ensure the provision of quality education, protection of students' rights, and the efficient management of resources. Senior School managers should familiarize themselves with the legal and policy framework that governs the provision of Senior School education. The legal and policy documents that have a bearing on SS include;

1. Constitution of Kenya, (2010): Articles 43, 53, 54, 55, 56, 57, and 59 of the Constitution provide for children's right to free and compulsory basic education, including quality services and access to education institutions and facilities for persons with disabilities.
2. United Nations Social Development Goal No 4 (2015) provides for inclusive and equitable quality education and promote lifelong learning opportunities for all.
3. Harmonized Curriculum Structures and Framework for the East African Community (EAC) (2014) provides that secondary education curriculum shall have a regulatory role regarding the entire curriculum as implemented in the EAC. The system shall be coherent and consistent with the education principles of the EAC, and in conformity with the aspirations of the Partner States. The principles that underpin the EAC Secondary Education curriculum shall be grounded on quality, access and equity.
4. Basic Education Act (2013) establishes the legal framework for basic education. It focuses on providing free and compulsory education for all children from ages 4 to 18, standardizing the curriculum, ensuring quality assurance and assessment, promoting inclusivity, and emphasizing teacher development.
5. Kenya Institute of Curriculum Development Act (2013) mandates the organization to develop, review and approve programmes, curricula and curriculum support materials that meet international standards.
6. Kenya National Examination Council Act (2012) govern the administration of national examinations for secondary education sets standards for assessment and certification of students.
7. Teachers Service Commission Act (2012) governs the recruitment, training, and management of teachers in Kenya and ensures that qualified teachers are available to provide quality education.
8. Children Act (2022) upholds children's rights to education and the state's duty to ensure access to sufficient educational opportunities. Additionally, the Act ensures that children from underprivileged backgrounds, orphans, and disabled children receive particular safeguards and equitable education opportunities.
9. Data Protection Act (2019) gives effect to Article 31(c) and (d) of the Constitution of Kenya, 2010. The Act governs the collection, processing and storage of personal data by the government and private actors with an aim to establish an ecosystem of rights and obligations that operationalizes the right to privacy. Senior School management decisions shall be based on learners and staff data collected and thus should be handled with care.

10. The National Education Strategic Sector Plans (NESSP 2023-2027) points out that a good education system should promote learning, critical thinking, problem solving, creativity and innovation. Moreover, it should be responsive to the demands of the modern world while empowering every learner to achieve their full potential.
11. Task Force report on the Re-alignment of the Education Sector to the Constitution of Kenya (2012) proposed a change in education structure to introduce technical, vocational, talent and general academic curriculum pathways in secondary education, to enable the achievement of the human resource aspirations of Vision 2030.
12. The Education Sector Policy for Learners and Trainees with Disabilities (2018) recognizes Inclusive Education as an overarching principle that advocates for the rights of every child with disability to be enrolled in a regular classroom with necessary support or Special Schools. This shall ensure that schools are equipped to support diverse learners.
13. Kenya Vision 2030, the national development blueprint emphasizes the importance of education in achieving economic growth and social development. It aims to enhance the quality of education and align it with market needs.
14. National Curriculum Policy Framework guides the development and implementation of the national curriculum for secondary education. It focuses on competencies, skills, and values to prepare students for the workforce and further education.
15. The Safety Standards Manual for Schools in Kenya (2008) gives standards and guidelines for maintaining a safe learning environment in schools.
16. Education Sector Disaster Management Policy (2018) emphasizes on the right to education for every child in a learner friendly school environment; with minimal hazards.
17. The Presidential Working Party on Education Reform Report (2023).
18. Relevant international conventions ratified by the Government of Kenya that provide for the right for quality education and training and respect for a conducive learning environment

1.5 LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of Senior School, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day-to-day life.
6. Apply and promote health care strategies in day-to-day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

1.6 PURPOSE OF THE GUIDELINES

The purpose of these guidelines is to provide information necessary for the effective implementation of SS uniformly across the country. Therefore, the Guidelines shall serve as a reference document for field officers, school managers and other relevant stakeholders in the successful implementation of SS and vocational level as a distinct level of Competence Based Education in Kenya. These guidelines shall:

1. Provide a general framework for the management and operations of Senior Schools.
2. Enhance consistency and uniformity in the implementation of the Senior School Education (SSE) curriculum and coordination of co-curricular activities.
3. Provide a framework for Quality Assurance and Standards Assessment in provision of SSE.
4. Enhance consistency in assessment and certification at Senior School and vocational level.

5. Provide guidance on career pathways, emphasizing the transition to middle-level colleges, universities and the world of work.
6. Guide on financial and procurement management of Senior School.
7. Outline the roles and responsibilities of key stakeholders in implementation of the various components of SSE.

1.7 SCOPE OF THE GUIDELINES

These Guidelines shall be utilised by officers in the MoE, Teachers' Service Commission and all relevant government agencies. They shall also apply to County Education Boards (CEBs), Boards of Management (BoMs), Parents Associations (PA), heads of public and private Junior Schools and Senior Schools, teachers, non-teaching staff, parents, and other stakeholders.

1.8 OVERVIEW OF THE GUIDELINES

These Guidelines are organised into eight chapters, each addressing key aspects of Senior School Education (SSE). Chapter One situates SS and vocational level within the 2:6:6:3 education structure, while also grounding the guidelines in relevant legislative and policy frameworks. Chapter Two explores governance, management and leadership of Senior Schools and expounds on the Board of Management (BoM) and human resource.

In Chapter Three, the organization and implementation of the Senior School and Vocational Level Curriculum and management of co-curricular activities are discussed. Chapter Four delves into the essential elements of quality assurance for Senior Schools, which serves as a mechanism for schools to comply with set regulations and continually improve their practices.

Chapter Five centres on assessment of Senior School and the vocational level curriculum. Chapter Six presents guidelines on transition to middle-level colleges and universities and the world of work. Chapter Seven discusses financial and procurement management at Senior Schools. Finally, chapter Eight outlines the roles and responsibilities of key stakeholders in the implementation of Senior School and vocational level education.

CHAPTER TWO

GOVERNANCE AND MANAGEMENT OF SENIOR SCHOOLS

Effective governance is vital for the sustainability and success of any organization. It builds trust among stakeholders, enhances decision-making, and ensures that resources are used efficiently and responsibly. Senior Schools should embrace effective governance for them to operate efficiently, adhere to legal and ethical standards and meet the diverse needs of their communities. The Cabinet Secretary for Education is responsible for the overall governance and management of basic education and training in the country. However, the Basic Education Act of 2013 empowers the Cabinet Secretary to entrust this responsibility to any agency, body, organ or institution as may be appropriate. For Senior Schools, this mandate is entrusted to the Boards of Management (BoM). Consequently, the BoM shall:

1. Promote the best interests of the school and ensure its development.
2. Administer and manage resources to realize outcomes of the Senior School in a manner essentially free of abuse and corruption, and with due regard for the rule of law in general and Section 61 (1) of the Basic Education Act (2013) in particular.
3. Develop a framework to guide decision-making, accountability and strategic direction within the school that is participatory, effective, equitable, transparent and accountable.
4. Adopt a collective approach among BoM, PA, school, teachers, students, and parents.
5. Foster engagement and establish clear policies to ensure that the school creates an environment conducive for excellence, personal growth, and social responsibility.
6. Carry out their functions according to section 59 of the Basic Education Act 2013.
7. Prepare and submit quarterly reports in all areas of their mandate to the CEB for upward transmission to the Cabinet Secretary in line with Basic Education Act 2013.

2.1 QUALITY MANAGEMENT IN SENIOR SCHOOLS

Quality management involves the implementation of rules, processes, and practices that support high academic standards, efficient instruction and creation of a positive learning environment. The BOM of Senior School shall: -

1. Develop a clear vision, mission, and values.
2. Establish a Quality Management Framework.
3. Implement Continuous Improvement Processes.
4. Enhance Leadership and Governance.
5. Develop Student Support and Welfare Systems
6. Encourage Stakeholder Involvement and Communication.
7. Promote a Safe and Conducive Learning Environment.
8. Use Technology to Enhance Quality.
9. Focus on Co-Curricular Development.
10. Establish a Quality Monitoring and Evaluation System.
11. Promote an Ethical and Inclusive Culture.

2.2 RISK MANAGEMENT IN SENIOR SCHOOLS

To guarantee security, welfare, and efficient operation of the school community, risk management is essential. Identifying, evaluating, and reducing risks related to health, safety, finances, legal compliance, and school operations is critical for effective risk management.

The BoM shall: -

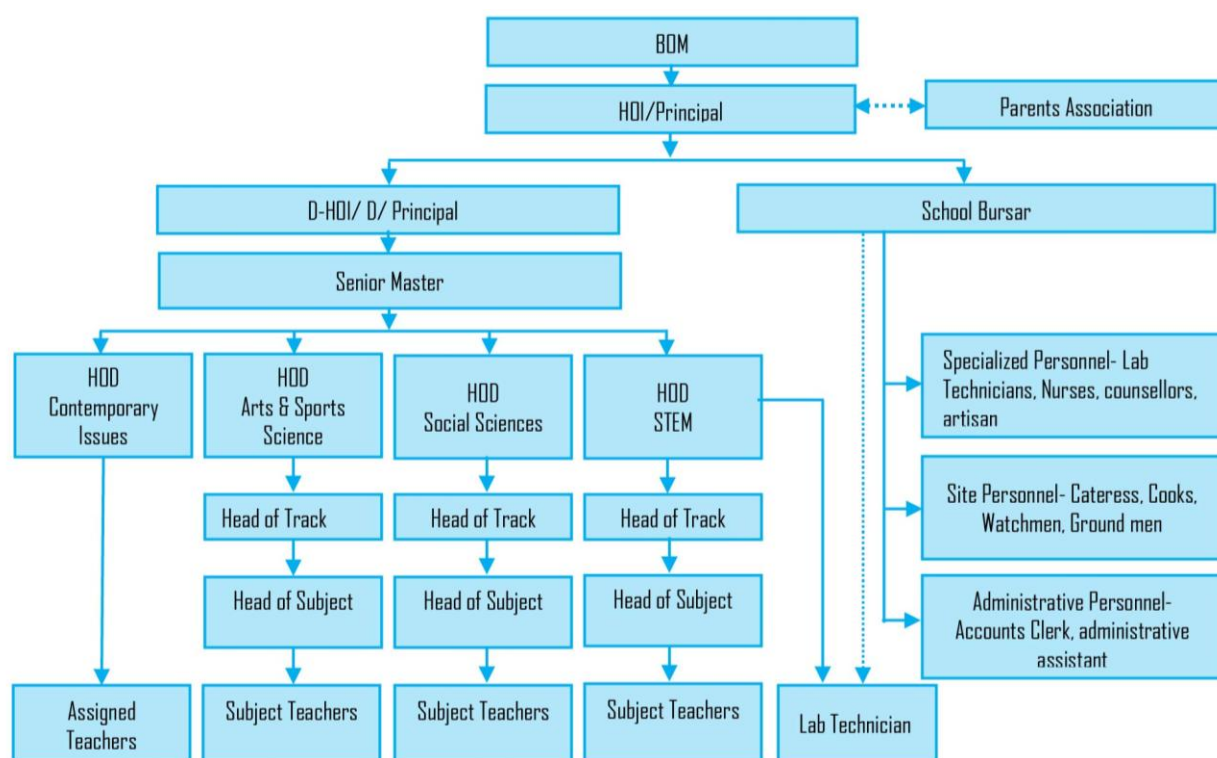
1. Establish a formal risk management policy that outlines objectives, responsibilities, and procedures for identifying and managing risks.
2. Establish a Risk Management Committee composed of school administrators, teachers and other relevant staff to oversee risk management initiatives.
3. Regularly conduct risk assessments to ensure safety of; school compound, students, data, and financial management, and legal compliance.

4. Develop emergency plans and establish safety protocols for emergencies.
5. Train staff and students on evacuation procedures and conduct regular drills.
6. Develop and implement cyber security protocols.
7. Establish a reporting system for incidents or risks
8. Enhance student welfare and safeguards by implementing strict child protection policies and train staff on safeguarding responsibilities.
9. Monitor and review risk management practices
10. Develop a crisis management and public communication plan
11. Undertake legal audit to ensure compliance with all legal requirements, including child protection laws, employment laws, health and safety regulations, and educational standards.

2.3 SENIOR SCHOOL GOVERNANCE STRUCTURE

The governance structure of Senior School will facilitate effective decision-making, accountability, and community involvement, ultimately enhancing the educational experience for students. It will define roles and responsibilities to efficiently respond to their stakeholder needs. The structure is shown in Figure 2.

Figure 2.1: Sample Organizational Structure for Senior School



Source: MoE, 2025

2.3.1 BOARD OF MANAGEMENT

The BoM shall comprise representatives from various stakeholders such as representatives of parents, teachers, sponsors, persons with disabilities and community members. All private Senior Schools shall establish and operationalize relevant education and governance structures in accordance with Section 52 1(a) of the Basic Education Act (2013). The Head of Institution shall be the Secretary of the BoM in line with the provisions of Section 62 of the Basic Education Act (2013).

2.3.2 HEAD OF INSTITUTION OF THE SENIOR SCHOOL

The Head of Institution shall play a key role in the overall administration, leadership, and management of the institution. The Head of Institution shall perform duties in accordance with the Basic Education Act (2013); the TSC Act (2012) and the Code of Regulations for Teachers (2015).

2.3.3 SENIOR MANAGEMENT OF SENIOR SCHOOL

Every Senior School shall establish a senior management team that will include Deputy Head of Institution, Heads of Departments, and other key administrative staff. The team shall be responsible for and report to the Head of Institution on the following key responsibilities: -

1. Coordinating academic programmes and co-curricular activities.
2. Managing staff development and performance.
3. Assisting the Head of Institution in executing the school's strategic plan.
4. Maintaining discipline by setting clear expectations and promoting positive behaviour.

2.3.4 ACADEMIC COMMITTEES OF SENIOR SCHOOL

Every Senior School shall establish academic committees that will comprise departmental heads and teachers. Academic committees for each pathway shall be responsible to the senior master for the following key responsibilities: -

1. Supervise implementation of curriculum
2. Carry out formative assessment of learning outcomes.
3. Address performance-related issues and innovations.
4. Ensure that teachers maintain proper schemes of work, lesson plans, and records of work to ensure syllabus coverage.
5. Ensure inclusion of regular parent-engagement to promote accountability of their children's progress.

2.3.5 STUDENTS' COUNCIL

It will comprise of elected representatives from the students' body.

Their key responsibilities shall be: -

1. Facilitating communication between students and school leadership.
2. Presenting students' interests and concerns to the administration.

2.3.6 PARENT ASSOCIATION

Each Senior Schools shall establish a Parents Association (PA) in accordance with the Third Schedule and Section 55 (3) of the Basic Education Act (2013). The Parents' Association shall be instrumental in coordinating parental involvement in school governance, mobilizing resources, addressing students' welfare and discipline, communication, advocacy and supporting curriculum delivery. The Head of Institution shall serve as the secretary to the Parents Association.

2.3.7 NON- TEACHING STAFF

Each Senior School shall establish a Non-Teaching Staff (NTS) cadre who will be employees of BoM to complement the teaching. They perform tasks that include offering assistance in science laboratories, computer laboratories, workshops, libraries, and secretarial services. They are also indirectly involved in curriculum support in areas of accounting, cooking, laundry, stores, security, health management, caregiving for SNE learners and, maintenance and management of school environment. Others are also engaged in the school's income generating activities such as school farms, laundry and bakeries.

2.4 HUMAN RESOURCE MANAGEMENT AND ACCOUNTABILITY

Human resource management (HRM) shall be the responsibility of the BoM.

The BoM shall: -

1. Advise the County Education Board on the staffing needs of the institution.
2. Ensure peaceful coexistence among members of the school and neighboring community.
3. Establish structures for psychosocial support and wellness of the whole school community.
4. Be responsible for disciplinary issues affecting all staff both teaching and non-teaching.

2.4.1 MANAGEMENT AND ACCOUNTABILITY FOR TEACHING STAFF

The Teachers Service Commission (TSC) is responsible for overseeing the recruitment, management, and professional development of teachers to offer teaching services in Senior Schools. Its mandate includes: staffing Senior Schools with qualified teachers for effective

curriculum implementation, maintaining high standards of professionalism and accountability. The school management shall ensure that teachers: -

1. Are assigned roles and responsibilities appropriately.
2. Execute their leadership roles to the required standards for the benefit of the students.
3. Facilitate curriculum delivery, learners' outcomes and classroom management.

Appointment and deployment of administrators to Senior Schools shall be in accordance with the existing TSC policy. Deployment of the administrators to Senior Schools for learners with Special needs and disabilities shall be guided by the category of disability of learners, the area of specialization, and prevailing career progression guidelines.

Staffing Norms for Teaching Services in Senior Schools

Staffing norms are the standards developed by TSC from time to time, to determine the cadre and number of teachers needed in public learning institutions. The staffing norms for teaching services in Senior Schools shall be based on the curriculum offered in Grades 10–12 and the vocational level, class size and the scope of administrative duties assigned to the teacher. A teacher in a Senior School shall be allocated a minimum of 27 lessons per week in their areas of specialization. This teacher is expected to teach at least two or more subjects in a Senior School curriculum.

Curriculum Based Establishment for Senior Schools

Curriculum Based Establishment (CBE) will be based on a minimum 27 lessons per week and taking the school's size into account. The total number of teachers required in a Senior School should be based on the CBE, calculated as per the existing guidelines as follows

$$CBE = \frac{TLW - SLA}{27}$$

where TLW is Total Number of lessons per subject per week and SLA is Shortfall arising from lower teaching loads for Senior School administrators. The CBE Matrix is shown in Annex 2.

1. The teaching load for the teachers translates to teaching hours per week. This is in addition to supporting tasks such as preparation of Schemes of Work, Lesson Plan, facilitating learning, preparing learning resources, Co-Curricular time, and assessments.
2. The teaching load of school administrators; specifically, the Head of Institution, Deputy Head of Institution and Senior Master will be lower than that of the other teachers. The variance is to allow for administrative time.

Roles and Responsibilities of Teaching Staff

Teachers shall work to achieve the overarching goal of improving student outcomes and promote a high standard of education. The duties of a teacher in both regular and vocational school shall be to: -

1. Prepare schemes of work, lesson plans, lesson notes, timetables, records of work, progress report, and maintain academic standards to ensure timely Curriculum delivery;
2. Teach the subjects of specialization to impart knowledge, skills and attitudes to learners;
3. Evaluate learners and prepare them for formative and summative assessments, and other examinations in their subjects of specialization;
4. Be innovative to introduce new ideas and programmes to ensure improvement in teaching and learning in their subjects of specialization.
5. Collaborative planning and teaching for consistency and improved curriculum delivery;
6. Serve as a role model and maintain learner discipline;
7. Provide guidance services to learners and instill norms and values to co-exist harmoniously;
8. Participate in workshops/seminars/symposia and community of practice so as to share ideas and enhance pedagogical content knowledge in their subject areas.
9. Ensure safety and health of learners;
10. Organize remedial activities to support learners with learning gaps;
11. Identify, nurture and develop talents; engage learners in co-curricular activities
12. Any other duty that may be assigned by the Head of Institution.

Roles and responsibilities of Senior staff

Senior School leaders shall manage all human resources in accordance with all applicable laws like the Basic Education Act (2013), TSC Act (2012), Employment Act (2007), Occupational Safety and Health Act (2007), Social Health Insurance Act (2023) NSSF Act (2013), the Work Injury Benefits Act (WIBA) 2007 and other applicable laws. The duties and responsibilities for Head of Institution, Deputy Head of Institution and Senior Master are outlined in the Career Progression Guidelines for Teachers (TSC 2019). School administrators and teachers have distinct yet complementary roles and responsibilities.

2.4.2 MANAGEMENT AND ACCOUNTABILITY FOR NON-TEACHING STAFF

The cadre of employees commonly referred to as “non-teaching staff” are critical to the overall success of the teaching and learning environment. Every Board of Management shall, pursuant to section 59 (p) of the Basic Education Act (2013) employ, renumerate, promote demote or terminate the services of any of its employees.

Their roles and responsibilities vary based on their specific job functions. Table 2.1 shows the breakdown of common non-teaching roles and their key responsibilities.

Table 2. 1: Roles and Key Responsibilities of non-Teaching staff

S/NO	Roles	Key Responsibilities
School Administrator/ Bursar	Financial and administrative head of the school	<ul style="list-style-type: none"> ○ Prepare and oversee the school's budget, ensuring efficient use of funds. ○ Manage accounts, process payments, and maintain financial records. ○ Oversee procurement, inventory management, and maintain school assets. ○ Supervise administrative staff and ensure compliance with financial regulations.
Secretary/ Administrative Assistant	Handling clerical and communication tasks.	<ul style="list-style-type: none"> ○ Manage correspondence, such as letters, emails, and memos. ○ Maintain schedules, organise meetings, and manage records. ○ Support school communications with parents, students, and staff. ○ Handle document filing and data entry for school records.
Accounts Clerk	Assists with financial transactions and record-keeping.	<ul style="list-style-type: none"> ○ Prepare invoices, process payments, and assist with payroll. ○ Keep financial records up to date and assist in budget tracking. ○ Support the bursar in financial reporting and audits.
Human Resource Officer	Manages the human resource functions within the school.	<ul style="list-style-type: none"> ○ Handle staff recruitment, orientation, and documentation. ○ Manage staff records, attendance, leave, and payroll. ○ Ensure compliance with labor laws and handle employee relations. ○ Facilitate professional development and training opportunities.
Librarian	Manage the school library	<ul style="list-style-type: none"> ○ Organize and catalog library resources, including books, journals, and digital materials. ○ Assist students and teachers in locating and using resources. ○ Maintain an orderly library environment and enforce library policies. ○ Oversee the circulation of books and other materials.
Store Keeper	Manage inventory and supplies	<ul style="list-style-type: none"> ○ Receiving and Inspecting Supplies ○ Issuing Supplies to Departments and Staff ○ Undertaking storage and Organization for easy access and retrieval, prevent loss, damage, wastage or expiration ○ Maintain accurate, up-to-date records of stock movements, ○ Generate regular inventory reports for management review, detailing stock levels, usage rates, and any stock discrepancies.
Laboratory Technician	Manage laboratory resources and ensuring safety to support STEM education	<ul style="list-style-type: none"> ○ Prepare materials and equipment for laboratory experiments. ○ Ensure the safety and maintenance of lab equipment. ○ Monitor inventory and request supplies as needed. ○ Assist teachers and students with laboratory procedures and equipment usage.
ICT Technician	Provide technical support for the school's ICT infrastructure.	<ul style="list-style-type: none"> ○ Set up and maintain computers, networks, and other ICT equipment. ○ Troubleshoot and resolve technical issues. ○ Assist teachers and students with ICT resources. ○ Ensure data security and conduct regular system updates.

S/NO	Roles	Key Responsibilities
Caterer/Cook	Manage the preparation and serving of meals for students and staff.	<ul style="list-style-type: none"> Plan and prepare nutritious meals within budget constraints. Ensure food safety, hygiene, and cleanliness in the kitchen. Oversee kitchen staff and manage inventory for food supplies. Coordinate with administration to meet dietary requirements.
Janitor/Cleaner	Maintains cleanliness and hygiene across the school premises.	<ul style="list-style-type: none"> Clean classrooms, offices, washrooms, and other facilities. Dispose of waste and ensure a safe, sanitary environment. Perform basic maintenance tasks as required. Report any repair needs to the maintenance team or administration.
Security Guard	Ensures the safety and security of students, staff, and school property.	<ul style="list-style-type: none"> Patrol school premises and monitor entry points. Maintain records of visitors and control access to school buildings. Report any security incidents and follow emergency procedures. Support in managing student movement and safety on school grounds.
Guidance and Counseling Officer	Provides emotional and psychological support to students.	<ul style="list-style-type: none"> Offer counseling services for students with academic, social, or personal challenges. Work with teachers and parents to address students' welfare needs. Conduct workshops on mental health, peer relations, and study skills. Identify at-risk students and provide targeted support.
Maintenance Staff	Manages the upkeep of school facilities, including buildings and equipment.	<ul style="list-style-type: none"> Conduct routine repairs and maintenance on school infrastructure. Ensure school grounds, furniture, and equipment are in good condition. Coordinate with contractors for specialized repair work when needed. Monitor and report any facilities issues to administration.
Driver	Responsible for safe transportation of students, staff, or school goods	<ul style="list-style-type: none"> Safely transport students and staff to and from school activities. Maintain vehicle cleanliness, conduct routine checks, and report maintenance needs. Keep a log of trips and adhere to safety regulations. Assist with loading, unloading, and transport-related duties

Source: MOE, 2024

Each of these roles supports the learning pursuits and ensures that students, teachers, and non teaching staff have a safe, clean, and resourceful school environment to thrive in. These staffs may be categorized into three namely: -

1. Administrative staff encompassing bursars, accounts clerks, secretaries and store keepers;
2. Technical or specialized staff such as nurses, ICT technicians, Braille technicians laboratory technicians, KSL interpreters, caterers/cateresses, librarians and matrons; and
3. Site staff who include gardeners, security, cooks and kitchen hands

Such staff may also be engaged in income generating activities of the school such as school farming, laundry and baking. The BoM of the Senior School shall therefore; -

1. Develop human resource instruments for non-teaching staff for approval by the Ministry responsible for Basic Education
2. Recruit, employ, remunerate and discipline all non-teaching staff in accordance with the Basic Education Act (2013), the Employment Act (2007) and any other existing laws.
3. Optimize the number of non-teaching staff in the school through
 - i) Utilize recommended Staffing Ratios Based on Enrolment. For example:
 - a. Administrative Staff: 1 staff member for every 200-300 students.
 - b. Support Staff (e.g., janitors, cooks): Adjust ratios based on the scale of facilities (e.g., dining, boarding), ideally with one support staff for every 100-150 students.
 - c. Security and Maintenance: Higher ratios may be required for larger schools or schools with expansive facilities.
 - d. Specialized Staff (e.g., lab technicians, ICT personnel, Braille technician, KSL interpreter): 1 staff member per lab or ICT facility, scaled according to usage demand.
 - ii) Encourage job sharing or role diversification for non-teaching staff in smaller schools or where enrolment fluctuates significantly.

- iii) Undertake seasonal and part-time hiring
- iv) Introduce technology where possible to reduce the need for large numbers of staff.
- v) Outsource non-core functions like the school nurse
- vi) Ensure that non-teaching staff expenses align with the available budget, reallocating resources where necessary.

Table 2.2 and 2.3 shows the optimal compliment for non-teaching staff in public day Senior Schools and public boarding Senior Schools respectively.

Table 2. 2: Optimal Compliment for Public Day Senior Schools

Streams	A/C 1	A/C 2	Secretary	Lab Tech	ICT Tech	Librarian	Driver	Messenger	Store keeper	Grounds man	Cook	Kitchen Hand	Security	Total
1	0	0	1	1	0	0	0	1	1	0	2	0	3	9
2	0	0	1	1	0	0	0	1	1	1	2	0	3	10
3	0	1	1	1	0	0	1	1	1	1	3	0	3	13
4	0	1	1	1			1	1	1	1	4	0	4	15
5	1		2	2	1	1	1	1	2	2	4	0	4	21
6	1		2	2	1	1	1	1	2	2	4	1	4	22
7	1		2	2	1	1	1	1	2	2	4	1	4	22
8	1		2	2	1	1	1	1	2	3	5	2	6	27
9	1		2	2	1	1	1	2	2	4	6	2	6	30
10	1	1	2	3	2	1	1	2	2	4	6	2	6	33

Table 2. 3: Optimal Compliment for Public Boarding Senior Schools

Streams	A/C 1	A/C 2	Secretary	Lab Tech	ICT Tech	Nurse	Matron	Cateress	Librarian	Driver	Messenger	Store keeper	Grounds man	Cook	Farm hand	Kitchen Hand	Artisan	Security	Total
1			1	1							1	1	1	2				3	10
2		1	1	1			1			1	1	1	1	3		2		4	18
3		1	1	1			1	1		1	1	1	2	3	1	3		6	25
4	1		2	2	1	1	1	1	1	1	1	1	2	4	1	3	1	6	33
5	1		2	2	1	1	1	1	1	1	1	2	2	5	2	4	1	8	40
6	1		2	2	1	1	1	1	1	2	1	2	3	6	2	4	1	10	46
7	1		2	2	1	1	2	1	2	2	1	2	3	6	2	4	2	10	49
8	1	1	2	3	1	2	2	1	1	2	1	1	3	6	3	4	2	12	54
9	1	1	2	3	1	2	2	1	1	2	1	1	4	6	3	5	2	12	57
10	1	1	2	3	1	2	2	1	1	2	1	2	4	8	4	6	2	14	65
11	1	1	2	3	1	2	2	1	2	2	1	2	6	10	4	6	2	16	73
12	1	1	2	3	2	2	4	1	2	2	2	2	6	10	4	6	2	16	76
13	1	2	3	3	2	2	4	1	2	3	2	3	8	12	5	8	3	18	91
14	1	2	3	3	2	2	5	1	2	3	2	4	10	14	6	10	3	20	102
15	1	2	3	4	3	3	6	2	3	3	3	4	10	14	6	10	3	20	109

Payment of Non-Teaching Staff (NTS) of Senior School: Section 59 (p) of Basic Education Act (2013) and its attendant Regulations (2015) sections 17, 18, 19, 20 and 21 governs employment of non-teaching staff. Section 18 of the basic education Act regulations (2015) provides that those persons belonging to a professional cadre and employed by the BoM shall be employed on terms and conditions similar to those recommended for equivalent posts in the wider civil service and as per the applicable scheme of service. Section 19 of the same Basic Education Act regulation (2015) provides that the BoM may appoint suitable semi- professional and subordinate staff, on such terms and conditions determined by the BoM.

The BoM of Senior School shall: -

1. Develop and implement a clearly defined career structure which will attract, motivate and retain suitably qualified NTS in the school.

2. Clearly describe duties and responsibilities at all levels within the career structure to enable officers understand the requirements of their job.
3. Set standards for recruitment, training and career advancement based on qualifications, experience, competence, merit and ability as reflected in work performance.
4. Comply with the matching grading structure and scope applied in the public service on appointments, remuneration, promotion and training of professional cadre of NTS
5. Hire semi-professional and subordinate staff on competitive terms that observe the statutory minimum wage requirements
6. Operate a bank account for personnel emolument including service gratuity.
7. Ensure that the school pays to NTS the recommended remuneration which includes; basic salary, house, medical and commuter allowances as provided by the national Government.
8. Pay All NTS from an emolument account.
9. Induct, train and facilitate serving NTS to get additional qualifications/ specialization required to efficiently and effectively perform their duties.
10. Encourage non-teaching staff to privately undertake training for self-development.
11. Consult the Ministry responsible for Basic education in all matters related to training of NTS.
12. Deduct and remit all the statutory remittances for employees accordingly. Sanction the Head of Institution if he/she fails to remit these deductions.

Recruitment of Non-Teaching Staff

The BoMs shall be responsible for employment, promotion, remuneration and discipline of all non-teaching staff in accordance with Section 59 (p) of Basic Education Act (2013) and Regulations 17,18,19,20 and 21 of Basic Education Regulations 2015 and other existing labour laws. The following shall apply

1. All recruitment shall be advertised adequately to eliminate biases.
2. All adverts shall include job descriptions that match the school needs without deviating from the approved scheme by public service for that cadre.
3. BoMs shall seek approval to recruit NTS from CEBs.
4. Those recruited should be multi-skilled to the extent possible.
5. A Senior School shall observe the recommended establishments depending on the number of streams and the scheme of service requirements (Tables 2.2 & 2.3).
6. For Special Needs Senior Schools, additional categories of non-teaching staff can be recruited based on type of need to be addressed.
7. All NTS in a Senior School should adhere to the public service code of conduct.

Promotion of Staff Welfare

To improve employee wellbeing, the BoM of a Senior School shall:

1. Provide access to the Employee Assistance Program.
2. Appoint health and wellbeing leaders.
3. Ensure the workplace is safe.
4. Hold wellbeing workshops.
5. Provide employees with access to healthy food.
6. Offer genuine flexibility options.
7. Eliminate major causes of workplace stress including: -
 - Workplace politics
 - Bullying and harassment
 - Poor communication
 - Working long hours
 - Poor relationships with supervisor
 - Unsafe working condition

2.5 COMMUNITY ENGAGEMENT

Community engagement in school governance involves parents, local organizations, and community members in decision-making processes and school activities. Communities should take

an active role in supporting schools to deliver optimal learning environments. The BoM shall establish harmonious relationships with the immediate community. This will help increase access to learning opportunities, boost students' retention, promote optimism among teachers and improve learner attendance.

2.6 DATA MANAGEMENT, MONITORING AND EVALUATION

In order to accurately assess and report on the impact, reach, and quality of education and training programmes as well as to support ongoing organizational learning and development, availability of required data is very essential. This calls for best data management practices highlighted for evidence-based policy alternatives, tactics, and programming. Consequently, GoK has developed a web-based data management system; Kenya Education Information Management Information System (KEMIS)/National Education Management Information System (NEMIS) to consolidate data from various sources for informed decision-making and planning. The system gathers, processes, and publishes data and information from educational institutions based on predetermined metrics.

In this regard the BoM of a Senior School shall:

1. Register a Senior School on KEMIS/NEMIS.
2. Maintain data banks on enrolment and teacher management.
3. Monitor implementation of curriculum programmes and activities, and submit a comprehensive report to the CEB on a termly basis
4. Facilitate administration of KNEC formative and summative assessments, and report periodically on the factors that affect learning to inform on interventions required for effective acquisition of competencies, skills and knowledge
5. Undertake all requirements needed in regard to the Senior School to enable MoE integrate NEMIS with other sub-sector relevant Information Management Systems such as the TVET-MIS Teacher Information Management Systems (TIMS) Kenya, National Bureau of Statistics (KNBS) and Kenya National Examinations Council (KNEC) Examination Processing System (EPS).

KEMIS shall have interfacing capabilities and data security for education and training stakeholders. This is critical to tracking transitions across Basic Education and Training.

2.7 COMMUNICATION AND ADVOCACY ON SENIOR SCHOOL EDUCATION

1. The Cabinet Secretary for Education shall be responsible for all communication and advocacy on Senior School Education.
2. MoE shall develop and operationalize a robust Communication Strategy on SSE.
3. At the operational level, the Senior School leadership shall undertake stakeholder advocacy and sensitization on disability mainstreaming as well as other factors that impede effective education delivery in the school and community.

2.8 HANDING AND TAKING OVER OF INSTITUTIONS

Handing over and taking over of a Senior School process ensures a smooth transition when there is a change in school leadership. The process must be transparent, systematic, and documented to maintain continuity in management, accountability, and the school's overall performance. The following shall apply:

1. The leadership of Senior School should be conversant with regulations governing handing/taking over as stipulated in the various laws including the Public Finance Management Act (2012) and the Basic Education Regulations (2015), Public Procurement and Disposal Act (2015), Leadership and Integrity Act (2012), Employment Act (2007) and the Employment and Labour Relations Court Act (2011).
2. A detailed handover plan must be prepared, outlining key areas of responsibility, assets, finances especially pending bills, and ongoing projects. The plan should specify a timeline for the handover to ensure that all necessary tasks are completed in an orderly manner.

3. The outgoing and incoming principals should work together to prepare for the handing over/taking over, ensuring that the transition is smooth and without any disruption of school operations.
4. The handing over process will involve transferring key responsibilities, documentation, and information to the incoming Head of Institution. A report will be handed to the incoming HoI dealing with the following major areas:
 - a. Academic performance over the past three years, highlighting student performance in national assessment, internal assessments, and any special academic programmes.
 - b. Ongoing academic programmes and teacher professional development initiatives.
 - c. Staffing levels, including subject teachers, class distribution, and academic staff performance.
 - d. A detailed statement of the school's financial records backed by the latest audited financial reports, budget, and school Bank accounts statements, cheque books, Fee collection records and outstanding debts, GOK capitation funds and bursary allocations, school assets and liabilities statement including loans or pending payments, a reconciled petty cash balance for the school and all relevant financial documentation, including contracts
 - e. School Assets and Infrastructure
 - i. A complete inventory of the school's assets including classrooms, dormitories, laboratories, libraries and buildings, vehicles, and equipment.
 - ii. Any ongoing infrastructure projects or planned maintenance work, with information on the budget, contractors and expected timelines.
 - iii. The condition of the school's physical infrastructure should be inspected and any pressing needs (e.g., repairs, renovations) noted.
 - f. Details of all teaching and non-teaching staff including:
 - i. Employment contracts
 - ii. Staff files and records showing salaries, allowances and leave days
 - iii. Records of TSC teachers.
 - iv. Staff discipline, any ongoing disputes, or pending matters with the TSC.
 - g. A full list of all students, their personal files, and academic performance records.
 - h. Information on student discipline, welfare issues, health matters, and ongoing counselling or guidance programmes
 - i. Details on the school's boarding facilities, including student housing arrangements, reports on the condition of dormitories and the general welfare of students.
 - j. Records of meetings and resolutions from the BoM, PA and Student Council.
 - k. BOM-approved projects, PA fundraising activities, and any agreements or commitments made with stakeholders (e.g., suppliers, donors).
 - l. Any ongoing legal matters or agreements with the school's stakeholders.
5. Other documents that are to be handed over:
 - a. Specific forms for handing/taking over financial assets (cash balances, bank accounts) and physical assets (vehicles, buildings, and equipment) among others.
 - b. Any existing contracts with third parties (e.g., suppliers, service providers, maintenance companies)
6. The handing/taking over report should be signed by both the outgoing and incoming HoI, witnessed by the BOM chairperson and a representative from the Ministry of Education and TSC with copies retained for future reference.
7. Upon taking over, the incoming HoI must conduct a thorough inspection of the school's assets and records to verify their accuracy.
8. Any discrepancies or issues found during the inspection should be noted and reported to the BOM or Ministry of Education for further review.
9. The incoming HoI must ensure that there is continuity in leadership and that school operations continue without disruption by maintaining existing programmes, resolving any ongoing issues, and building on the foundation laid by the outgoing HoI.

10. The incoming HoI should familiarize themselves with the school policies, procedures, and culture, as well as engage with stakeholders (BoM, PA, teachers, students) to understand their expectations and concerns.
11. Notice of transfer of head of institution shall be submitted to MoE to initiate financial audit of the institution's Books of Accounts.
12. Financial audit shall be conducted before handing/taking over and a clearance certificate (Annex 4) issued to the outgoing HoI. Any audit issues noted, shall be handled before release by TSC, and the PS (accounting authority) informed by the school auditor.
13. Any discrepancies arising after handing/taking over will immediately be handled by CDE and the internal auditor.
14. If there are unresolved conflicts between the outgoing and incoming HoIs, MOE and TSC may step in to mediate and ensure a fair and smooth transition.
15. A formal handing/taking over ceremony should be held, where the outgoing HoI will officially transfer responsibilities to the incoming HoI in the presence of key stakeholders such as the BOM, PA, and school staff.
16. The accountability of handing/taking over shall be deemed complete only when the outgoing HoI hands over to the incoming HoI all the outlined reports, accounting and finance records, and necessary forms witnessed by the MOE and TSC officials.
17. The incoming HoI shall present the certificate of clearance to the SCDE for introduction as a signatory to the school bank accounts.

2.9 HANDLING OF LITIGATION

Clear protocols must be followed when handling litigation in Senior Schools to safeguard the institution's interests and guarantee that cases are handled effectively and professionally.

The BOM of a Senior School shall: -

1. Establish a Legal Policy Framework that addresses
 - a. Roles, responsibilities, and procedures to follow in case of litigation
 - b. Educating staff, students, and parents on the policy, including the protocol for reporting incidents or issues that could lead to litigation.
 - c. Student and staff conduct, including grievance procedures, disciplinary actions, and appeal processes.
2. Engage Legal Representation
 - a. By requesting the principal secretary in charge of Basic Education to liaise with the Attorney General's office for state counsels experienced in educational law, to provide advice and represent the school in court.
 - b. To help handle disputes before they escalate. This counsel should be consulted before making decisions that could have legal implications to minimize risks.
3. Ensure that the detailed records of incidents, complaints, disciplinary actions, and communications are kept as they may serve as crucial evidence in a legal dispute.
4. Ensure compliance with data protection laws when handling records and personal information to avoid privacy-related litigation.
5. Put in place mechanisms to ensure that all reported incidents are thoroughly investigated by a designated team and the due findings and recommendations documented methodically.
6. Keep parents informed about school policies and swiftly address their concerns early to prevent escalation to litigation.
7. Where possible, resolve disputes through alternative disputes resolution (ADR) methods, such as mediation to avoid formal legal proceedings.
8. Regularly train staff on their legal obligations, school policies, and best practices for handling issues that may lead to litigation, such as student discipline or complaints.
9. Ensure the school has adequate insurance coverage for potential liabilities, such as personal injury claims or property damage

CHAPTER THREE

ORGANIZATION AND IMPLEMENTATION OF THE CURRICULUM

3.1 OVERVIEW OF SENIOR SCHOOL CURRICULUM

Senior School will comprises three years of learning namely Grades 10,11 and 12 ideally for learners aged 15 to 17 years. It is the last level of Basic Education as provided for in the Basic Education Act, 2013. It lays a foundation for the world of work and further education and training at the tertiary level. Senior School serves as a pre-career stage in which learners are offered core and elective subjects. The choice of subjects will be based on students ability, career choice, interests, and personality. The curriculum will be adapted for learners with special needs and disabilities. Vocational courses will be offered for those in the Stage-Based Pathway.

3.1.1 CURRICULUM FOR REGULAR LEARNERS

This curriculum is organised into three pathways namely; the Arts and Sports Science, the Social Sciences, and Science, Technology, Engineering and Mathematics (STEM). The essence of Senior School is to offer learners a pre-tertiary/pre-university/pre-career experience during which the learners will have an opportunity to choose subjects from pathways where they shall have demonstrated interest and/or potential at the earlier levels.

Learners at this level shall take Seven (7) subjects comprising four core subjects namely:

- | | |
|--------------|---------------------------------------------|
| 1. English | 3. Core Mathematics / Essential Mathematics |
| 2. Kiswahili | 4. Community Service Learning (CSL) |

For clarity all learners shall take English, Kiswahili, and Community Service Learning (CSL). Learners pursuing the STEM pathway shall take Core Mathematics while those pursuing either the Social Science pathway or the Arts and Sports Science pathway shall take Essential Mathematics. A learner in a non-STEM pathway may be permitted to take Core Mathematics provided their Junior School assessment results demonstrate adequate readiness.

In addition to the core learning areas, the learner will select three more subjects. It is advised that a learner takes at least two subjects from the chosen pathway. This means that a learner may take up to three more subjects from the chosen pathway or take two subjects from the chosen pathway and one subject from another pathway. However, it should be anticipated that a situation may arise where a learner's career choice requires that they take *one subject in each pathway*. Such a situation should be permitted.

The choice of subjects shall be guided by the learner's anticipated career, aptitude, interest and personality with guidance by the leadership of the Senior School. Table 3.1 provides a list of all subjects offered at Senior School for which curriculum designs have been developed by the Kenya Institute of Curriculum Development (KICD).

Table 3.1: List of subjects at Senior School (Grades 10,11 and 12)

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/Essential Mathematics	1. Sports and Recreation 2. Music and Dance 3. Theatre and Film	1. Literature in English 2. Indigenous Languages 3. Fasihi ya Kiswahili	1. Biology 2. Chemistry 3. Physics 4. General Science 5. Agriculture

4. Community Service Learning (CSL)	4. Fine Arts	4. Sign Language 5. Arabic 6. French 7. German 8. Mandarin Chinese 9. Christian Religious Education 10. Islamic Religious Education 11. Hindu Religious Education 12. Business Studies 13. History and Citizenship 14. Geography	6. Computer Studies 7. Home Science 8. Aviation 9. Building Construction 10. Electricity 11. Metalwork 12. Media Technology 13. Marine and Fisheries Technology
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A Senior School will offer a minimum of two pathways based on requisite resources and infrastructure. Learners will choose three other subjects within and across the pathways to enable them select various subject combination for career choices. Hence, subjects available for learners are organised in three pathways and various tracks as presented subsequently:

1.Arts and Sports Science: Subjects from other pathways are included to enhance possible combinations for learners as indicated in Table 3.2.

Table 3. 2: Tracks and Subjects for Arts and Sports Science

Arts:	Sports Science
1. Music and Dance; 2 Fine Arts; 3. Theatre and Film	1 Sports and Recreation
Complementary subjects <ol style="list-style-type: none"> Any subjects in the Social Sciences Computer Studies General Science Mathematics Business studies Media Technology 	

Source: KICD, 2024

Social Sciences Pathway: It has two tracks namely Languages and Literature, Humanities and Business Studies as shown in Table 3.3.

Table 3. 3: Tracks and Subjects in the Social Sciences Pathway

Languages and Literature		Humanities and Business Studies	
1. Literature in English	5. Arabic	1. Christian Religious Education	4. Business Studies
2. Indigenous Languages	6. French	2. Islamic Religious Education	5. History and Citizenship
3. Fasihi ya Kiswahili	7. German	3. Hindu Religious Education	6. Geography
4. Sign Language	8. Mandarin Chinese		
Complementary subjects <ul style="list-style-type: none"> Mathematics Computer Studies General Science 			

Source: KICD, 2024

STEM Pathway: It has three tracks namely; Pure Sciences, Applied Sciences and Technical Studies. The subjects including Geography and Business Studies are provided in the Table 3.4

Table 3. 4: Tracks and Subjects in the STEM Pathway

Pure Sciences:	Applied Sciences:	Technical studies:	
1. Physics	6. Computer Studies	9. Aviation	14. Woodwork
2. Chemistry	7. Home Science	10. Building Construction	15. Media Technology
3. Biology	8. Agriculture	11. Electricity	16. Marine and Fisheries Technology
4. Mathematics		12. Metalwork	
5. General Science		13. Power mechanics	
Complementary subjects <ul style="list-style-type: none"> ● Geography ● Business Studies 			

Source: KICD, 2024

A learner choosing subjects in Technical Studies will be eligible for dual certification comprising the Kenya Certificate of Basic Education (KCBE) awarded by the Kenya National Examinations Council for completion of Grade 12 and an Artisan equivalent certificate awarded by an industrial training institution.

3.1.1 GUIDELINES FOR TIMETABLING AND ROUTINE IN SENIOR SCHOOL

Introduction

Developing an effective timetable and daily routine is essential for fostering a productive learning environment where both learners and educators can interact to achieve intended learning outcomes. A well-structured timetable ensures that all learning areas are covered comprehensively and promotes implementation of balanced academic and co-curricular activities. These guidelines outline procedures for developing timetables that optimize utilization of time, teaching and learning experiences, enhance student engagement, and support the achievement of overall educational goals in institutions of learning.

Timetabling process

1. All schools shall establish a time tabling committee comprising of the following:
 - a) Deputy Head of the institution - Chair person
 - b) Senior Masters in charge of pathways
 - c) Heads of subjects
 - d) Class Teachers of grades 10,11 & 12.
2. The timetabling committee shall hold planning meetings at the beginning of every term to develop or review the school timetable.
3. The timetable shall be presented to the Head of Institution for approval.
4. The approved timetable shall be displayed in all administrative offices, classes, laboratories and notice boards.
5. Every teacher shall extract their respective timetable for use in implementing the curriculum.

Timetabling guidelines for Senior School (Grade 10,11 and 12).

- There shall be 8 lessons per day derived from the core, elective and support subjects.
- PE shall have 3 lessons per week, ICT, 2 lessons per week, while lesson Study and P/RPI one (1) lesson per week
- Cumulatively there shall be a total number of 40 lessons per week.
- Each lesson shall be 40 minutes.
- Reporting time for grade 10, 11 and 12 in Senior Schools shall be at 8.00 am.
- The Lessons at this level shall start at 8.20 am and end at 3.20 pm.
- The time between 8.00 am and 8.20 am shall be utilised for roll call, assembly and/or house/class meetings where applicable.
- When plotting lessons on the timetable, the committee shall ensure that subjects with similar skills, knowledge or concepts do not follow one another.
- Plotting of lessons shall observe balance in distribution of subjects for morning and afternoon hours across the week.
- All core subjects (English, Kiswahili/KSL, Core Mathematics/Essential Mathematics and CSL) shall be plotted as single lessons.
- Support subjects (PE, ICT) shall be plotted as single subjects.
- There shall be **only** one double lesson for Arts & Sports Science and STEM subjects.
- Non-formal programmes shall be plotted on the timetable after the last lesson at 3.20 pm.
- Health breaks shall be provided after every two lessons where the first break shall be 10 minutes, the second one 30 minutes and lunch break for one hour.

Table 3.5: Plotting of lessons shall adhere to the allocation per subject as tabulated below.

Subjects	No. of Lessons per week (40 minutes per lesson)
Core Subjects (4)	
1. English	5
2. Kiswahili	5
3. Essential mathematics/ Core Mathematics	5
4. Community Service Learning (CSL)	3
Elective Subjects	
5. Option 1	5
6. Option 2	5
7. Option 3	5
Support Subjects	
*Physical Education (PE)	3
*Information communication Technology (ICT)	2
*Pastoral/ Religious Programme Instruction	1
*Learner personal/ Group Study	1
Total number of lessons	40

ADDITIONAL GUIDANCE

1. Curriculum

The subjects plotted on the timetable shall be derived from the KICD approved curriculum designs.

2. Daily routine

The daily routine shall be provided for as in the Basic Education Regulations, 2015. Part VIII, Section 84 as follows;

a) Day schools

The official operating hours for all public and private institutions shall be Monday to Friday.

- No day institution of basic education and training shall require learners to report earlier than 7.15 am.
- Class hours shall be from 8.00 am to 3.30 pm. Monday to Friday
- Co-curricular activities shall be from 3.30 pm to 4.45 pm. Monday to Friday

b) Boarding schools

All basic education institutions with boarding facilities shall operate 24/7-hour basis as follows:

- Class hours shall be from 8.00 am to 3.30 pm. Monday to Friday
- Co-curricular activities shall be from 3.30 pm to 4.45 pm. Monday to Friday
- Self-directed activities shall be from 5.00 pm to 7.30 pm. Monday to Friday
- Prep shall be from 7.30 pm to 9.30 pm. Monday to Friday
- Bed time shall be 9.30 pm to 6.00 am. Monday to Friday
- Supervised routine activities shall be from 6.00 am to 8.00 am.
- No boarding institution shall send away an unaccompanied learner later than 9.00 am
- The latest reporting time for learners in boarding institution shall be 5.00 pm.

NB: In all schools, the national flag shall be raised during the school assembly on Mondays and Fridays.

3. Arts and Sports Science, STEM and Physical Education

Arts and Sports Science and Physical Education (PE) lessons shall be plotted before a break to allow learners adequate time to prepare for the next lesson.

4. Plotting of lessons on the time table

When plotting lessons on the timetable, the committee shall ensure that subjects with similar skills, knowledge or concepts do not follow one another. This enhances the learner's interest and reduces monotony in skill, concept and knowledge acquisition.

6. Exceptions

In geographical locations that experience extreme temperatures, the time table's start and end times shall be adjusted so long as the requisite contact hours for learners are maintained.

7. Pastoral/Religious Programmes of Instruction

The P/RPI sessions shall be facilitated by a responsible member of a recognised and legally registered religious faith.

8. Parental Empowerment and Engagement

Learning institutions should create opportunities for information sharing and involvement of parents/guardians in the implementation of the curriculum.

9. Non-Formal Activities

The timetable committee shall plot specified non-formal programmes after class activities as from 3.20 to 4.45 pm. This includes but not limited to: games, clubs and societies, guidance and counselling and community service learning activities / projects.

3.1.2 ADAPTED CURRICULUM FOR LEARNERS WITH SPECIAL NEEDS AND DISABILITY

Curriculum adaptation involves changes to content, instructional strategies, learning resources and assessment. Specific adaptations may include modification or substitution of curriculum content, removal of some content areas, adjustment of learning outcomes, and assessment differentiation.

The following guidelines will apply to adapted curricula depending on the special need: -

1. Learners with Visual Impairment (VI), Hearing Impairment (HI), Physical Impairment (PI) shall learn using the adapted curriculum.
2. Schools shall provide specialised learning resources and undertake relevant modifications of the learning environment.
3. Learners with Hearing Impairment will learn Kenyan Sign Language in place of Kiswahili or adapted Kiswahili.
4. Learners will select three subjects across and within the pathways depending on career choice, ability and relevant adaptation of the curriculum

Learners with Visual Impairment (low vision and blindness): they will learn using the curriculum shown in Table 3.4.

Table 3. 6: Subjects for learners with Visual Impairment

Core Subjects	STEM	Social Sciences	Arts & Sports Science
1. English	1. Essential Mathematics	1. Literature in English	1. Sports and Recreation
2. Kiswahili	2. Biology	2. Indigenous Language	2. Music and Dance
3. Core Mathematics/ Essential Mathematics	3. Chemistry	3. Fasihi ya Kiswahili	
4. Community Service Learning	4. Physics	4. Arabic	
5. Physical Education	5. General Science	5. French	
	6. Agriculture	6. German	
	7. Computer Studies	7. Mandarin Chinese	
	8. Home Science	8. History and Citizenship	
	9. Media Technology	9. Geography	
		10. Christian Religious Education/ Islamic Religious Education/ Hindu Religious Education	
		11. Business Studies	

Source: KICD, 2024

Learners with physical Impairment: These are learners experiencing difficulties in manipulation, speech, mobility and posture. They will pursue the curriculum indicated in Table 3.5. Senior Schools shall ensure that they are provided with mobility, positioning, writing and drawing assistive devices. The sitting arrangement in classroom should accommodate their unique needs such as use of wheel chairs.

Table 3.7: Subjects for learners with Physical Impairment

Core Subjects	STEM	Social Sciences	Arts & Sports Science
1. English	1. Essential Mathematics	1. Literature in English	1. Sports and Recreation
2. Kiswahili	2. Biology	2. Indigenous Language	2. Music and Dance
3. Community Service Learning	3. Chemistry	3. Kiswahili	3. Theatre and Film
4. Physical Education	4. Physics	4. Fasihi ya Kiswahili	4. Fine Arts
	5. General Science	5. Arabic	
	6. Agriculture	6. French	
	7. Computer Studies	7. German	
	8. Home Science	8. Mandarin Chinese	
	9. Power Mechanics	9. History and Citizenship	
	10. Wood Technology	10. Geography	
	11. Media Technology	11. Christian Religious Education/ Islamic Religious Education/ Hindu Religious Education	
	12. Marine and Fisheries Technology	12. Business Studies	

Source: KICD, 2024

Learners with Hearing Impairment: Learners with partial or total inability to hear sounds in one or both ears, ranging from mild to profound will go through the adapted curriculum for HI. Senior School shall:

1. Use total communication like signs, gestures, body language and lip reading when communicating.
2. Undertake auditory activities to stimulate residual speech and auditory abilities to maximize potential in acquisition of knowledge, skills and attitudes during learning.
3. Ensure provision of assistive devices and technology like hearing aids and acoustic treated rooms to enhance acquisition and stimulation of speech.
4. Provide sign language interpretation services.
5. Approximately to position learners in the classroom to enhance clarity during communication.
6. Enhance learners' access to adapted learning resources. For example, audio visual materials to have captions supported with sign language interpretation.
7. Ensuring the learning environment is brightly lit.
8. Adapting assessment activities to include use of oral and signed modes, written modes, audio-visual pre-recordings, observation among others.

Core and optional subjects for HI are presented on Table 3.8.

Table 3. 8 : Subjects for Learners with Hearing Impairment

Core Subjects	STEM	Social Sciences	Arts & Sports Science
1. English	1. Essential Mathematics	1. Literature in English	1. Sports and Recreation
2. Community Service Learning	2. Biology	2. Sign Language	2. Theatre and Film
3. Physical Education	3. Chemistry	3. History and Citizenship	3. Fine Arts
4. KSL	4. Physics	4. Geography	
	5. General Science	5. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education	
	6. Agriculture	6. Business Studies	
	7. Computer Studies		
	8. Home Science		
	9. Building Construction		
	10. Electrical Technology		
	11. Metal Technology		
	12. Power Mechanics		
	13. Wood Technology		
	14. Marine and Fisheries		
	15. Media Technology		

Source: KICD, 2024

3.1.3 LESSONS FOR REGULAR AND ADAPTED CURRICULA IN SENIOR SCHOOLS

Learning at Senior School shall be allocated forty lessons per week, each lesson will be forty minutes. The subjects at Senior School will have five lessons per week, save for Physical Education and CSL that will have three lessons each. The time allocation for subjects is as presented in table 3.5.

3.2 COMPETENCY BASED CURRICULUM FOR STAGE-BASED LEARNERS AT VOCATIONAL LEVEL

The Competency Based Curriculum will be delivered to learners following the stage-based pathway who have profound Intellectual Disability, Deaf blindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities. The Stage-Based pathway for learners with special needs is organised in four levels namely Foundational Level, Intermediate Level, Pre-Vocational Level and Vocational Level. The pioneer cohort of Pre-Vocational learners are expected to transition to Special Stage-Based Vocational schools in January 2026. The Vocational Level is the final level of Stage-Based pathway providing robust preparation with learners with special needs and disabilities by equipping them with practical skills and technical competencies that prepare learners for the world of work and for self-reliance.

Learners from pre-vocational level shall transit to vocational level based on outcomes of classroom assessment, school-based assessment and summative assessment, Kenya Pre-vocational Level Education Assessment (KPLEA) administered by the Kenya national Examinations Council (KNEC). Vocational level training offers various learning areas where learners will specialize in one skill area geared towards helping them acquire competencies that prepare them to the world of work. At vocational level, a learner is expected to select one vocational learning area based on individual ability and interest. The Decision for a learner's choice of skill area shall be made in

collaboration between the institution and the parent/guardian. In addition, a learner is expected to learn support subjects which are Physical Education (PE) and Sports to promote physical fitness for healthy living and religious education which either (CRE or IRE or HRE) to acquire adequate religious values and life skills which enable them cope with challenges of life.

Every Special Stage-Based vocational school shall offer Pastoral/Religious programme of Instruction to enhance moral, spiritual and character development of the learner.

NB- No school should force learners to participate in religious rites and activities that are contrary to their beliefs as per Circular Ref. No.MoE.HQs/3/10/18 dated 4th March 2022.

Table 3.9 Vocational Learning Areas and Support Subjects:

S/No	LEARNING AREAS
1.	Basic Automotive maintenance
2.	Massage Therapy
3.	Barbering
4.	Floriculture and Floral Art
5.	Dress Making
6.	Tailoring
7.	Fabric Decoration
8.	Crocheting
9.	Pedicure and Manicure
10.	Sculpture Making
11.	Wax Technology
12.	Soap and Detergent Making
13.	Leather Work
14.	Plumbing
15.	Embroidery
16.	Panel Beating
17.	Paper Craft
18.	Hair Dressing
19.	Ornament and Jewellery Making
20.	House Keeping
21.	Laundry Work
22.	Playing Music Instruments
23.	Basic Metal Work
24.	Painting
25.	Carpentry
26.	Pottery and Ceramic
27.	Food Packaging and Value Addition
28.	Picture Framing
29.	Basic Masonry
30.	Printing technology and Office Operation
31.	Animal Rearing
32.	Knitting
33.	Concrete Works
34.	Beauty Therapy
35.	Basic Electronics Repair and Maintenance
36.	Event layout and Decorations
37.	Cooking
38.	Crop Farming
39.	Weaving
40.	Basic Welding and Fabrication
SUPPORT SUBJECTS	
41.	Physical Education (PE) and Sports
42.	Christian Religious Education
43.	Hindu Religious Education
44.	Islamic Religious Education

The focus at this level is to prepare learners for entry into the labour market by providing them with relevant skills and certification. Learning is individualized for learners with special needs and therefore time allocation is dependent on completion and mastery of specific skills.

3.2.2 TIME ALLOCATION AT VOCATIONAL LEVEL

The focus at this level is to prepare learners for entry into the labour market by providing them with relevant skills and certification. Learning is individualized for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks and acquisition of skills. The suggested time of 40 minutes per lesson is a guide.

Table 3.9.1 Lesson Distribution Per Week at Vocational Level

S/No	VOCATIONAL SKILL AREA/SUPPORT SUBJECTS AND P/RPI	NUMBER OF LESSONS PER WEEK (40 MINUTES PER LESSON)
1.	Vocational Skill Area	32
2.	Physical Education and Sports	04
3.	Religious Education (CRE or IRE or HRE)	03
4.	Pastoral/Religious programme of instruction	01
	Total Number of Lessons	40

The school shall ensure the following:

1. Eight (8) lessons per day for five days totaling 40 per week.
2. Provision of individualised learning
3. Allocation of time depending on completion and mastery of specific tasks.

The subjects and allocation of lessons for vocational level is in Table 3.9.

Table 3. 9.2: Time allocation for subjects at vocational level

S/No	Skill Area and Support Subjects	Number of lessons per week (40 minutes per Lesson)
1.	Vocational Skill Area	30
2.	core subjects	
	i. Physical Education and Sports	5
	ii. Religious Education (CRE or IRE or HRE)	3
	iii. Life skills	2
	Total	40

Source: KICD, 2024

The vocational level timetable shall be implemented as follows:

1. Official operating hours from 8:00 AM to 4:00 PM Monday to Friday as provided for in the Basic Education Regulations of 2015.
2. Activities taking place before the start of lessons and after the lessons should be indicated on the time table.
3. For Religious Education (CRE, IRE or HRE) learners select the learning area based on their faith. (Annex 6: Sample time table for vocational level)

3.3 LEARNING RESOURCES FOR SENIOR AND VOCATIONAL SCHOOLS

Learning resources refer to both print and non-print teaching and learning materials. In this regard, schools shall ensure all learners including those with special needs and disabilities in the age-based pathway and vocational levels for those in stage-based pathway are provided with textbooks and other necessary materials in all subject areas approved by the relevant authorities. Schools shall:

1. Promote improvisation and creativity in acquisition and use of learning resources to reduce the cost of learning.
2. Ensure safety of learners in the access and use of learning resources and facilities.
3. Supervise and guide the use of online open learning resources.

4. Operationalise a policy on management and use of learning resources, in accordance with the laid down procedures (PPDA Act, 2015). This should address the storage, maintenance, replacement, disposal and donation of excess resources such as text books.
5. Adhere to the agreed upon structure and requirements for sharing learning resources with other institutions and the community.
6. Ensure acquired learning resources take into consideration the varied interests, abilities, learning styles, cultural backgrounds, and age appropriateness of the learners.
7. Support teachers to carefully select varied learning resources based on the learning experiences/activities of the lessons.

3.4 CO-CURRICULAR ACTIVITIES IN SENIOR AND VOCATIONAL SCHOOLS

Co-curricular activities, such as sports, arts, drama, music and clubs complement academic learning by fostering physical, emotional, social, and intellectual development. They help develop well-rounded learners, encouraging students to explore different interests and talents beyond the classroom. Interested learners shall be provided with opportunities to engage in co-curricular activities based on their abilities. Management and leadership of Senior Schools shall Establish a broad-based framework for introducing varied games and sports activities as per the PE and Sports Policy (2021). The Senior Schools shall: -

1. Establish games, sports, music and drama committees.
2. Facilitate learners participating in co-curricular activities including those with special needs and disabilities to participate in both internal (school level) and external (inter-school, zonal, sub-county, county, Regional and National competitions for various games and sports.
3. Facilitate teachers to make necessary adaptations for learners with special needs and disabilities.
4. Facilitate participation in drama and music as guided by prevailing Kenya National Drama and Film Festival Rules and Regulations.
5. Facilitate establishment of clubs and societies and encourage participation of every learner including those with special needs and disabilities
6. Facilitate participation of learners in national, regional and global events.
7. Learners who are talented in co-curricular activities such as games, sports, drama and music can pursue Arts and Sports Science as a career pathway.

3.4.1 NON-FORMAL PROGRAMMES

Non-formal learning programmes support formal learning and are generally focused on extending learning in practical and meaningful contexts. They include: Pastoral programmes of Instruction (PPIs), school assemblies, clubs and societies, games and sports, Music and drama Festivals, science fairs, exchange programmes. The schools shall ensure that:

1. Non- formal activities are implemented in accord with existing policies and guidelines.
2. All non-formal activities are programmed in the school timetable.
3. Patrons for clubs and societies are appointed and inducted adequately.
4. Relevant religious programmes for learners by religious faiths (Christians, Muslim and Hindu) are implemented using approved materials by KICD
5. PPIs are facilitated by chaplains who have been vetted by MoE
6. Assembly meetings are used to create a sense of unity in the school community.

Citizenship Education: It seeks to empower learners to contribute positively by developing the knowledge and experiences needed to understand their rights and responsibilities. This enhances patriotism and national unity by enabling learners of all ages to assume active roles, locally, regionally and globally in building more peaceful, tolerant, inclusive and secure societies. Senior and Vocational schools shall:

1. Implement CE to enable ALL learners to understand the consequences of their actions, and those of the citizens around them.
2. Establish and maintain citizenship clubs and other co-curricular activities in accordance with the guidelines for non-formal activities.

3. Integrate CE in all learning areas as guided in the curriculum Designs.

Environmental Education: This creates awareness of the environment and enables learners to acquire knowledge, skills, values, experiences and attitudes to solve present and future environmental problems as well as take responsibility to achieve environmental sustainability and development. Leadership of SS and vocational institutions shall

1. Integrate EE in all learning areas as guided in the curriculum designs.
2. Establish environmental clubs as provided in the guidelines for non-formal activities and other relevant provisions.
3. Involve all learners including those with special needs and disabilities in environmental conservation activities.
4. Collaborate with the community in environmental conservation activities.
5. Ensure safety and security of learners during environmental activities.

Values- based -Education (VbE): It is anchored on culture, religion, morals and societal values that emphasise character and personality development for individual wellbeing and lifelong service. VBE shall take a Whole School Approach for the realization of effective implementation of CBC:

1. Ensure the school Motto, Vision, Mission, School rules, regulations and policies, the classroom environment and the non-formal activities reflect values.
2. Involve families, religious organisations and the school community in promoting values.
3. Establish and operationalize a committee to coordinate VBE.

Pertinent and Contemporary Issues (PCIs): The PCIs are issues that affect learning in schools and the communities. These issues include: Health Related Issues such as HIV and AIDS, FGM and Communicable and non-Communicable diseases, social, cultural & economic issues such as gender issues and financial literacy, and Environmental education such as climate change and pollution: air, water, soil & noise pollution. PCIs are mainstreamed in curriculum designs. In the non-formal dimension these issues can be addressed in clubs. The school shall:

1. mainstream PCIs in the SOW to indicate plug in points
2. ensure that PCIs are well stated in lessons to show issues of emphasis during lesson delivery
3. establish clubs that address PCIs such as Environmental Education club.

3.4.2 LEARNER SUPPORT PROGRAMMES

Learner Support Programmes entail interventions, strategies and learning opportunities that facilitate learners' personal, psycho-social, physical, and career development. They include Parental Empowerment and Engagement and Career guidance. Senior Schools shall implement learner support programmes.

Parental Empowerment and Engagement: Parents have a shared responsibility with learning institutions to provide a conducive learning environment that motivates all learners to achieve their full potential. All Senior Schools shall ensure the following:

1. Implement strategies provided in the PEE Guidelines on empowerment of parents.
2. Organise forums to empower parents on good practices that support children's learning.
3. Sensitize parents and guardians on disability mainstreaming in education.
4. Encourage parents to provide the basic needs for their children, ensure regular school attendance, supervise assignments, attend school meetings and discuss their children's performance and progress with teachers.
5. Involve parents in decision making regarding their children's well-being like their discipline.
6. Provide timely feedback to parents and guardians on issues affecting their children's learning using varied modes.

Career Guidance: Career guidance will be implemented to help learners choose the appropriate career paths. In this case, the leadership of SS and vocational institutions shall:

1. Establish a Career Guidance Committee to implement and coordinate career guidance.
2. Offer needs-based career guidance to all learners.
3. Sensitize all learners on career choices based on the subjects of specialisation.
4. Collaborate with parents and guardians on how to guide learners to choose the career based on their abilities and interest.

5. Utilize the services of experts on career choice and modelling approved by MoE.
6. Expose learners to job shadowing and other experiences to nurture them into future career opportunities.

3.5 PROFESSIONAL DOCUMENTS

Professional documents are prepared by the teacher to guide effective and efficient implementation of the curriculum. These include Schemes of Work, Lesson Plan, Record of Work Covered, Time table and Individualised Education Plan for learners with special needs and disabilities. In this regard, the School shall ensure that:

- (i) Schemes of work based on the Curriculum Designs are developed by the teachers;
- (ii) Schemes of work indicate the requisite administrative details, week, lesson, strand, sub-strand, specific learning outcomes, experiences, key inquiry questions, learning resources, assessment and reflection.
- (iii) Schemes of work are ready for use by the first week of every term.
- (iv) Teachers prepare and use lesson plans for every lesson as per the schemes of work. The lesson plans should break down the content in the scheme of work into teachable units.
- (v) Teachers formulate lesson specific learning outcomes based on the scheme of work and provide opportunities for extended learning.
- (vi) Lesson planning takes into consideration the learners age, ability, background, learning styles, available learning resources and the learning environment.
- (vii) The lesson plan includes values, core competencies and PCIs.
- (viii) All teachers maintain a record of work as evidence of the content covered and for ease of handing and taking over in case of a transfer.
- (ix) The Record of work covered provides the requisite administrative details, time frame, lesson, content covered and a reflection.
- (x) Individualized Education Programme is developed to meet the unique needs of learners with special needs, to guide the planning and monitoring of their learning
- (xi) Progress records document the learner's academic performance on a weekly, monthly or termly basis to monitor learners' achievement.
- (xii) Progress records are used by both the teacher and the learner to reflect on, and re-assess the teaching-learning process.
- (xiii) All professional documents are endorsed by the school administration.
- (xiv) Teachers prepare a master timetable to guide the flow of lessons in terms of time

CHAPTER FOUR

ASSESSMENT AND CERTIFICATION

Assessment at Senior School (SS) will be used to determine achievement of learner outcomes leading to certification. Competency Based Assessment (CBA) will be undertaken to determine the learner's ability to demonstrate knowledge, skills, values and attitudes in real-life contexts. Assessment at Senior School is criterion referenced aligned to the Competency-Based Curriculum (CBC). Both formative and summative assessment approaches will be used in assessing learners.

4.1 PURPOSE OF ASSESSMENT

Assessment at SS and Vocational level shall serve the following purposes:

1. Provide feedback on acquisition of competencies to the learner, teacher, parents/guardians, and other relevant stakeholders.
2. Monitor the achievement of learning outcomes at both individual and group levels.
3. Assess possible extraneous and intervening factors and their impact on learner's achievement.
4. Inform policy makers and curriculum developers on areas to target for appropriate intervention.
5. Facilitate the teacher to improve learning approaches and strategies.
6. Identify gaps/adequacy in the utilisation of resources that support implementation of curriculum.
7. Inform teachers, parents and guardians on educational interventions required to support learners.
8. Encourage learners to be responsible for own learning and develop skills for self and peer assessment;
9. Inform transition and selection of career pathways in Tertiary Education and the world of work.
10. Certification and/or transitional report at the end of Grade 12 Kenya Certificate of Basic Education (KCBE) and at Vocational Level, Kenya Vocational Level Education Assessment (KVLEA).

4.2 ASSESSMENT AT SENIOR SCHOOL

At Senior School, formative and summative assessment will be conducted by teachers to track individual learning progress. The formative assessment will be offered in form of classroom and School Based Assessments (SBA) at Grades 10 and 11. The classroom assessment will provide continuous feedback to the learning process and thus will not be used for certification. The school-based assessment will be developed by KNEC and uploaded in the CBA portal where teachers will download, administer, mark and upload the scores to the portal. Summative assessment will be conducted at the end of grade 12. The following shall apply: -

1. Learners will be assessed in seven (7) subjects of which four (4) are core subjects; English, Kiswahili/KSL, Core Mathematics/Essential Mathematics and Community Service Learning. The remaining three (3) shall be selected from the pathways and tracks of choice.
2. The ratio of the SBA and the summative assessment will be 30% and 70% respectively.
3. KNEC shall provide guidelines for standardized SBA to be administered by the subject teacher.
4. Subject teachers shall score learners' work for the SBA at the school level. They shall score the learner's work in all subjects using the scoring guides provided by KNEC and provide immediate feedback to the learners at the school level.
5. The scores for each learner shall be uploaded to the KNEC Assessment portal at the end of each year.

6. KNEC shall analyse the SBA for each grade and provide a National report showing the national performance of different strands in each subject. This report shall highlight areas that need intervention and give specific recommendations to the education stakeholders.
7. A School Year Report (SYR) which is a comprehensive account of the learner's performance shall be issued at the end of grades 10 and 11.
8. KNEC will administer a national summative assessment at the end of Grade 12.
9. KNEC shall organise and manage marking of the summative assessment at national level.
10. The combined results from SBA and summative assessment shall be used for placement of learners in the different career pathways in tertiary education and the world of work.
11. The learners will be issued certification referred to as the Kenya Certificate of Basic Education (KCBE).
12. Assessment will be adapted for learners with Visual impairment, Hearing Impairment and Physical Impairment.

4.3 ASSESSMENT AT VOCATIONAL LEVEL

At the vocational level both formative and summative assessment will be conducted by teachers to track individual learning progress for learners pursuing the stage based pathway. The school-based assessment will be developed by KNEC and uploaded in the CBA portal where teachers will download, administer, mark and upload the scores to the portal. The following shall apply: -

1. Learners at the Vocation Level will be assessed in ONE Skill area that they have specialized in based on individual ability and interest. In addition, such a learner shall be assessed in three core subjects namely; Religious Education, Life Skills and Physical Education and Sports as support subjects.
2. The ratio of the SBA and the summative assessment will be 30% and 70% respectively
3. Assessment will be used for giving feedback on learning progress and identification of learner's potential to guide in the world of work.
4. Learners will be assessed in three core subjects and in a skill in the vocational area of ability.
5. KNEC will provide guidelines for standardised SBA to be administered by the teacher at vocational level.
6. The teachers will score the learner's work and provide immediate feedback to the learners at the school level.
7. A School Year Report (SYR) shall be issued at the end of each year and the scores for each learner will be uploaded to the KNEC assessment portal at the end of each year.
8. KNEC will analyse the SBA for the Vocational learners and provide a national report showing the national performance of different strands in each learning area. This report shall highlight areas that need intervention and give specific recommendations to the education stakeholders.
9. Feedback from the National assessment will be used for certification, placement for further training and possible transition to the world of work.
10. The learners will be issued certification referred to as the Kenya Vocational Level Education Assessment (KVLEA).

KNEC shall administer assessment to bona fide learners who show evidence of having received instructions from an institution registered by the MoE. The Head of Institutions shall ensure that:

1. learners from their respective institutions are registered and assigned an assessment number.
2. candidates being registered must have taken KJSEA at Grade 9 and SBAs in grades 10 and 11 to undertake the summative assessment in Grade 12.

- Candidates for the vocational level must have taken KPLEA and SBAs at the pre-vocational level to undertake the summative assessment KVLEA.

4. ASSESSMENT APPROACHES, METHODS AND TOOLS

Varied assessment approaches, methods and tools will be applied. Assessment tasks will be contextualized, by providing scenarios that allow learners to relate and apply the knowledge and skills acquired to solve real life challenges. Choice of an approach and tool will be guided by the expected learning outcomes, individual needs of the learner among others.

4.5.1 APPROACHES OF ASSESSMENT

The approaches and methods to be applied at Senior School and the Vocational assessment include but not limited to:

- Project based assessment:** Learners complete projects relevant to their chosen pathways, such as scientific research, social studies reports, or art portfolios. Projects assess the learner's ability to apply their skills in real-world scenarios.
- Inquiry based assessment:** Focuses on assessing learners' abilities to ask questions, investigate problems, gather evidence, analyze data, and draw conclusions through self-directed inquiry. It is used evaluates critical thinking, and problem-solving abilities.
- Collaborative and cooperative assessment:** Learners working together in groups to complete assessment tasks, solve problems or demonstrate learning outcomes through active collaboration and collective effort
- Differentiated assessment:** Evaluation takes into account learners' differences in abilities, learning styles, interests, and needs and allows them pathways to show their competences effectively.
- Computer based assessment:** It encompasses a wide range of assessment activities that leverage digital technology to administer and score assessments electronically. It involves the delivery of assessments through digital platforms and the use of automated scoring mechanisms
- Authentic assessment:** Learners are evaluated on their ability to perform or demonstrate competencies relevant to real-life situations through tasks that reflect real-world challenges and skills to enable them apply their knowledge in practical, meaningful ways.

4.4.2 ASSESSMENT METHODS AND TOOLS

The assessment methods and tools used at the SS and the Vocational Level include but are not limited to:

	Methods	Tools
1.	Observation	Observation Schedule
2.	Project Method	Checklist
3.	Journaling	Rating Scale
4.	Computer Based Assessment	Assessment Rubric
5.	Performance Based	Questionnaire
6.	Experiments	Portfolio
7.		Oral and Aural Assessment/ Signing and Observing
8.		Learner Profile
9.		Anecdotal Records
10.		Written Tests

4.5 REPORTING OF LEARNERS' ACHIEVEMENTS AND COMPETENCIES

Both qualitative and quantitative approaches shall be adopted in reporting on learners' performance. Therefore, the following shall apply:

- School-level reporting will entail feedback from teachers to individual learners, school administration and parents.
- National-level reporting will aim at informing policy decisions.

3. KNEC will adopt 8-level performance criteria. The performance levels shall be interpreted as follows:

Exceeding Expectation (Level 1 and Level 2):

The learner demonstrates exceptional achievement in terms of technical skills, originality, creativity and initiative. However, achievement at this level should not be taken to mean that the learner has performed beyond the specified learning outcomes in the curriculum design for the grade.

Meeting Expectation (Level 1 and Level 2):

The learner satisfactorily demonstrates proficiency in most dimensions of the task performed in terms of technical skills, originality, creativity and initiative.

Approaching Expectation (Level 1 and Level 2):

The learner demonstrates proficiency with some errors in the task performed in terms of technical skills, originality, creativity and initiative; and,

Below Expectation (Level 1 and Level 2):

The learner has difficulties in demonstrating proficiency in the task performed in terms of technical skills, originality, creativity, initiative and requires appropriate intervention. The learner gives limited information for tasks requiring multiple approaches, which is full of inaccuracies.

4. In the Vocational level the highest performance rating will be **Level 3**.

4.5.1 REPORTING TOOLS

The following tools shall apply when reporting learner performance:

1. **Validated Assessment Tools.** These are observation schedules, checklist, written tests, assessment rubrics, portfolio, rating scales, questionnaires, journals, anecdotal records among others. They will serve as reporting tools once validated to offer first-hand information on the learner's acquisition of competencies.
2. **School Year Report (SYR).** This will be issued at the end of Grades 10 and 11; and annually to all the learners in the Vocational level. It will provide a complete and comprehensive qualitative and quantitative account of learner's progress and achievement in all the learning areas during the year in the respective grades.
3. **Learner Transition Report (LTR).** This will be issued to learners in the age-based Pathway transiting to either tertiary education or the world of work.
4. **Result Slips and Certificates:** A result slip is a candidate statement of provisional results issued immediately after results are announced, while a certificate is issued after the results are confirmed
5. **Learner Exit Profile (LEP):** Learners following the Stage-based Pathway may exit the formal school programme at any stage due to limitations posed by the disability or its complexity. Such learners will be issued with LEP, which will include a comprehensive account of learner's acquisition of vocational skills, communication skills and skills for independent living as well as acquisition of competencies and values. Learners in the Age-based pathway will be issued with LEP upon completion of Basic Education at Grade 12.

4.5.2 SCHOOL AND NATIONAL-LEVEL REPORTING

In School and National-Level reporting, the following shall apply:

1. **School Specific Report:** Once the scores are successfully uploaded onto the KNEC CBA portal, a school specific report will be generated. This report compares the school performance with national performance in each strand/sub-strand/performance level.
2. **National Report:** KNEC will analyse the results from the scores uploaded by schools and generate a report that will inform policy intervention on the cohort of learners. This analysis will present the percentage of learners nationally with correct responses in a strand/sub-strand or at various performance level per subject, gender and regions among other parameters.

4.6 CONDUCT OF ASSESSMENT

Senior School will conduct formative assessments, which will include projects, portfolios, practicals and summative assessments to cumulatively measure learning outcomes. In conducting this assessment, KNEC shall:

1. Issue guidance in the form of circulars to Heads of Institutions and relevant stakeholders indicating the dates when specific assessments will be carried out.
2. Present assessment tools in print or electronic format as may be determined from time to time.
3. Provide details on the conduct of each assessment.
4. Monitor, analyze and report on the conduct of assessment
5. plan and conduct all the assessments within a particular year in set term dates collaboratively with TSC. This includes decisions on the number and estimated cost of the assessments.

4.6.1 TRACKING LEARNERS' PERFORMANCE

KNEC will track learners' performance, using the records maintained at two levels; at school by the teachers and at national level by KNEC. After uploading the results of SBAs on to the KNEC CBA portal, teachers shall keep records of formative assessment, while KNEC will keep safe both formative and summative assessment records for the learner.

4.6.2 MONITORING OF SCHOOL BASED ASSESSMENTS

There will be monitoring of the School Based assessments to ensure that they are conducted as per expected guidelines. KNEC shall:

1. provide guidance to teachers on the conduct, scoring (to ensure objectivity) and interpretation of scoring guides and rubrics with regard to performance of assessment tasks. This includes the capturing of scores in the score sheets and uploading of scores in the KNEC CBA portal.
2. ensure assessment items that have been developed in colour shall be presented to the learner in colour, either in print or in a digital format.
3. guide on the gaps resulting from learners' scores that are yet to be captured in the system.
4. ensure that the feedback is utilized by test developers for improvement in test development and curriculum interpretation (as necessary).

4.6.3 TEACHER TRAINING AND ASSESSMENT MODERATION

Teachers will be trained to effectively assess competencies, document progress, and provide feedback. They learn techniques for creating assessment tools that measure complex competencies beyond memorization. KNEC shall: -

1. train teachers in the competency-based assessments, interpretation and use of scoring guides or rubrics to score learners' work.
2. Make available identical scoring guides to teachers for marking the SBA across the country
3. Teachers will score the learners as guided by the scoring guide.
4. Allow schools to conduct internal moderation sessions to ensure assessments are consistent and fair.
5. provides oversight, with possible random checks to maintain assessment standards across schools.

4.7 PATHWAY SPECIFIC COMPETENCY-BASED ASSESSMENT

Pathway Competency-Based Assessment (CBA) is structured to provide a comprehensive, skill-based evaluation of learners, ensuring learners are prepared for real-life challenges and career paths. by focusing on both academic competencies and practical skills, the assessment system provides a balanced view of learners' abilities, supporting their growth and development in alignment with CBC objectives. Senior Schools shall ensure teachers: -

1. Assess the ability of learners to perform practical tasks in technical subjects. For instance, STEM students may conduct experiments, while Arts pathway students may demonstrate their skills through performances or art projects.
2. Enhance provision of assessments that involve engaging the local community, such as environmental conservation projects or community service activities. This is not only to enhance learning but also to instill social responsibility.
3. Assess Learners' attitudes towards learning, collaboration, and engagement with the community to encourage positive behavior alongside academic achievements.
4. Assess character development values like responsibility, teamwork, and integrity through group work, collaborative projects, and classroom participation;
5. Evaluate learners' competencies in various skills related to their pathway choices (STEM, Social Sciences, Arts, and Sports). The focus will be to solely assess critical thinking, creativity, problem-solving, and practical application of knowledge.
6. Undertake Assessments for each pathway (STEM, Arts, Social Sciences) so as to focus the learners to competencies relevant to that area. For example:
 - o STEM Pathway: Focuses on scientific inquiry, experimentation, and technological application.
 - o Arts and Sports Pathway: Focuses on creativity, performance skills, and physical competencies.
 - o Social Sciences Pathway: Focuses on analytical skills, research abilities, and community engagement.

Table 4.1 shows some Pathway specific assessment

Table 4. 1: Pathway Specific Assessment

	STEM	Social Sciences	Arts and Sports Science
Continuous Assessment	<ul style="list-style-type: none"> ● Combine practical work, performance assessment, projects, tests, and exams. ● Evaluate learners' ability to apply knowledge, solve problems, and work collaboratively on STEM-related tasks. 	<ul style="list-style-type: none"> ● Use research papers, essays, presentations, case studies, and exams. ● Evaluate learners' ability to apply theoretical knowledge, analyze data, and present well-reasoned arguments. 	<ul style="list-style-type: none"> ● Use practical performances, portfolios, projects, and written assignments. ● Evaluate learners' creativity, technical skills, and ability to apply theoretical knowledge in real-world settings.
Competency-Based Evaluation	<ul style="list-style-type: none"> ● Focus on competencies such as critical thinking, problem-solving, technical skills, and innovation. ● Use rubrics and performance-based assessments to measure learners' progress in achieving STEM competencies. 	<ul style="list-style-type: none"> ● Focus on competencies such as critical thinking, problem-solving, research skills, and effective communication. ● Use rubrics and performance-based assessments to measure learners' progress in achieving social science competencies. 	<ul style="list-style-type: none"> ● Focus on competencies such as artistic expression, physical fitness, teamwork, and leadership in sports. ● Use performance rubrics and self-assessment tools to help learners track their progress.

Capstone Projects	● Learner completes capstone projects that demonstrate his/her ability to integrate and apply STEM knowledge in a comprehensive manner.	● Learner completes capstone projects that demonstrate his/her ability to integrate and apply social science concepts, like conducting a research study, developing a community project, or analyzing a global issue.	● Learner completes capstone projects, like staging a play, directing a film, organizing a sports tournament, or creating an art portfolio, that demonstrate their mastery of the subject matter

Source: Author, 2024

capstone project is a project that learners undertake to demonstrate their mastery of the subject matter and to prepare them for the next stage of their academic or professional careers. It provides a practical experience that synthesizes and showcases their skills, creativity, and knowledge

CHAPTER FIVE

QUALITY ASSURANCE AND STANDARDS

Quality assurance and standards in Senior Schools is crucial for maintaining high educational outcomes and ensuring well-rounded student development. This involves setting clear goals, rigorous assessments and continuous improvement in teaching and learning. Its key dimensions include Leadership and Management, Curriculum Implementation, Learners' Welfare, Physical Infrastructure and Community Involvement. Schools must comply with the Registration Guidelines for Basic Education Institutions (2021), which mandate essential facilities like classrooms, laboratories and dormitories ensuring a safe and supportive environment for Learners.

5.1 MAINTENANCE OF STANDARDS AT SENIOR SCHOOL

Each Senior School will be required to ensure sustenance of the highest standards in the five dimensions of quality assurance and standards. This will be done through strengthening the internal and external quality assurance and standards assessments and reporting processes. This should lead to learners attaining values and norms, competencies and skills that will enable them fit into society and contribute effectively towards national development upon exit from Senior School.

5.1.1 INSTITUTION BASED QUALITY ASSURANCE

Each Senior School shall establish an internal quality assurance mechanism in line with the provisions of National Education Quality and Standards Framework (NEQASF, 2021) and Institution Based Quality Assurance (IBQA) Implementation Guidelines. This mechanism will, through an institution-based quality assurance, enable the school to carry out self-assessment on standards and quality in each of the dimensions of quality assurance and standards. It will also generate reports complete with recommendations to address, solve or correct areas or sections within the school with a view of improving the learning environment. This process shall be guided by the IBQA Implementation Guidelines.

5.1.2 STANDARDS ASSESSMENT FOR REPORTING AND IMPROVEMENT

External Standards assessment in each Senior School shall be carried out by officers from the Directorate of Quality Assurance and Standards as prescribed in Basic Education Act (2013) and NEQASF (2021). These assessments will be carried out as provided for NEQASF. The external assessment team shall also offer technical support to the IBQA team at the school. Timebound reports with recommendations for improvement will be generated and shared with the school. Institutional leadership and Management shall be supported by MoE officials and state agencies to ensure compliance to prescribed standards.

5.2 REGISTRATION OF SENIOR SCHOOLS

Transition of secondary schools to Senior Schools will cause a major shift in terms of categorization and naming of schools. This is informed by the fact that schools will change from Secondary to Senior School and be categorized by the pathways and tracks they offer. In this regard;

1. all existing secondary schools shall be re-registered as senior schools.
2. new senior schools shall meet registration requirements as per 6.3 of the basic education registration guidelines (2021).
3. where applicable a senior school can be registered as an independent entity within comprehensive school set up.
4. each senior school shall be registered on the NEMIS platform before admitting learners online into specific pathways.

5.3 PHYSICAL INFRASTRUCTURE OF SENIOR SCHOOL

In order to ensure effective learning, infrastructure should be responsive to the changing needs of educational delivery as per the Safety and Standards Manual for schools in Kenya (2008). All school infrastructure shall be designed to nurture every learner's potential.

5.3.1 BASIC INFRASTRUCTURE FOR SENIOR SCHOOL

The infrastructural provisions for implementation of Senior School Education (SSE) curriculum shall be guided by the pathway and track offered in the Senior School. All Senior Schools shall have requisite physical facilities including but not limited to; standard size classrooms, libraries, appropriate WASH facilities and computer laboratories that should all be disability friendly. All infrastructure development shall adhere to the Registration Guidelines for Basic Education Institutions 2021 which require all Senior Schools to establish the following basic infrastructure according to the specific pathways and tracks offered.

Table 5. 1: Basic Requirements for Infrastructure for the pathways and tracks in Senior School

Pathway	Track	Infrastructure required
STEM	Pure Sciences	<ol style="list-style-type: none"> 1. Standard classrooms or learning spaces with live streaming capabilities. 2. Fully equipped science laboratories 3. ICT facilities and digital devices. 4. Water points.
	Applied Sciences	<ol style="list-style-type: none"> 1. Standard classrooms 2. Adequate land for crop and livestock projects. 3. Workrooms for Agriculture and Home Science. 4. Storage rooms for Agriculture and Home Science equipment. 5. A Computer laboratory. 6. ICT facilities and digital devices.
	Technical Studies	<ol style="list-style-type: none"> 1. Standard classrooms 2. ICT devices. 3. Multipurpose workshop(s). 4. Appropriate tools and equipment for each specific learning area (e.g., aviation, building and construction, power mechanics).
Social Sciences	Languages	<ol style="list-style-type: none"> 1. Standard classrooms. 2. Libraries and theaters. 3. A Language room. 4. ICT facilities and digital devices.
	Humanities and Business Studies	<ol style="list-style-type: none"> 1. Standard classrooms 2. Various subject rooms for each subject. 3. Weather station and a survey room for Geography. 4. ICT facilities and digital devices.
Arts and Sports Science	Arts	<ol style="list-style-type: none"> 1. Standard classrooms 2. An Art studio. 3. Display cases and tack boards for displaying learners' work. 4. Space for individual and group activities. 5. Furniture for art supplies and equipment (tables, chairs, flat files, shelves). 6. Instruction area with interactive whiteboard. 7. Clean-up area with sink and water facilities. 8. Lockable teacher preparation area with vented storage for paints and thinners. 9. ICT facilities and digital devices. 10. Art supplies like sketchbooks, pencils, paints, easels, clay, wood, etc. 11. Audio and video recording devices, costumes, props, instructional videos. 12. Music games, notation software, rhythm worksheets, varied musical instruments (guitars, keyboards, etc.). 13. Dance studios or open space for dance activities.

Pathway	Track	Infrastructure required
	Sports Science	<ol style="list-style-type: none"> 1. Standard classrooms. 2. Playing fields for all sports (indoor and outdoor). 3. Athletics track. 4. Designated areas for field events (jumps, throws, multi-purpose playground). 5. Gymnasium. 6. Sports equipment (nets, balls, corner flags, cones, shuttlecocks, etc.). 7. Standard swimming pool with lane ropes and water safety equipment. 8. Pool attendant and store for sports equipment. 9. Appropriate sports uniforms. 10. ICT facilities and digital devices.

Source: MOE, 2024

5.4 STANDARDS FOR INFRASTRUCTURE IN SENIOR SCHOOLS

All Senior Schools shall implement the infrastructure standards as provided for in other laws and policies and as prescribed by the Cabinet Secretary responsible for Education. The BOM shall ensure that: -

1. no physical infrastructure is constructed or occupied without approval of the Ministry of Public Works, Ministry of Education, and Ministry of Health (Public Health Department) as per the Safety Standards Manual for Schools in Kenya (2008)
2. designs and specifications of structures conform to the Registration Guidelines for Basic Education Institutions 2021 (Sections 12.2) and the guidance of the School Infrastructure Management Unit (SIMU) at the MoE
3. The site layout shall take the form prescribed in the Physical and Land Use Planning Act, (2019)
4. new Senior Schools consult relevant service providers and develop a site plan.
5. a signpost is installed at a strategic exterior and interior entrance spot, indicating the school's name, contact details and, GPS coordinates, as per ISO 21001/2018 Organizational Management System for Educational Organizations;
6. the compound in a Senior School is well graded and well drained as per Safety Standards Manual for Schools in Kenya (2008).
7. the Senior School configures its landscape to ease access for persons with special needs and disabilities (Sector Policy for Learners and Trainees with Disabilities, 2018)
8. the physical facilities are safe for all learners and are disability friendly with auxiliary arrangements for PWDs.
9. trees shall be planted in all Senior Schools in collaboration with the Department of Forestry. All trees shall be labelled by their botanical and local names.
10. the Senior School has administration offices that commensurate with the prevailing curriculum needs.
11. there is adequate, clean and safe water for each learner allowing 5 litres and 20 litres per learner daily in day and boarding school respectively. This is as per The Registration Guidelines for Basic Education Institutions (2021).
12. the water sources are sited away from human activities and waste disposal sites and all water intakes are well protected (The Kenya School Health Policy, 2018)
13. the school seeks professional advice on the siting, design and installation of concrete and masonry water tanks.
14. the school has safe water storage, in accordance with the Standards and The Kenya School Health Policy, (2018)
15. water in the school is sampled and tested at least once annually in a certified water quality testing laboratory and a certificate issued. The Kenya School Health Policy, (2018)
16. water tanks are emptied and cleaned once annually with approved cleansing materials.

17. adequate sanitation facilities are available for the student population at the ratio of 1:25 for girls; 1:30 for the boys and a urinal where appropriate and a separate sanitation is provided for the staff as well as learners with special needs and disabilities, as stipulated in the Registration Guidelines for Basic Education Institutions 2021
18. pit latrines are located at least 15M away from a borehole, well or water supply point and general wind direction. They should measure not less than 20ft (6m) deep, 3 ft across and not more than 25 cm diameter for the hole. Pit latrines shall be regularly disinfected in accordance with the Registration Guidelines for Basic Education Institutions 2021
19. provision of adequate sanitation adapted toilets and walkways for the learners and stakeholders as per the PWD Act (2003).
20. soap and a variety of hand washing devices (including sinks with taps, buckets with taps, and basins with a pour-cup) are provided in the school.
21. the school best uses available outdoor space to facilitate sports and leisure activities for all learners. This SHOULD take into consideration the acceptable safety standards.
22. electrical installations are regularly checked by a qualified licensed electrician for safety.
23. proper waste management systems and mechanisms are established and maintained in the school.
24. potential waste streams are assessed and an appropriate disposal route established.
25. provision of Menstrual Hygiene Management (MHM) as per Menstrual Hygiene Management in School, A Hand Book for Teachers, (2020).
26. adherence to the Safety Standards Manual for Schools in Kenya (2008) in all matters pertaining to school transport, while considering learners with special needs and disabilities.
27. there is a playground in the school and/or school leases a playground within a radius of 200 metres in accordance with the Registration Guidelines for Basic Education Institutions 2021
28. establish appropriate measures for emergency preparedness as per The Educational Sector Disaster Management Policy (2017).
29. take appropriate measures to sensitize the learners, staff and non-teaching staff on disaster risk management, as per the Educational Sector Disaster Management Policy (2017)
30. organise sensitization forums on fire emergency response, identify fire assembly points, and ensure that learners and staff undertake periodic fire drills as per Safety Standards Manual for Schools in Kenya (2008).
31. all Senior Schools to conduct an annual assessment of the school infrastructure to determine their safety. Any life-threatening structure must be repaired or demolished. Senior Schools should seek for additional funds from MoE and other development partners to facilitate establishment and acquisition of affordable physical and mobile laboratories as per the Standards for laboratories, Equipment and Materials in STEM schools and other basic education institutions in Kenya (2021)
32. preventive maintenance involving general repairs or replacement of building components and systems is done in the Senior School. This includes: -
 - a. Maintaining cleanliness of school grounds, classrooms, toilets, offices, dormitories, and kitchens (Schools Safety Standards Manual - 2008).
 - b. Fencing off dangerous areas (e.g. swimming pools, wells) and clearing stagnant water.
 - c. Ensuring a hazard-free environment by removing harmful materials like lead, asbestos, and pollutants.
33. the school undertakes planned maintenance involving regular inspections, servicing, and repairs to either keep school facilities in a sound state and prevent unexpected breakdowns or immediately address any infrastructure issues requiring repair.
34. the school has a plan and budget for emergency responses, including damage from natural disasters, equipment breakdowns, or facility failures.

5.5 LEARNERS' WELFARE

The welfare of learners is critical to ensure they thrive academically, socially and emotionally throughout their Senior School years. Most learners at this stage are going through emotional growth as well as developmental changes. A holistic approach to learner welfare is essential to support them during this transformative period.

5.5.1 LEARNERS DISCIPLINE

Discipline is a system of rules for managing behaviour and maintaining order. In a school context, discipline refers to the practices and policies the school administration implements to manage student conduct. In this regard, the BOM of a Senior School shall ensure that:

1. the school has well-defined rules and regulations that outline acceptable behavior, dress code, attendance, consequences for violations of expected behaviour and responsibilities for learners, which must be communicated clearly to students and parents.
2. in order to promote ownership and accountability in accordance with the Basic Education Act Regulations (2015), the school must make sure that while creating draft regulations the school community including parents and learners is involved.
3. parents receive information and can participate in disciplinary procedures to ensure learners comprehend the repercussions of their behaviour and reinforce the principles taught in school.
4. records of all disciplinary actions, including statements, decisions, and processes are kept to uphold transparency and guarantee that choices can be reviewed if necessary.
5. before imposing collective punishment for incidents involving groups, investigations are done to avoid unfairly punishing students who were not involved.
6. corrective measures such as peer mediation, community service, and counselling are used to not only promote personal development and accountability but also assist learners to learn from their errors without causing permanent harm.
7. proactive steps like peer counselling, mentorship programmes, frequent advice meetings, and getting students involved in worthwhile extracurricular activities are taken to promote discipline.
8. the school constitutes a disciplinary committee and follow the due procedure as outlined in the BEA Regulations 2015 and any other written law.
9. for cases where mass discipline is unavoidable, the school considers other forms of discipline that do not interfere with learning, they could for example use group talks on behavior, counseling, and other corrective measures.
10. the school has the option of referring learners who display behavioral problems for professional help.
11. learners shall not be denied access to learning during counselling sessions
12. in severe cases, particularly those involving student riots or arson, the school should consult the Ministry of Education for guidance on appropriate disciplinary measures.

5.5.2 LEARNERS' HEALTH

The Children's Act (2022) ensures every child has the right to health and medical care. In addition, adolescence is a unique formative time when physical, emotional and social changes including exposure to poverty, abuse or violence can make adolescents vulnerable to mental health problems. In this regard the BOM of a Senior School shall;

1. ensure availability of basic medical services, including first aid kits which are well-stocked, regularly checked and replenished.
2. collaborate with the Ministry of Health and the Social Health Insurance Fund (SHIF) for learner health services and offer mental health education
3. implement health education on hygiene, nutrition, and substance abuse.

4. in collaboration with parents, ensure learners are well-nourished through nutrition interventions and healthy food options, including for those with special needs, in line with the Schools Health Policy (2018).
5. encourage active lifestyles through regular physical education and co-curricular sports.
6. encourage participation in clubs and societies to develop leadership, teamwork, and social engagement.
7. provide facilities for physical fitness and sports.
8. conduct awareness campaigns to reduce stigma around mental health and promote seeking help in line with the School Health Policy 2018
9. introduce stress management activities, mindfulness practices, and relaxation techniques
10. ensure the school has a child-friendly environment in order to promote mental health;
11. the school has mechanisms in place to prevent discrimination of learners and members of staff with mental disorders or with chronic illnesses.
12. students who board have safe, clean dormitories with regular inspections in line with the Safety Standards Manual for schools in Kenya (2008).
13. conduct awareness campaigns to reduce stigma for learners with special needs and disabilities.

5.5.3 GUIDANCE AND COUNSELLING SERVICES

Guidance and counselling services will be provided to learners to ensure their psycho-social and emotional wellbeing. The school leadership shall:

1. provide counselling services to address the issues that learners may be facing such as personal and academic challenges
2. establish a guidance and counselling committee to implement and coordinate counselling services for learners in collaboration with parents
3. shall arrange for counselling sessions by qualified professionals for students facing personal or academic challenges.

5.5.4 PEER EDUCATION, MENTORSHIP AND COACHING

Peer Education, Mentorship and coaching programmes will be provided to the learners to enable them learn from each other and have role models for mentorship and coaching. The school shall:

1. create forums where learners form communities of learning by engaging informally in learning activities that assist them to uphold healthy inter and intra personal relationships.
2. establish mentorship programmes where learners interact with more experienced persons e.g. teachers or field experts. This will enable learners to develop relevant skills to overcome challenging academic and life experiences.
3. establish coaching programmes for learners who aspire to excel in specific areas such as games and sports or music.

5.5.5 SPECIAL NEEDS EDUCATION

Senior Schools shall provide appropriate support and accommodations for learners with disabilities or special educational needs, including individualized learning plans and specialized teaching methods.

5.6 HANDLING STAKEHOLDER COMPLAINTS

To ensure efficient and fair resolution of complaints, a multi-level system shall be employed for handling grievances from parents, learners, and other stakeholders.

5.6.1 COMPLAINT ESCALATION PROCESS

The nature of complaints at school level may include minor learner disciplinary issues, fee related, as well as day to day operation concerns. The nature of complaints at Sub-County Level may involve procedural misconduct by school management, issues related to the withholding of certificates, or unjust suspension of learners. The nature of complaint at this County Level includes complex cases involving legal violations, recurring misconduct by school leadership, or violations

of ministry policies. Cases involving multiple unresolved issues after lower levels' involvement or legal/constitutional challenges shall be handled at the National Level or appeals. In this regard:

1. all complaints shall be addressed at the school level, with the BoM being responsible for investigating minor grievances.
2. a complaints committee, including teachers, parent representatives and, when appropriate, learner representatives, shall resolve grievances. Complaints not resolved at this level shall be documented and forwarded to the Sub-County Director of Education (SCDE).
3. the SCDE shall serve as the first formal point of contact for unresolved complaints and shall handle them within 7 working days.
4. if unresolved, the SCDE shall escalate the matter to the County Director of Education (CDE).
5. the CDE/CEB shall review and investigate unresolved complaints, liaising with the SCDE as necessary. The CDE shall resolve complaints within 14 working days and provide explanations where further escalation is needed.
6. complaints unresolved at the county level shall be escalated to the Ministry of Education headquarters for appeal.
7. MOE shall resolve appeals within 14 working days, and its decision shall be final.
Certain complaints, particularly those involving imminent harm to students or serious violations of legal provisions, shall be treated as urgent and resolved as quickly as possible, oblivious of the regular timelines.

CHAPTER SIX

TRANSITION TO MIDDLE-LEVEL COLLEGES AND UNIVERSITIES

Competency based Education framework calls for four (4) major transitional moments in Basic Education. Pre-primary to primary school (grade 1) is the first, and primary school (grade 6) to Junior School (grade 7) is the second. In the third transition, students move from Junior School (grade 9) to Senior School (grade 10), and in the fourth, students move from Senior School (grade 12) to either Tertiary Education or world of work. An important turning point in a student's academic career is moving from Grade 12 to middle-level colleges and universities. Students can choose to enrol in universities, Technical and Vocational Educational and Training (TVET) institutions or start their own businesses after finishing Grade 12. The transition from Senior School to middle-level colleges and universities is a critical phase in a student's educational journey, requiring thoughtful guidance and support. Preparing Senior School students to transition to tertiary Middle level colleges and universities involves equipping them with the academic skills, life skills, and emotional resilience needed for success in higher education. By guiding students academically, socially, and emotionally, educators and parents can ensure that the Learners feel prepared and empowered to succeed in their chosen path, whether it is a hands-on career-focused middle-level college or a more academically rigorous university. This holistic preparation will foster resilience, independence, and confidence as students embark on this new education journey.

6.1 ACADEMIC PREPAREDNESS

Academic preparation is the ability of a student to interact with learning materials at a specific level. This idea includes the fundamental knowledge in core disciplines as well as the abilities, dispositions, and routines required to promote successful learning and academic development. Academic readiness for students entering tertiary institutions and universities is possessing the cognitive abilities and intellectual underpinnings necessary to handle the more Complex tasks critical thinking exercises and problem-solving assignments that accompany a more specialised curriculum. Senior Schools shall:

1. teach students effective study techniques, time management and organization skills, which are essential for independent learning in tertiary institutions and universities;
2. encourage students to engage in critical thinking activities, problem-solving exercises, and research projects that mimic the rigor of college coursework;
3. offer opportunities for students to take advanced courses or exams to get accustomed to tertiary and university-level content;
4. ensure students understand the entry requirements, prerequisites, and application processes for tertiary institutions, which include:
 - o learners meeting the specific minimum grade threshold at the end of Grade of 12 assessment i.e. Kenya Certificate of Basic Education (KCBE) to qualify for admission to middle level colleges as provided in The Essential Career Guide Handbook by KUCCPS.
 - o ensuring students are aware of the documentation they need, such as results slips, recommendation letters, and certificates of extracurricular and Co-curricular activities as well as learner exit profile.
 - o assist students in navigating the application processes, which may vary for middle-level colleges and universities. Offer guidance on personal statements, entrance exams, and portfolio requirements.
 - o ensuring learners take seven (7) subjects of which four (4) are core (English, Kiswahili/KSL, Community Service Learning and Physical Education) and three (3) are selected from the pathways of choice which are either Arts and Sports Science or Social Sciences or Science, Technology, Engineering, and Mathematics (STEM).

5. encourage learners to choose courses based on their interests and abilities and that this selection complies with the guidelines provided by tertiary institutions, universities and various education and training as well as professional regulatory bodies.
6. guide students in developing strong foundational skills for programmes that require in-depth study, research, and analytical skills.
7. teach students how to conduct research, use library resources, and evaluate sources as these skills are essential for success in college-level coursework.
8. for students interested in middle-level colleges, emphasize the development of practical skills relevant to their field, such as laboratory work, technical drawing, and field exercises
9. familiarize students with digital platforms, online learning tools, and essential software, as many universities incorporate digital resources into their teaching.
10. provide opportunities for students to handle new challenges, take constructive feedback, and recover from setbacks while building resilience for the college experience.

6.2 CAREER COUNSELING AND GUIDANCE

Career counselling and guidance play a crucial role in helping students make informed decisions about their academic and career paths. It provides learners with the support, resources and the knowledge they need to identify their strengths, explore potential careers, and set realistic goals aligned with their interests and skills. As students move into Senior School and approach a critical time for future planning, effective career counselling and guidance become essential to their development. Early exposure to Career Guidance and Counselling services helps learners to make appropriate curriculum and course choices that match their career plans and education aspirations. Senior Schools shall: -

1. provide career counselling services from Grade 10 to 12 to help them identify potential career paths and suitable post-Senior School institutions.
2. organise career talks involving representatives from universities, colleges and professionals from various fields to inform students about the various courses.
3. establish a Career Guidance Committee to implement and coordinate the career guidance program. The committee shall be chaired by the senior master and heads of subjects shall be members.
4. structure career guidance into three major areas of self-awareness, career exploration and career preparation and mapping
 - o Self-awareness helps students understand themselves and their own qualities (interests, skills, abilities, personality traits, values, and talents) related to possible future occupations. Encourage students to take personality tests and consider their unique characteristics to see how they better fit with middle-level or university-level programmes.
 - o Career exploration aids the learner to connect classroom learning and the world of work. Encourage the learners to research and create profiles of careers they are interested in including required skills, qualifications, work conditions, and future prospects. It also guides Learners to different sources of career information such as career magazines, newspaper articles, websites, catalogues, social media platforms that will aid them in understanding current job market trends and anticipating future career opportunities. Provide information about diverse fields and programmes offered at universities and vocational institutions to broaden students' understanding of potential options.
 - o Career mapping on the other hand ensures that learners take proactive steps towards achieving their future career and educational goals. Use of tools like the RIASEC Model (Holland, 1966) to assess learners' interests' aptitude, attitude, abilities, talents, values and personalities is encouraged.
5. work with students to create individualized pathway plans that include target institutions, programmes and necessary qualifications.

6. provide access to counseling and peer mentorship programmes to address personal concerns and ensure students feel supported during this transitional period.
7. encourage students to set realistic goals, manage stress, and develop strategies for adapting to new environments.
8. emphasize the importance of self-advocacy, decision-making skills, and seeking support when needed, as both universities and middle-level colleges require students to be more independent.
9. inform students about available mental health services, including counseling, stress management, and peer support.

6.3 FINANCIAL PLANNING AND SCHOLARSHIPS

Financial planning is the process of setting financial goals, assessing current financial resources and creating a comprehensive strategy to achieve these goals. Students need to undergo financial literacy, get exposed to budgeting, available scholarships, grants, and loans to prepare them for the costs of tertiary education. They should understand budgeting, saving, investing, managing debt and planning for future expenses as they transition to higher education. Senior Schools shall;

1. help students and families understand the financial obligations associated with both university and middle level college programmes, which may vary significantly.
2. encourage students to explore part-time work, internships, or work study programmes to help offset costs and gain practical experience.
3. provide information on scholarships, bursaries, and grants available for both university and middle-level college pathways. Currently there are numerous GoK funding opportunities for higher education. These include the Higher Education Loans Board (HELB), MOE, National Government Constituency Development Fund (NG-CDF) and County Government bursaries. Students enrolling in artisan, craft, certificate and diploma courses in TVET institutions in Kenya are eligible to apply for GOK tuition subsidies
4. provide learners with information on private organizations offering scholarships, bursaries, and financial aid programmes to support them.
5. inform Learners on loan options and repayment schemes that are available to help fund higher education.
6. teach students basic financial skills, such as budgeting to manage living expenses.,

6.4 FAMILIARITY WITH DIFFERENT LEARNING ENVIRONMENTS

Students need to understand various educational settings and how they influence learning experiences. They need to develop essential life skills such as time management, independence and adaptability, as they transition to a more self-regulated learning environment. Senior Schools shall:

1. help students understand the independence and self-directed learning typically required at universities, where they may attend large classes, conduct independent research, and manage complex projects.
2. describe more structured learning approach often found in middle-level colleges, including hands-on training, smaller class sizes, and guided instruction tailored to specific skills.
3. introduce students to the idea of hybrid programmes (offered by some institutions), which combine academic knowledge with practical experience, meeting both university and middle-level college objectives.
4. organise tours of universities or invite guest speakers from colleges to provide insights into campus life, course structures, and student expectations. This can be organised in collaboration with parents
5. organise visits to tertiary institutions and industries to expose learners to various professions and academic programmes as a way of career mentorship. This experience will aid learners in making informed decisions about their post-Senior School education.
6. educate students about living independently, including social integration, and life skills such as cooking, cleaning, and basic first aid.

7. encourage students to pursue extracurricular activities, which will help them adapt to the extracurricular scene in college and build leadership, teamwork, and social skills.
8. arrange opportunities for Senior School students to connect with alumni or current students at the institutions they plan to attend. This can provide insight and reduce uncertainty.

6.5 APPLICATION FOR ADMISSION

Senior Schools shall:

1. guide learners on how to apply for placement to universities and tertiary institutions through the Kenya Universities and Colleges Central Placement Service (KUCCPS) portal. They should note that for TVET courses, the portal is open throughout the year.
2. guide learners who fail to attain the minimum university qualification and those who do not wish to pursue a university degree, to join other tertiary institutions.
3. provide information on courses available in TVET institutions especially those that provide practical skills that align with industrial demands.
4. provide information on the process of applications for degree courses.
5. guide learners on the required documents for applying for admission to higher education institutions.

6.6 MONITORING AND FEEDBACK

Senior Schools shall:

- conduct periodic check-ins to assess students' preparedness for transition to tertiary institutions and offer personalized support where necessary.
- offer constructive, actionable feedback on academic performance, personal development, and readiness for tertiary education, thus help students refine their preparation.
- keep track of their learners' progress post-Grade 12 to assess the effectiveness of their guidance and transition processes through an Education Management Information System (EMIS)

CHAPTER SEVEN

FINANCIAL AND PROCUREMENT MANAGEMENT

7.1 INTRODUCTION

Financial management involves the planning, organizing, controlling and monitoring utilization of financial resources in order to achieve the objectives of the Senior School. Both short-term and long-term strategic planning are a part of financial management. Senior Schools should follow laws and regulations on sound financial management provided for in the Kenyan Constitution (2010) Article 201(a), the Public Finance Management Act (2012) and its attendant regulations (2015) Public Procurement and Disposal Act (2015) and its attendant regulations (2020) and the Basic Education Act (2013) and its attendant regulations (2015). These Financial management guidelines of Senior Schools are to ensure the responsible use of resources, transparency, and accountability. They cover the collection, allocation, and utilization of school funds urging school to adhere to transparent, accountable, and efficient financial practices.

7.2 STRATEGIC PLANNING IN SENIOR SCHOOLS

Effective financial management starts with development of a strategic plan which is the Senior School long-term plan. To develop a strategic plan the Senior School should analyse its competitive opportunities and threats, strengths and weaknesses, and determine strategies to enable the school to compete effectively in the environment. Being a key oversight document, the BOM of every Senior School should develop a five-year strategic plan. The strategic plan will be implemented through annual work plans and procurement plans developed by school administration and approved by the BOM. Parents association also plays a crucial role in strategic plans of a school by providing inputs for the educational need, advising school leadership on policies and resource mobilization.

7.3 BUDGETING

A budget is a financial plan that outlines expected income and expenditure over a specific period, typically a financial year. It helps Senior Schools manage their finances by allocating resources effectively, tracking spending, and planning for future financial needs. Budgets are essential for:

- financial control: tracking where money is going.
- goal setting: planning for future financial goals, such as saving for an emergency fund, investments, or large purchases.
- decision-making: Providing a framework for making informed financial decision

Budgets essentially implements the annual workplan of the strategic plan. Budgeting is the process of creating a financial plan. It results in a budget statement, which is a formal document that provides a detailed overview of the Senior School's budget for a specific period. The budget statement shows the estimated revenue (Income), expenditures, surplus or deficit, savings or reserves as well as budget projections and adjustments. The following shall apply to budgeting:

1. every Senior School must prepare an annual budget statement,
2. the budget statement sets out estimated cash receipts from sources approved by the Ministry in charge of basic education and estimated expenditure on project priorities as agreed and approved by the BoM,
3. budgets should be realistic and aligned with the school's strategic plan, taking into account all sources of funding,
4. the budget will be developed by the Board of Management (BoM) in consultation with the Head of institution and key stakeholders, including parents,
5. as an essential tool for financial control, it is the responsibility of the head of the institution to ensure that an annual budget is prepared in time,
6. the head of the institution shall ensure that transactions are classified in accordance with the approved Vote Heads/Chart of Accounts (CoA),
7. the school's budget should be discussed and approved by the parents during the Annual General Meeting (AGM),

8. The budget will then be adopted by the BOM and submitted to the CEB for approval one month before the beginning of the financial year.

7.3.1 REVENUES OF THE SENIOR SCHOOL

Revenues of the school shall be derived from;

1. government of Kenya (GOK) through implementation of Free Day Secondary Education (FDSE) sub programme as Capitation Grants for each student to cover part of the school's operational costs, such as tuition fees, learning materials, and other essential resources. Infrastructure Development Grants may be Occasionally provided to eligible Senior Schools for infrastructure improvement, and other capital projects.
2. school fees paid by parents to cover additional school expenses including
 - a. boarding Fees where parents contribute to the costs of accommodation, meals, and other related expenses.
 - b. approved Development Fees where parents contribute to the development of certain infrastructure facilities in the school projects.
 - c. lunches that are provided for **on voluntary basis** in day Senior Schools where concerned parents contribute to the provision of lunches for their children
3. internally Generated Revenue where Senior Schools can also generate revenue internally through various initiatives like
 - a. school Farm or Agricultural Projects: Schools with access to land may run agricultural activities (farming, poultry, dairy) to generate income from the sale of crops, vegetables, or livestock products.
 - b. school Enterprises like Cafeteria/Canteen, hire of school facilities like School Buses, field halls and classrooms, Bakeries and other enterprises
4. external Support and Donations: Schools may also receive financial or material support from external sources including Alumni Contributions, Corporate Sponsorships, Non-Governmental Organizations (NGOs) and Religious Institutions, Grants from National Government Constituency Development Fund (NGCDF).
5. international Aid and Grants: Schools may also benefit from international organizations or donor programmes that provide grants for educational purposes.

The following shall apply for revenues collected

1. funds from fees, donations, and other sources should be deposited in the school's official bank accounts and receipted promptly.
2. all school revenues must be recorded in the school's cash books and other accounting records
3. schools shall refrain from keeping cash on hand, and they should only withdraw funds when they are required for immediate use.

School Fees

The school fees to be charged for **all categories of boarding school** shall for the time being remain at **Kshs at 53,554.00** as per the Gazette Notice No. 1555 of 10th March 2015.

7.3.2 CO-ORDINATION AND CONTROL OF THE BUDGET IMPLEMENTATION

The Head of Institution will coordinate and control the implementation of the budget by:

1. ensuring that school funds are used exclusively for their intended purposes and benefit both the school and its students (buy books, improve infrastructure, or support student welfare programme),
2. strictly following PFM Act and any other financial legal documents on the use of funds received from GoK,
3. ensuring timely and optimal procurement decisions as per PFM Act and PPDA,
4. ensuring that various activities take place as scheduled and within approved financial limits,

5. determining the most appropriate action in addressing unfavourable variances. Any virement should strictly adhere to PFM Act,
6. virement shall not be allowed in tuition and infrastructure accounts.

7.3.3 INTERNAL CONTROL SYSTEMS FOR BUDGET IMPLEMENTATION

Internal control is a process, effected by the Senior School's BoM designed to provide reasonable assurance on achieving objectives related to;

- effectiveness and efficiency of operations,
- reliability of financial reporting,
- compliance with applicable laws and regulations, and
- Safeguarding of assets against unauthorized acquisition, use or disposal.

Senior Schools must have a strong internal control mechanism to prevent the misuse of funds, ensure integrity and ethical values demonstrated through strong leadership from the head of institution, senior management, and the Board of Management. The following shall apply to internal controls

- 1 A Senior School is required to have robust internal control systems to safeguard financial resources. These include:
 - **Separation of Duties:** Responsibilities related to the handling of funds, such as authorization, recording, and custody of assets, should be separated among different staff members to prevent fraud. Also, duties related to financial transactions, asset management, and procurement should be divided among different individuals to reduce the risk of fraud or errors. For instance, the person authorizing purchases should not be the one responsible for processing payments or receiving goods.
 - **Approval Processes:** All payments should be subject to approval by the school's administration and, where applicable, the Board of Management.
 - **Regular Reconciliation:** Bank accounts and cash balances must be regularly reconciled with financial records to detect discrepancies at least every month
 - **Audit Committees:** Schools should establish audit committees that work with internal auditors to review and monitor financial performance, ensuring ongoing compliance with financial policies.
- 2 Put in place effective financial management policies on budgeting, procurement, expenditure control, and auditing to prevent mismanagement of funds.
- 3 Senior Schools should assess both academic and operational risks like loss of assets, academic underperformance and regulatory non-compliance so as to implement risk management strategies.
- 4 Audits and financial reporting should be undertaken regularly to check for any discrepancies or financial malpractices.
- 5 Ensure proper record-keeping including keeping receipts, payment vouchers, and accounting ledgers that detail all transactions.
- 6 Recruit and train competent personnel who are helpful in recording accounting transactions consistently.
- 7 Have in place an effective information and communication system

7.3.4 ACCOUNTABILITY AND REPORTING

Accounting refers to the process of summarizing, analyzing and reporting these transactions to oversight agencies, regulators and other entities. The following guidelines on accountability should be observed: -

1. officers with Authority to incur expenditure (AIE) are responsible for prudent management of public funds entrusted to them. They should put systems in place which guarantee proper use of public resources.

2. in Senior School, the AIE holder is the head of institution appointed by the Teachers' Service Commission. He or she will exercise delegated authority of the Cabinet Secretary for Education.
3. the head of institution is responsible for maintaining financial discipline as required by the PFM Act, 2012 and PFM Regulations 2015.
4. a Senior School should prepare financial reports periodically, typically quarterly and annually. These reports should be submitted to the BOM and shared with parents during annual general meetings.
5. external audits will be conducted annually by GOK-appointed auditors (office of the Auditor General), who evaluate how funds are used and whether financial regulations are followed.
6. in case of financial irregularities, school management can face penalties, sanctions, or investigations by oversight bodies such as the Ethics and Anti-Corruption Commission (EACC) or the Auditor General. Senior Schools need to allow investigating agencies to complete their work with maximum support
7. the AIE holder shall prepare and submit quarterly financial and non-financial statements within 15 days after the end of each quarter to the Cabinet Secretary responsible for Education.

7.4 FINANCIAL AUDITS

Financial audits ensure effective governance and accountability in schools. They help prevent mismanagement, build trust among stakeholders, and ensure compliance with legal and policy requirements thereby contributing to the overall sustainability and success of Senior Schools. Financial audits of Senior Schools will be guided by a framework designed to ensure transparency, accountability, and proper management of funds. Below is a summary of guidelines on financial audits in Senior Schools in Kenya:

1. senior Schools should facilitate both internal and external audits for accountability.
2. external audits shall be carried out by certified auditors (office of the Auditor General) and audit reports must be submitted to relevant authorities, such as the Ministry of Education and the Board of Management.
3. pursuant to sections 81 and 82 of the Public Finance Management Act 2012, Principals of Senior Schools shall prepare annual financial statements and submit to the office of the Auditor General by 30th September each year.
4. senior School's shall submit the first draft financial statement to the ministry in charge of education by 31st August each year for internal review of the statement
5. the annual financial statements shall be prepared in the updated reporting templates as prescribed by the public sector accounting standards board (PSASB)
6. the financial statements should cover one financial year which lies between 1st July to 30th June of the following year.
7. school based (internal) audit shall be executed by the directorate of School's Audit Services
8. the leadership of a Senior School shall acquaint itself and be conversant with audit and the legal framework for auditing of schools
9. the principal is responsible for ensuring that the financial reports and records are complete, accurate and give a true and fair view of the state of financial affairs of the school.
10. the Senior School principal should ensure that all previous year's audit recommendations have been duly addressed.
11. the principal should adhere to principle of Zero Fault Audit as per directive of the public service

7.5 SCHOOL BANK ACCOUNTS

The leadership of Senior School SHALL operate the following bank accounts:

1. **Tuition Bank Account:** Capitation grants from tuition to be banked in this account and a separate cashbook for the account shall be maintained.
2. **Operations Bank Account:** Capitation grants for operations to be banked in this account. A separate cashbook for the account shall be maintained.

3. **Infrastructure Funds Bank Account:** Infrastructure capitation grants to be banked in this account. A separate cashbook shall be maintained for the account.
4. **School Fund Bank Account:** parents' contributions for students' upkeep to be banked in this account. A separate cashbook shall be maintained for the account.
5. Schools may open and operate savings bank accounts for holding funds awaiting to be used later.
6. **Income Generating Activities Accounts:** This will be opened by Schools with income generating activities to account for the funds from such activities.
7. **NGCDF/Donor Funded Projects Bank Account:** Schools will be required to open bank accounts to deposit funds from NGCDF or Donors in line with contracts or project covenant agreements, and for payment of related project expenses. (For any money to be withdrawn from the account, approval should be sought from the PS)

7.6 FEES COLLECTION IN SENIOR SCHOOLS

Collecting fees in Senior Schools must be governed by transparent, accountable, and fair processes and managed in compliance with Ministry of Education guidelines. Schools shall be responsible for collecting and using fees for the intended purposes. The following guidelines shall apply to Senior Schools collecting fees. These Senior Schools; -

1. must adhere to annual fee guidelines issued by MOE.
2. seek written approval for any levies from CS through the CEB.
3. should issue fee structures at the start of the academic year specifying the fees vote heads (e.g., tuition, boarding, meals, activity fees, etc.).
4. must communicate fee collection deadlines well in advance to give parents sufficient time to prepare for payment.
5. must designate official payment channels.
6. must provide parents with official payment receipts for all fees paid, which should clearly indicate the amount, date, and purpose of the payment.
7. may allow parents to pay fees in instalments if the full amount cannot be paid upfront. This flexibility must be communicated clearly, a payment plan documented and signed by both parties to avoid disputes. The students should always remain in school.
8. BoMs are responsible for prudent utilization and accountability of fees collected.
9. shall prepare and present annual financial reports to the Parents Association (PA) and BoM detailing how the collected fees were used.
10. must consult the PA regarding levies increments, special levies, or development projects that require additional financial contributions from parents before seeking approval as provided in law.
11. should have a system in place to support needy students. This can be done through bursaries, scholarships, or partnerships with external donors and well-wishers. The school should communicate the availability of financial assistance and clear guidelines on application process to all students and their families.
12. must ensure that capitation funds are used to subsidize tuition fees and other costs as per the Ministry of Education's guidelines.
13. are prohibited from sending away students for non-payment of boarding fees as per the Basic Education Act (2013)

7.7 PROCUREMENT GUIDELINES

Procurement in Senior Schools will follow strict guidelines set out in the Public Procurement and Asset Disposal Act (2015) and its attendant regulations (2020). The procurement process ensures that public resources are used efficiently, and it applies to both goods (e.g., books, laboratory equipment) and services (e.g., construction of school buildings). Table 7.1 shows the guidelines for procurement and disposal management in Senior Schools

Table 7. 1: Procurement and Disposal management

Procurement Planning	<ol style="list-style-type: none"> 1. Every Senior School must have a procurement plan integrated into the school's overall budget for each financial year. 2. The procurement plan outlines the goods and services that the Senior School intends to purchase and its cost estimates 3. Senior Schools must avoid unnecessary or unplanned procurement to prevent overspending.
Establishment of relevant procurement committees	<ol style="list-style-type: none"> 1. The BoM of the Senior School is responsible for overseeing procurement 2. The head of institution shall act as the accounting officer as provided for in the Public Procurement and Disposal Act 2015. 3. A Senior School should establish relevant Ad hoc procurement committees to oversee procurement activities. 4. The committees ensure that all procurement is done competitively, transparently, and in accordance with the law.
Competitive Bidding and Quotation	<ol style="list-style-type: none"> 1. Procurement of goods and services should follow a competitive bidding process to ensure value for money. 2. Senior Schools shall invite quotations from multiple suppliers (at least three) for goods or services above a specified threshold. 3. For larger procurements, a tendering process is required, with public advertisements and a competitive selection process. The Public Procurement and Asset Disposal Act mandates that contracts be awarded to the lowest evaluated bidder who meets all the requirements.
Supplier Evaluation and Contract Awarding	<ol style="list-style-type: none"> 1. The Ad hoc Procurement Committee will evaluate supplier bids based on a criterion (price, quality, delivery time, and after-sales service). 2. Contracts must be awarded to the most responsive bidder, and the reasons for selecting a supplier must be documented. 3. Contracts must be signed with the selected suppliers, clearly stating the terms of procurement, delivery timelines, and payment schedules.
Procurement Documentation	<ol style="list-style-type: none"> 1. Senior Schools should maintain proper documentation for all procurement processes. This includes: <ul style="list-style-type: none"> o Procurement requisition forms o Tender documents o Evaluation reports o Contract agreements o Delivery notes and invoices from suppliers 2. The documentation serves as a basis for financial audits and for ensuring that the procurement process was followed correctly.
Payment and Delivery	<ol style="list-style-type: none"> 1. Senior Schools should only make payments upon receiving and verifying the goods or services as per the contract terms. This will be done by the inspection and acceptance committee appointed by the accounting officer. 2. Payments must be made promptly and in accordance with the terms agreed in the procurement contract. 3. Delivery records must be kept and signed by the receiving officers as evidence that the goods or services were received.
Ethics and Conflict of Interest	<ol style="list-style-type: none"> 4. Staff involved in procurement must avoid conflict of interest and should not benefit personally from contracts or procurements. 5. The Public Procurement and Disposal Act (2015) contains provisions for dealing with corruption, favouritism or unethical practices during procurement. Any procurement irregularities are subject to penalties under the law.

Procurement Reviews and Audits	<ol style="list-style-type: none"> 1. Senior Schools will be subjected audits by the Public Procurement Regulatory Authority (PPRA) or other GOK agencies to ensure compliance with procurement laws and regulations. 2. Any non-compliance can result in disciplinary action, including financial penalties, disqualification of suppliers, or dismissal of school officials involved in malpractice.
Disposal of assets of the Senior School	<ol style="list-style-type: none"> 1. Senior Schools must adhere to the Public Procurement and Asset Disposal Act, 2015 when disposal off school assets 2. Senior Schools must obtain approval from relevant authorities before disposing of any major assets. 3. No significant assets (e.g., buildings, vehicles, or equipment) can be disposed of without the formal approval of the BOM. 4. For high-value or sensitive assets, Senior Schools must also seek approval for disposal from the Ministry of Education 5. Assets to be disposed of should be clearly identified in the school's asset register and reasons for disposal clearly documented. Common criteria for disposal include: <ol style="list-style-type: none"> i. Obsolescence: The asset is outdated and no longer useful for the school's operations. ii. Physical Damage: The asset is damaged beyond repair. iii. Surplus: The asset is no longer needed or has been replaced with newer equipment. iv. Cost of Maintenance: The cost of maintaining or repairing the asset is higher than its value 6. Before disposal, Senior Schools must have the asset valued by GOK valuer to determine its current market value. 7. Senior Schools should select the most appropriate disposal method for the asset as provided in law 8. All proceeds from the sale of assets must be properly recorded in the school's financial statements and audited 9. Schools must maintain records of all disposed assets showing reason and method of disposal, valuation reports, approvals from BoM and Ministry of Education as well as financial records of proceeds from the sale or transfer 10. A formal disposal report should be prepared and presented to the BoM, Ministry of Education, and external auditors as part of the school's accountability and financial reporting

Source: MoE, 2025

CHAPTER EIGHT

RESPONSIBILITIES OF KEY ACTORS AND STAKEHOLDERS

The implementation of Senior School programmes requires a multi-agency approach. The roles and responsibilities of key stakeholders are as stipulated below;

8.1 THE MINISTRY RESPONSIBLE FOR BASIC EDUCATION

The Ministry responsible for Basic Education shall provide the overall strategic leadership and coordination of Senior Schools. The roles and responsibilities include;

1. formulating legislative, policy frameworks and standards to guide Senior School Education.
2. education programming, leadership coordination and performance management at National, Regional, County, Sub-County and institutional levels.
3. provision and mobilization of infrastructure and human resources for Senior School Education.
4. engage with various stakeholders, including educational institutions, NGOs, international partners and Parents Association on education matters.
5. develop institutional and stakeholder capacities on areas of need.
6. communication and Sensitization on Senior School programmes.
7. quality Assurance, Monitoring, Evaluation and reporting on Senior School Education.
8. partnerships and linkages with other government ministries, departments, agencies, the private sector and other stakeholders on Senior School Education implementation.
9. manage the Education budget, ensuring that resources are equitably distributed to education programmes.
10. promote the integration of technology and innovative practices in education.
11. overall coordination of curriculum reforms implementation.

8.1.1 DIRECTORATE OF QUALITY ASSURANCE AND STANDARDS

The Directorate of Quality Assurance and Standards (DQAS) shall:

1. prescribe and maintain quality education standards for Senior School,
2. guide and advice on registration and re-registration of Senior Schools in line with the Basic Education Act 2013 and School Registration guidelines for Basic Education Institutions 2021,
3. develop institutional capacity on quality assurance and standards,
4. promoting a collegial and collective approach to Quality Assurance,
5. conduct standards assessment and reporting on progress and effectiveness of implementation of curriculum in Senior School,
6. mentoring of teachers to improve the quality implementation of Curriculum in Senior School,
7. monitor adherence to policies and guidelines in Senior School,
8. chair subject panels at KICD and KNEC and make recommendations to the Principal Secretary,
9. make recommendations to the Principal Secretary for improvement of the implementation of Senior School education curriculum,
10. conduct action research on Senior School for improvement,
11. monitor the conduct of all national assessments and evaluations in Senior School,
12. monitor co-curricular activities.

8.1.2 DIRECTORATE OF SECONDARY EDUCATION (SENIOR SCHOOL)

The Directorate of Secondary Education shall:

1. place learners in Senior Schools,
2. coordinate with Senior Schools Heads of Institutions through the Sub-County and County directors of education for provision of data for capitation and management of Senior Schools,
3. directorate of Field Coordination and Co-Curricular Activities,

4. approve the appointment of BOMs in Senior School,
5. maintain learners' welfare, wellness programmes and co-curricular programmes,
6. approve transfers of Senior School learners,
7. initiate policy and ensure compliance,
8. facilitate Infrastructural provision and monitoring of the same,
9. disbursement of FDSE funds and monitoring its implementation.

8.1.3 DIRECTORATE OF FIELD COORDINATION AND CO-CURRICULAR ACTIVITIES

The Directorate of Field Coordination and Co-Curricular Activities shall:

1. coordinate games and sports as well as music and drama from the school to National, Regional (East Africa) and global levels in conjunction with other relevant agencies,
2. prepare the calendar of Co-Curricular Activities,
3. prepare and disseminate rules and guidelines for each co-curricular activity,
4. source for sponsors and partners to support the government funding,
5. coordinate the election of the co-curricular activities committees for games, sports, music and drama at the National level,
6. prepare the disbursement schedules for funding co-curricular activities for the Regional, County and Sub-County levels.

8.1.4 FIELD OFFICERS

They are responsible for:

1. coordination of curriculum implementation in Senior Schools,
2. coordinate the implementation of education policies and guidelines,
3. oversee maintenance of education standards in schools,
4. implement school based teacher support programmes in schools,
5. effective management, coordination and administration of assessment,
6. management of Educational data in their areas of jurisdiction.

8.1.5 TEACHERS SERVICE COMMISSION

The Teachers Service Commission (TSC) shall:

1. register teachers,
2. recruit and deploy registered teachers to handle instruction in public Senior Schools,
3. promote and transfer teachers,
4. exercise disciplinary control over teachers.

8.1.6 SEMI AUTONOMOUS GOVERNMENT AGENCIES

Table 7. 2: ROLES OF SEMI AUTONOMOUS GOVERNMENT AGENCIES

S/NO	AGENCY	ROLES
1	KENYA INSTITUTE OF CURRICULUM DEVELOPMENT(KICD)	<ol style="list-style-type: none"> a) Develop the Senior School curriculum and curriculum support materials. b) Evaluate and approve curriculum support materials for use in Senior School. c) Develop online content and training programmes for Senior School learners, teachers and tutors. d) Provide guidelines for Parental Engagement Empowerment (PEE), Non-formal and Informal Education Programmes and Value Based Education (VBE).

2	KNEC	<ol style="list-style-type: none"> 1. Registration of learners for national assessment 2. Develop assessment tasks that target the affective, psychomotor and cognitive domains. 3. Develop the required assessment materials for all learners. 4. Develop guidelines on reporting formats incorporating acquisition of values
3	KISE	<ol style="list-style-type: none"> 1) Functional assessment of different special needs and disabilities 2) Production and distribution of assistive devices required by special needs learners. 3) Conducting research in special needs and disabilities and dissemination of findings to planners, consumers and stakeholders 4) Sensitization of the public on matters of special needs through different forums. 5) Rehabilitation of individuals who acquire different disabilities
4	KEMI	It is responsible for the capacity development of BoMs and inducting the newly appointed Senior School heads
5	CEMASTE	It develops teacher support materials, simplified teaching aids, instructional materials, and continual assessment tools. The Centre will train and support teachers in STEM education.
6	NACONEK	Ensures equitable access and inclusion of nomadic and marginalized groups in education
7	SEPU	It is responsible for providing mobile laboratories, integrated science kits and other teaching and learning resources necessary to support Senior Schools.
8	KENYA INSTITUTE FOR THE BLIND	It provides learning resources for learners with visual impairment and offer dedicated training and therapy services to learners and trainees who loose eyesight.

8.2 PARENTS AND GUARDIANS

They are responsible for:

1. mobilizing resources for the learner's basic as well as educational needs,
2. monitoring the child's growth, development and academic progress,
3. ensuring safety of the learner to and from school,
4. supervising and supporting the learner as guided by the teacher,
5. teaching, modelling and reinforcing appropriate values to learners,
6. ensuring peaceful and prompt resolution of conflicts that may arise,
7. active participation in the planning, development and decision-making processes of school activities. This includes academic clinics, talent, education days and parents' meetings,
8. collaborating with the teacher on the learner's discipline, guidance and counselling as well as identify and nurture the learner's talents and ability,
9. instilling a sense of responsibility to the learner.

8.3 LEARNERS

They are responsible for:

1. attending school and participating in learning,
2. observing school rules and regulations,
3. caring for and maintaining the school environment including the facilities and learning materials,
4. caring for and respecting themselves and others,
5. participating in community service activities organised by the school,
6. relaying information from the school's administration to parents or guardians.

8.4 OTHER MINISTRIES, DEPARTMENTS

Ministries	Roles
NATIONAL TREASURY	To finance priorities in the education sector. Create fiscal and economic stability Facilitate Resource mobilization.
MINISTRY OF HEALTH	Enhances the government coordination in the planning, designing and implementation of sustainable quality health intervention in basic education
MINISTRY OF WATER	Delivering safely- managed water to schools
STATE DEPARTMENT OF INFRASTRUCTURE	Overseeing the planning, design, construction, and maintenance of school infrastructure. Ensuring that projects adhere to government standards and regulations and providing technical expertise to facilitate development of quality school facilities

MINISTRY OF ICT AND DIGITAL ECONOMY	Promoting integration of information and communication technology (ICT) into the education system, by developing policies, facilitating infrastructure development, providing access to digital learning resource, supporting teacher training to enable effective digital learning
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ANNEXES

ANNEX 1: LEGAL AND POLICY FRAMEWORKS FOR BASIC EDUCATION

S/N	Framework	Implications on SS Implementation
1	Basic Education Act (2013)	Operationalises Article 53 of the Constitution on free and compulsory Basic Education; accreditation, registration, governance and management of Basic Education institutions
2	Basic Education Regulations (2015)	Operationalises the Basic Education Act (2013) on the structure of education, conduct and management of schools; infrastructure standards admissions, progression and teacher education development.
3	Children Act (2021)	Provides a comprehensive framework for parental responsibility, child care and protection.
4	PWD Act, 2003	Provides for a barrier free and disability friendly environment for enhanced access and mobility of learners and stakeholders.
5	Teachers Service Commission Act (2012)	Spells out the terms and conditions for registration and employment of teachers including standardization and regulation of the teaching profession, among other functions
6	Kenya Institute of Curriculum Development Act (2013)	Mandates KICD to among others, develop, review and approve programmes, curricula and curriculum support materials for Basic Education and Training
7	Kenya National Examinations Council Act (2012)	Regulates the conduct of assessments and examinations in Basic Education
8	National Curriculum Policy (2018)	Provides a framework for governance, management of the curriculum reform implementation in education and training sectors.
9	The Public Procurement and Asset Disposal Act (Revised Edition 2022)	Provides a comprehensive legal framework to ensure transparency, accountability, fairness, and value for money in the public procurement process.
10	Basic Education Curriculum Framework (2017).	Conceptualises the curriculum reforms in Basic Education; Pre-primary, Primary, JS, SS, Teacher Education (TE) and inclusive education
11	Physical Education and Sports Policy for Basic Education (2021)	Addresses the mental, social and physical wellbeing of learners. Specifically, Physical Education and Sports contribute to sustainable development, peace, gender equality, inclusion, health, education and employability.
12	Policy on ICT in Education and Training (2021).	Promotes seamless incorporation of information and communication technologies to support and enhance curriculum implementation, acquisition of skills, knowledge, attitudes and values, and to manage education effectively and efficiently at all levels.

S/N	Framework	Implications on SS Implementation
13	ICT Security Policy Controls (2014)	Establishes general guidelines, rules and regulations for the use and protection of the MoE information, data, systems and utilization of ICT.
14	Education and Training Sector Gender Policy (2015)	Proposes responsive strategies to promote gender equality and inclusivity in education access, equity and equality.
15	Policy Framework for Nomadic Education (Revised draft, 2015)	Provides for coordination and strengthening the management and delivery of nomadic education, through the National Council for Nomadic Education in Kenya (NACONEK).
16	Kenya School Health Policy and Guidelines (2018); and, related provisions on school meals and WASH.	Promotes sustainable reduction of the impact of communicable and non-communicable diseases. Among others, this addresses values and life skills, development among learners; WASH facilities, nutrition, special needs of the learners; and gender mainstreaming in education and health systems.
17	Education for Sustainable Development Policy for the Education Sector (2017)	Incorporates key themes of sustainable development such as poverty alleviation, human rights, innovation, health and environmental protection and climate change into education. This addresses competencies such as critical thinking, creativity and decision making in a collaborative way.
18	Sector Policy for Learners and Trainees with Disability (2018)	Contributes to enhancing access, retention, progression and transition for learners and trainees with special needs and disabilities in Basic Education and Training.
19	Education Sector Policy on Peace Education (2014)	Provides an institutional framework for the management and implementation of peace education in the sector.
20	Mentorship Policy for Early Learning and Basic Education (2019).	Provides for effective and efficient mentorship of learners in basic education and training on: career choices, values and life skills.
21	Education Sector Disaster Management Policy (2017).	Provides for an institutional framework for coordination, communication, information management, implementation, M&E of Education in Emergencies interventions in Kenya.
22	National Education Quality Assurance and Standards: Framework (2021)	Prescribes multi-dimensional quality standards for Basic Education with a focus on (i) learning outcomes (ii) school management and curriculum implementation; and, (iii) provision of basic education.
23	Safety Standards Manual for Schools in Kenya (2008).	Guides prevention and mitigation against threats to learners' safety in learning institutions infrastructure, food, health and hygiene; teaching and learning; and the socio-cultural environment.

S/N	Framework	Implications on SS Implementation
24	Registration Guidelines for Basic Education	Provides standards and norms required for registration of Basic Education institutions to educational institutions.
25	Standards for Laboratories, equipment and materials in the senior Education Model schools and other basic Education Institutions	Provides designs for construction of standard labs and specifications for equipment and materials necessary in the laboratory.
26	Code of Conduct and Ethics for Teachers (2015)	Provides a framework that sets the professional and ethical standards expected from teachers by contributing to the professionalism, accountability, and integrity of the teaching profession.
27	National Guidelines for School Re-entry in Basic Education (2020)	Provides a guide for enhancing re-entry/readmission for learners who drop out of school for whatever reason, including those with special needs and disabilities, in order to improve retention, transition and completion rates at all levels of basic education
28	National Guidelines for Alcohol and Substance use Prevention and Management in Basic Education Institutions (2021)	Provides a blueprint for schools in Kenya to effectively address the challenge of alcohol and substance use and indicates approaches and measures for responding to these challenges
29	Public Finance Management Act of (2012)	Regulates the management of public finances by ensuring that public resources are utilised effectively, transparently, and accountably.
30	Positive Discipline Manual for Basic Education Institutions (2022)	Provides alternative discipline methods other than corporal punishment in order to help learners acquire skills and values critical for developing self-discipline throughout their learning process. It gives the teacher skills to engage learners and give them the information that they need in order to learn in ways that help them to succeed. This greatly supports their development.

ANNEX 2: HEAD OF INSTITUTION HANDING-OVER CLEARANCE CERTIFICATE



REPUBLIC OF KENYA

Telegrams: EDUCATION-NAIROBI
Telephone: Nairobi (020) 318581
30426 (00100)
Fax No: 218378

DIRECTORATE OF QUALITY ASSURANCE AND STANDARDS
P. O. Box
NAIROBI

When replying please quote

Name of School.....Date:UIC CODE:.....

CountySubcounty.....

This is to certify that Mr./Ms. who has served as the HOI of..... School fromto,(Date) has successfully completed the handover process and has been cleared by the relevant authorities as outlined below.

1 Declaration by the outgoing Principal

I, Mr./Ms.....(HOI), hereby declare that I have handed over all assets and liabilities ofschool to.....(taking over HOI).

I further declare that I have not withheld any information about the school and which I acquired in my capacity as the principal.

Name:TSC NO.....

Signature:

Date:

Contact.....

2 Clearance by the Board of Management (BoM) Chairperson

I, BoM Chairperson, confirm that the Head of institution (HoI) has handed over all assets and liabilities of the school as captured in the handing-over/ taking-over documents attached and dated.....

Signature:

Date:

Contact.....

3 Clearance by the School Auditor

I,school Auditor, confirm that a comprehensive audit of the school's financial records during the tenure of Mr./Ms.....(HOI) has been completed. There are no discrepancies or irregularities, and all financial matters have been settled.

Signature:

Date:.....

Contact.....

Official Stamp

4 Clearance by Sub-County Director of Education (SCDE)

I, Sub-County Director of Education, hereby confirm that Mr./Ms. (HOI) has complied with all educational administrative requirements during the handing-over/taking-over process. There are no outstanding court cases.

Signature:

Date:

Contact.....

Official Stamp

5 Clearance by County Director of Education (CDE)

I,County Director of Education, certify that Mr./Ms.(HOI) has been cleared by the County Education Office. All statutory and procedural requirements have been met.

Signature:

Date:

Contact.....

Official Stamp

This clearance certificate has been issued as a final confirmation that Mr./Ms. (HOI) has been duly cleared.

Note: it is an offence punishable by law to intentionally withhold information relating to school assets, liabilities, commitments and/or any other necessary information

Cc: PS, RDE

ANNEX 3: CIRCULAR ON CBC IMPLEMENTATION



Republic of Kenya
MINISTRY OF EDUCATION
State Department for Basic Education
Office of the Principal Secretary

Telephone: Nairobi 318581
Email: ps@education.go.ke

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. BOX 30040-00100
NAIROBI

MOE.HQs/3/10/1/Vol.IV

August 8, 2025

TO

ALL REGIONAL DIRECTORS OF EDUCATION

ALL COUNTY DIRECTORS OF EDUCATION

ALL SUB-COUNTY DIRECTORS OF EDUCATION

RE: **IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM (CBC) AT SENIOR SCHOOL**

As you are aware, the first cohort of the Competency Based Education learners are expected to join Senior School in January 2026. Senior School is the fourth (4th) level of Basic Education in the Competency Based Curriculum (CBC) coming after the Pre-Primary School (PP1 and PP2), Primary School (Grades 1 to 6) and Junior School (Grades 7 to 9) levels.

The subjects at Senior School are classified according to three pathways namely:- Science, Technology, Engineering and Mathematics (STEM), Arts and Sports Science and Social Science. The essence of Senior School is to offer learners a pre-tertiary/pre-university/ pre-career experience during which the learners have an opportunity to choose subjects from the pathways where they shall have demonstrated interest and/or potential at the earlier levels.

Senior School (Grades 10 to 12) comprises three years of education for learners generally in the age bracket of Fifteen (15) to Seventeen (17) years, with the learners completing this level expected to demonstrate the CBC vision of being *engaged, empowered and ethical* citizens ready to participate in the socio-economic development of the nation or proceed to further education.

At this level, learners shall take Seven (7) subjects as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise of four compulsory subjects namely:

- English,
- Kiswahili,
- Core Mathematics / Essential Mathematics
- Community Service Learning (CSL)

For clarity, all the learners shall take English, Kiswahili and Community Service Learning (CSL). Learners pursuing the STEM pathway shall take Core Mathematics while those who shall have chosen any of the other two pathways will take Essential Mathematics. If a learner who is not pursuing the STEM pathway opts to take Core Mathematics, they should be allowed to do so depending on their Junior School assessment results.

In addition to the compulsory learning areas, the learner will select three more subjects. It is advised that a learner takes at least two subjects from the chosen pathway.

This means that a learner may take up to three more subjects from the chosen pathway or take two subjects from the chosen pathway and one subject from another pathway. However, it should be anticipated that a situation may arise where a learner's career choice requires that they take *one subject in each pathway*. Such a situation should be permitted.

The choices of subjects shall be guided by the learner's anticipated career, aptitude, interest and personality with guidance by the leadership of the Senior School. Table 1 below provides a list of all the subjects on offer at Senior School under the CBC, for which curriculum designs have been developed by the Kenya Institute of Curriculum Development (KICD).

Table 1: List of subjects at Senior School (Grades 10, 11 and 12)

Compulsory Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	1. Sports and Recreation 2. Music and Dance 3. Theatre and Film 4. Fine Arts	1. Literature in English 2. Indigenous Languages 3. Fasihi ya Kiswahili 4. Sign Language 5. Arabic 6. French 7. German 8. Mandarin Chinese 9. Christian Religious Education 10. Islamic Religious Education 11. Hindu Religious Education 12. Business Studies 13. History and Citizenship 14. Geography	1. Biology 2. Chemistry 3. Physics 4. General Science 5. Agriculture 6. Computer Studies 7. Home Science 8. Aviation 9. Building Construction 10. Electricity 11. Metalwork 12. Power Mechanics 13. Woodwork 14. Media Technology 15. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners. **NO** school should force learners to participate in religious rites and activities that are contrary to their beliefs as per Circular Ref No: MOE.HQs/3/10/18 dated 4th March, 2022.
- Table 2, below provides guidelines on distribution of lessons at Senior School.

Table 2. Lesson distribution at senior school

Subjects	No. of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Core Mathematics/Essential Mathematics	5
4. Community Service Learning (CSL)	3
Elective Subjects	
5. Option 1	5
6. Option 2	5
7. Option 3	5
* <i>Physical Education</i>	3
* <i>ICT Skills</i>	2
* <i>Learner Personal /Group Study</i>	1
* <i>Pastoral/Religious Programme Instruction</i>	1
Total Number of Lessons	40

You are required to bring this information to the attention of all Quality Assurance & Standards Officers and Principals of Senior schools within your area of jurisdiction and, ensure this directive is implemented.

By a copy of this circular, the Departments of TVET and Higher Education are requested to review and align their courses in preparation for the first cohort of CBE students who are expected to join tertiary education in the year 2029.



PROF. AMB. JULIUS BITOK, CBS
PRINCIPAL SECRETARY

Copy to: Cabinet Secretary
Ministry of Education

Secretary/CEO
Teachers Service Commission

Secretary/CEO
Kenya National Examination Council

Principal Secretary
State Department for University Education

Principal Secretary
State Department for TVET

Secretary/CEO
Commission of University Education

Secretary/CEO
Kenya Universities & Colleges Central Placement Service (KUCCPS)

THE BASIC EDUCATION ACT

(No.14 of 2013)

SECONDARY SCHOOL FEES STRUCTURE

IT IS notified for the general information of the public that pursuant to section 29 (2) (b) as read with schedules 3 and 4 of the Basic Education Act, 2013 and the recommendations of a task force dated 26th August 2014 on affordable secondary school fees, the Cabinet Secretary, Ministry of Education, Science and Technology issues the following fees structure to all public secondary schools in Kenya as follows:

Vote heads	Boarding Schools of all Categories (KES)			Day Schools (KES)			Special Needs Secondary Schools (KES)		
	Government	Parent	Total	Government	Parent	Total	Government	Parent	Total
Teaching Learning Materials and exams	4,792.00	0.00	4,792.00	4,792.00	0.00	4,792.00	4,792.00	0.00	4,792.00
BES and Meals/L	0.00	32,385.00	32,385.00	0.00	0.00	0.00	0.00	26,790.00	26,790.00
Repairs, Maintenance and Improvement.	800.00	2,392.00	3,192.00	800.00	1,086.00	1,886.00	800.00	800.00	1,600.00

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Vote heads	Boarding Schools of all Categories (KES)			Day Schools (KES)			Special Needs Secondary Schools (KES)		
	Government	Parent	Total	Government	Parent	Total	Government	Parent	Total
Local Travel and Transport	800.00	1,621.00	2,421.00	800.00	1,033.00	1,833.00	800.00	800.00	1,600.00
Administration Costs	800.00	2,516.00	3,316.00	800.00	772.00	1,572.00	800.00	600.00	1,400.00
EWC	1,500.00	6,302.00	7,802.00	1,500.00	1,651.00	3,151.00	1,500.00	1,000.00	2,500.00
Medical	278.00	508.00	786.00	278.00	411.00	689.00	278.00	860.00	1,138.00
Activity Fees	600.00	798.00	1,398.00	600.00	656.00	1,256.00	600.00	500.00	1,100.00
Personal Emolument	2,700.00	5,972.00	8,672.00	2,700.00	3,055.00	5,755.00	2,700.00	5,000.00	7,700.00
Approved PTA Development Projects	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Insurance (Medical and Property)	600.00	1,060.00	1,660.00	600.00	710.00	1,310.00	600.00	860.00	1,460.00
Top Up	0.00	0.00	0.00	0.00	0.00		19,730.00	0.00	19,730.00
Total School Fees	12,870.00	53,554.00	66,424.00	12,870.00	9,374.00	22,244.00	32,600.00	37,210.00	69,810.00

This fees structure takes effect from 5th January 2015.

Email: nesp@education.go.ke
www.education.go.ke