

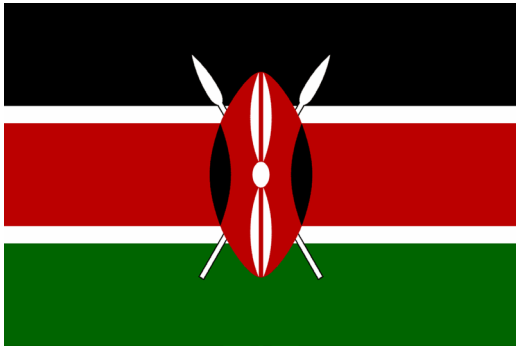
REPUBLIC OF KENYA

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

**GUIDELINES FOR IMPLEMENTATION OF JUNIOR
SECONDARY EDUCATION**

JANUARY, 2023



Wimbo Wa Taifa

Ee Mungu nguvu yetu
Ilete baraka kwetu
Haki iwe ngao na mlinzi
Natukae na undugu
Amani na uhuru
Raha tupate na ustawi.

Amkeni ndugu zetu
Tufanye sote bidii
Nasi tujitoe kwa nguvu
Nchi yetu ya Kenya
Tunayoipenda
Tuwe tayari kuilinda

Natujenge taifa letu
Ee, ndio wajibu wetu
Kenya istahili heshima
Tuungane mikono
Pamoja kazini
Kila siku tuwe na shukran



Wimbo Wa Jumuiya Afrika Mashariki

Ee Mungu twaomba ullinde
Jumuiya Afrika Mashariki
Tuwezeshe kuishi kwa amani
Tutimize na malengo yetu.

Kiitikio

*Jumuiya Yetu sote tuilinde
Tuwajibike tuimarike
Umoja wetu ni nguzo yetu
Idumu Jumuiya yetu.*

Uzalendo pia mshikamano
Viwe msingi wa Umoja wetu
Natulinde Uhuru na Amani
Mila zetu na desturi zetu.

Viwandani na hata mashambani
Tufanye kazi sote kwa makini
Tujitoe kwa hali na mali
Tuijenge Jumuiya bora

VISION:

Quality, relevant and inclusive education, training and research for sustainable development.

MISSION:

To provide, promote and co-ordinate provision of quality, relevant and inclusive education, training and research for sustainable development.

REPUBLIC OF KENYA



MINISTRY OF EDUCATION
CITIZENS' SERVICE DELIVERY CHARTER

Vision: Quality, relevant and inclusive education, training and research for sustainable development.

Mission: To provide, promote and co-ordinate provision of quality, relevant and inclusive education, training and research for sustainable development.

| SERIAL | SERVICE | OBLIGATIONS | CHARGES | DURATION | RESPONSIBLE PERSON/DIRECTORATE |
|--------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1 | Response to Correspondence | Written request | Nil | Within 14 working days | All Heads of Directorates and Departments |
| 2 | Selection and admission of Diploma in Teacher Education | Registered at the zones; minimum C plain for normal applicants or minimum C minus for applicants with totally hearing and visual impairment | Nil | Application must be with the Ministry by 20th May | Director for ECDE & Teachers Education |
| 3 | Selection and admission of students for training in Diploma in Special Needs Education | Must be 50 years and below; must be a serving TSC teacher for at least 5 years; must be holder of P1 or P2 by promotion through teacher proficiency course; must be a Kenyan citizen | Nil | Application must be with the Ministry by 30th June. | Director for Special Needs Education (SNE) |
| 4 | Selection and admission of students in Public Secondary Schools | A KCPE result slip | Nil | 21 Days from the day KCPE results are announced | Director for Secondary Education |
| 5 | Appointment of Boards of Management in Basic Education Institutions | List of nominees and minutes; Curriculum vitae of nominated members; nomination panel's minutes; County Education Board's (CEB) minutes | Nil | 30 Days | County Director for Education/Subcounty Director for Education |
| 6 | Registration of Public and Private Secondary Schools and Diploma Colleges | Filled application form; CEB minutes; Quality Assurance and Standards Assessment Reports; Public Health Report; copy of title deed or lease agreement/site plan; Teacher qualification records | Public Secondary Schools and Colleges - Ksh 1,000, Private Secondary Schools and Colleges - Ksh 10,000 for provisional registration and Ksh 5,000 for full sponsored schools - Ksh 4,000 for both provisional and full registration | 21 Days | County Director for Education/Subcounty Director for Education |
| 7 | Disbursement of Free Primary and Free Day Secondary School Education Funds | School registration certificate; correct enrollment data in National Education Management Information System (NEMIS); and correct school account number | Nil | 7 Days after receipt of exchanger releases | Directors for Primary/ Secondary Education/Director for SNE |
| 8 | Disbursement of infrastructure grants and laboratory equipment to public secondary schools | List of recommended schools from County Education Boards (CEB) or special request letter | Nil | 30 Days | Director for Secondary Education |
| 9 | Administer scholarships | Fill application forms when advertised; Attend interview when shortlisted; Wait for admission if nominated | Nil | According to set deadline. When interview invitation is received. According to the donor country. | Director for University Education |
| 10 | Clear students going for studies abroad | Fill clearance forms; Letter of admission; Bank statement; Academic certificates; Birth certificate; Identification Card (ID); Sponsor's Identity Card; Student's passport-size photograph; Clearance from HELB | Nil | 1 Day | Director for University Education |
| 11 | Registration of adult learners in Basic Education and Training (ABET) level I-II | Written request | Nil | 7 Days | Director for Adult and Continuing Education |
| 12 | Provision of proficiency certificates for adult learners (ABET) level I-III | Written request/ Application | Nil | 30 Days | Director for Adult and Continuing Education |
| 13 | Certification of academic documents | Original certificates and supporting documents; Certified copies of both sides of the certificates by the issuing institution. | Nil | 15 Minutes | Director for Quality Assurance and Standards |
| 14 | Provision of accurate and useful information/ data on STI | Written request | Nil | 7 Days | Director for Department of Research, Science and Technology (DRST) |
| 15 | Promotion and dissemination of STI calls, awards, prizes and sponsorship | Advertisement and written request | Nil | 7 Days | Director for Department of Research, Science and Technology (DRST) |
| 16 | Appointment of Boards of Management in TVET Institutions | List of nominees; their CVs; and minutes from the nomination panel | Nil | 90 Days | Director for Technical Education |

FEEDBACK: We welcome feedback on our performance so that we can know to what extent we are meeting your needs. If you have any comments or suggestions about improving our service, please let us know.

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FOREWORD

The Government of Kenya introduced the Competency Based Curriculum (CBC) in 2017. The CBC emphasises nurturing of learners' potential, national values, integration of Science, Technology and Innovation, and seeks to ensure that the skills taught in educational institutions match the requirements of industry. This will facilitate acquisition of 21st Century knowledge, skills and competences, values and character development, patriotism and global citizenship, with positive implications for the quality of human capital. These educational reforms are inextricably linked to the attainment of the *Kenya Vision 2030* and the Kenya Constitution 2010.



They also align with global commitments on education, such as the **Sustainable Development Goals (SDGs)** and the African Union's **Continental Education Strategy for Africa (CESA 16-25)**.

Accordingly, the first cohort of CBC shall transition into Junior Secondary School (JSS) in 2023. This calls for a structured mechanism of ensuring a smooth and seamless transition from Primary School (Grade 6) to JSS. Therefore, these **Guidelines for Implementation of Junior Secondary Education** give effect to the recommendations of the **Presidential Working Party for Education Reforms in Kenya (2022)**, regarding the domiciling of JSS in Primary Schools.

The Guidelines are a one stop shop for reference on mandatory and standard protocols for implementation of Junior Secondary Education (JSE). Further, the standards and protocols provided in the Guidelines take cognizance of the CBC demands while at the same time benchmarking with global best practices. These Guidelines are a living document and may be amended by the Ministry from time to time. Additional provisions on JSE will be incorporated once the final report of the **Presidential Working Party on Education Reforms** is released.

The development of these Guidelines is a culmination of successful collaboration amongst various Basic Education sub-sector organizations. This demonstrates synergy and co-creation among critical education actors involved in implementation of the CBC. The collaboration ensures complementarity across the formal, non-formal and informal dimensions of the JSE curriculum. Emphasis has been placed on ensuring consistency in the application of prescribed standards and JSE quality, leadership and management, management of resources, among other key considerations.

It is envisaged that through these Guidelines, institutions offering JSE will be enabled to evolve in tandem with the expectations of the reformed curricula, and to enhance their quality of education delivery in the long run. Ultimately, this should raise the standards of education nationally and eliminate existing disparities in education provision, consistent with the global education agenda.

A handwritten signature in black ink, appearing to be 'EM' with a stylized flourish.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY FOR EDUCATION

PREFACE

The **Guidelines for Implementation of Junior Secondary Education (JSE)** provide the technical guidance, norms and standards for operationalising Junior Secondary Schools (JSSs). They serve as a platform for regulating implementation of JSE; offer useful direction to policy makers and institutional level practitioners; and are a vital reference for educational administrators and managers of JSSs. The **Guidelines** have been designed in the context of prevailing policy and legal provisions. These complement crucial operational procedures such as the Basic Education Act (2013); Basic Education Regulations (2015); The Basic Education Curriculum Framework (2017); The Kenya Institute for Curriculum Development Act (2013); The Teachers' Service Commission Act (2012); and, The Kenya National Examinations Act (2013).



The Guidelines are organised into eleven (11) chapters. These are (i) Introduction (ii) General Provisions on the JSS transition (iii) Governance of JSS (iv) Organisation and Implementation of the JSE and Pre-vocational Curriculum (v) Assessment of the JSE and Pre-vocational Curriculum (vi) Physical Infrastructure of JSS (vii) Teaching and Non-Teaching Staff of JSS (viii) Welfare of JSS Learners (ix) Financial Management of JSS (x) Roles and Responsibilities of Key Actors and Stakeholders; and (xi) The Three (3) Year JSS Implementation Plan. Key aspects are identified and articulated, to enable institutions and stakeholders understand, and apply the policy provision for consistency in implementation of Junior Secondary Education.

The Guidelines shall be applicable to JSS heads and staff members (both teaching and non-teaching); Boards of Management, Education Officers and Quality Assurance and Standards Officers; Regional, County and Sub-County Directors of Education and the Teachers' Service Commission (TSC). Others are County Education Boards, parents and other stakeholders who are involved in Basic Education provision.

The activities suggested here-in should be considered as part of the daily tasks and responsibilities of all actors and service providers in the Basic Education sub-sector, with a view to enhancing access, equity, relevance and quality inclusive education. This will ensure consistency in curriculum delivery; regulate quality and standards; and ease coordination of all players.

I, therefore, urge all institutions of JSS and stakeholders countrywide to embrace the ideals articulated by the **Guidelines for Implementation of Basic Education (2022)**.

A handwritten signature in black ink, appearing to read 'Belio Kipsang'.

**DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION**

ACKNOWLEDGEMENT

These Guidelines are the product of concerted efforts by stakeholders from the Ministry of Education (MoE), and other Basic Education sub-sector Agencies. The MoE is particularly indebted to the Flemish Association for Development Cooperation and Technical Assistance (VVOB) for financial support. In addition, the Senior Management of the MoE; Teachers’ Service Commission(TSC), KICD, KNEC, KISE, CEMASTEА and SEPU are acknowledged for their invaluable input.



Special recognition goes to the core team of technical officers that developed the Guidelines, for their technical expertise and commitment. These officers are:

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| 18. | Jackson Ireri Getah | Schools Audit | MOE |

DR. ELYAS ABDI, OGW
DIRECTOR GENERAL OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

ABBREVIATIONS AND ACRONYMS

| TERM (S) | DESCRIPTION |
|-----------|-------------------------------------------------------------------|
| BECF | Basic Education Curriculum Framework |
| BoM(s) | Board(s) of Management |
| CBA | Competency Based Assessment |
| CBC | Competency Based Curriculum |
| CBE | Curriculum Based Establishment |
| CDE | County Director of Education |
| CE | Citizenship Education |
| CEB | County Education Board |
| CEMASTEIA | Centre for Mathematics Science and Technology Education in Africa |
| CoP | Community of Practice |
| CRE | Christian Religious Education |
| CSL | Community Service Learning |
| CTCDC | County Teacher Capacity Development Committee |
| CTS | Career and Technology Studies |
| DQAS | Directorate of Quality Assurance and Standards |
| EARC (s) | Education Assessment and Resource Centre(s) |
| EE | Environmental Education |
| G&C | Guidance and Counselling |
| HRE | Hindu Religious Education |
| IRE | Islamic Religious Education |
| IBQA | Institution Based Quality Assurance |
| JSE | Junior Secondary Education |
| JSSs | Junior Secondary School(s) |
| KEMI | Kenya Education Management Institute |
| KIB | Kenya Institute for the Blind |
| KICD | Kenya Institute of Curriculum Development |
| KISE | Kenya Institute of Special Education |
| KNEC | Kenya National Examinations Council |
| KSL | Kenya Sign Language |
| M&E | Monitoring and Evaluation |
| MoE | Ministry of Education |
| MT | Master Trainers |
| NEMIS | National Education Management Information System |
| PEE | Parental Empowerment and Engagement |
| SAGA(s) | Semi-Autonomous Government Agencies |
| SBA | School Based Assessment |
| SEPU | School Equipment Production Unit |

| | |
|------|------------------------------------------------|
| SNE | Special Needs Education |
| SSS | Senior Secondary School |
| STEM | Science Technology Engineering and Mathematics |
| ToT | Trainer of Trainers |
| TPAD | Teacher Professional Appraisal and Development |
| TSC | Teachers' Service Commission |
| UPI | Unique Personal Identifier |
| VBE | Value Based Education |
| WAS | Water, Hygiene and Sanitation |
| MDCA | Ministry Departments Commissions and Agencies |
| WIBA | Work Injury Benefit Act |

OPERATIONAL DEFINITION OF KEY TERMS

| TERM (S) | DESCRIPTION |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Approval: | Consent or authorisation |
| Auxiliary staff: | Staff that provides day-to-day non-teaching services in a learning institution, for learners and trainees with disabilities. |
| Basic Education: | Encompasses Pre-primary, Primary, Secondary, Adult and Continuing Education, Alternative Provision of Basic Education and Training (APBET) and Teacher Education and Training. |
| Basic Physical infrastructure: | The facilities that are required for teaching and learning such as tuition rooms and WASH facilities. |
| Capacity Development: | The process of equipping Professionals or practitioners with the required knowledge, skills, values and attitudes to support their practices. |
| Citizenship Education: | A programme that seeks to empower learners to engage and assume active roles to face and solve local, regional and global challenges. |
| Comprehensive School: | An institution of learning offering education at Pre-primary, Primary, JSS and SSS. |
| Differentiated Assessment: | Assessment for learners with special needs and disabilities that includes adjustments in content, assessment methods and response modes, administration procedures as well as expected outcomes. |
| Differentiated Curriculum: | Curriculum that is adapted and individualised to meet the diverse needs of learners. |
| Dignity Kits: | Hygiene and sanitary items such as sanitary pads and pampers tailored towards meeting the needs of women and girls of reproductive age. |
| Disability Friendly: | A school where all barriers are deliberately removed to allow all learners including those with disabilities to participate freely, learn, develop, and succeed within an inclusive school culture. |

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| Differentiated Capitation: | Allocation of financial support to learners, taking cognizance of their learning needs and the expenses therein. |
| Disability Mainstreaming: | Deliberate efforts to include, provide opportunities and offer support to learners with special needs and disabilities. |
| Domiciling: | The infrastructural (human and physical) environment in which JSS (Grades 7, 8 and 9) will be placed. |
| Environmental Education: | The process where individuals explore environmental issues, engage in problem solving and act to preserve and improve the environment. |
| JSS Feeder School: | A Primary School that lacks the infrastructural or enrolment capacity to house a JSS, and has to transfer the learners to a nearby JSS. |
| Formal Assessment: | Tests that are used to measure how a learner has mastered what has been taught in the classroom and in other areas. |
| Formative Assessment: | Assessment that focuses on the progress a learner is making and functions as a checkpoint for timely interventions in learning. |
| Hazard: | Natural or human made event that threatens to adversely affect human life to the extent of causing disaster. |
| Health: | A state of physical, mental and social well-being, not merely the absence of disease infirmity of a learner. |
| Inclusive Education: | The practice of all schools, classrooms, programs and lessons being designed to enable all learners, including those with special needs and disabilities to participate and learn. |
| Infrastructure and Resource Sharing: | An arrangement in which one learning Institution, e.g., JSS will leverage the infrastructure, facilities and human resources of another public institution of learning, private institution or service provider. |

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| Junior Secondary School: | The phase of learning between Primary School and Senior Secondary School, targeting learners in the age bracket of 12 to 14 years. |
| Junior Secondary School Leadership: | This comprises BoM and the head of institution. |
| Natural Disasters: | Calamities that occur without human causes, such as earthquakes, floods, landslides, volcanic eruptions etc. |
| Parent: | A person who raises and cares for a child, as well as overseeing their growth and development. |
| Parental Empowerment: | Enhancing the knowledge, skills, attitudes and practices of parents to actively nurture the potential of their children. |
| Parental Engagement: | Provision of activities and opportunities that foster positive parent-learner interactions thereby enhancing learners' competencies. |
| Parental Empowerment and Engagement: | The process of developing the capacity of the parent to be able to take a proactive role in the learner's education. |
| Proximity: | The distance between one school and another. |
| Quality Index: | This is a measure of performance based on a set of indicators that determine overall effectiveness, quality and efficiency of the education system. |
| Stage Based Pathway: | The pathway for learners with mental handicaps, deafness, blindness, severe autism, severe cerebral palsy, multiple handicaps and profound disabilities who may not have their needs met through the regular curriculum. |
| Smart Cascade: | A model of training where the master trainers (trainers at the high level of cascade) monitor and support training at the lower levels to ensure content is not watered down or misinterpreted. |
| Sponsor: | A person or institution that makes a significant contribution and impact on the academic, infrastructural and spiritual development of an institution of Basic Education. |

| | |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special JSS: | JSSs for learners with special needs and disabilities |
| Stakeholders: | Persons that are concerned or affected by the wellbeing of the learner. This includes learners, parents, guardians, caregivers, teachers, community and other professionals. |
| Summative Assessment: | Assessment that is administered at the end of a course, term, or other pre-determined point to assess a learner's overall achievement for the given period. |
| Sustainable Development: | Development that meets the needs of the present without compromising the ability of future generations to meet their needs. |
| Transition: | The movement of learners between different levels in the school system such as advancement from Pre-primary to Primary School, JSS to SSS and from SSS to the Tertiary level. |
| Value Based Education: | An approach to learning that focuses on the development of the learner's morals for responsible citizenry. |
| Waste Disposal: | Any method employed in discarding or destroying items considered to be of no value or items that are no longer useful to the school. |

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CHAPTER ONE

1.0. INTRODUCTION

1.1 Background

The Government of Kenya, through the Ministry of Education (MoE) is implementing the Competency Based Curriculum (CBC) within the reformed 2:6:3:3 structure as the Knowledge-Based Curriculum within the 8:4:4 structure in a progressive phase in a strategy. The Basic Education Curriculum Framework (BECF, 2017) provides the organization of Basic Education, which is conceptualized into three (3) tiers under the 2:6:3:3 structure. Early Years Education (EYE) comprises two years of Pre-primary Education (PP1 and 2) and three years of lower Primary Education (Grades 1-3). This is followed by three (3) years of Upper Primary (Grade 4-6) and three (3) years of Junior Secondary School (Grades 7-9). Senior Secondary School (SSS) comprises three years (Grades 10-12). The BECF also provides for adaptation of curricula and development of stage-based curricula for learners with special needs. The organisation of Basic Education is illustrated in Figure 1 below.

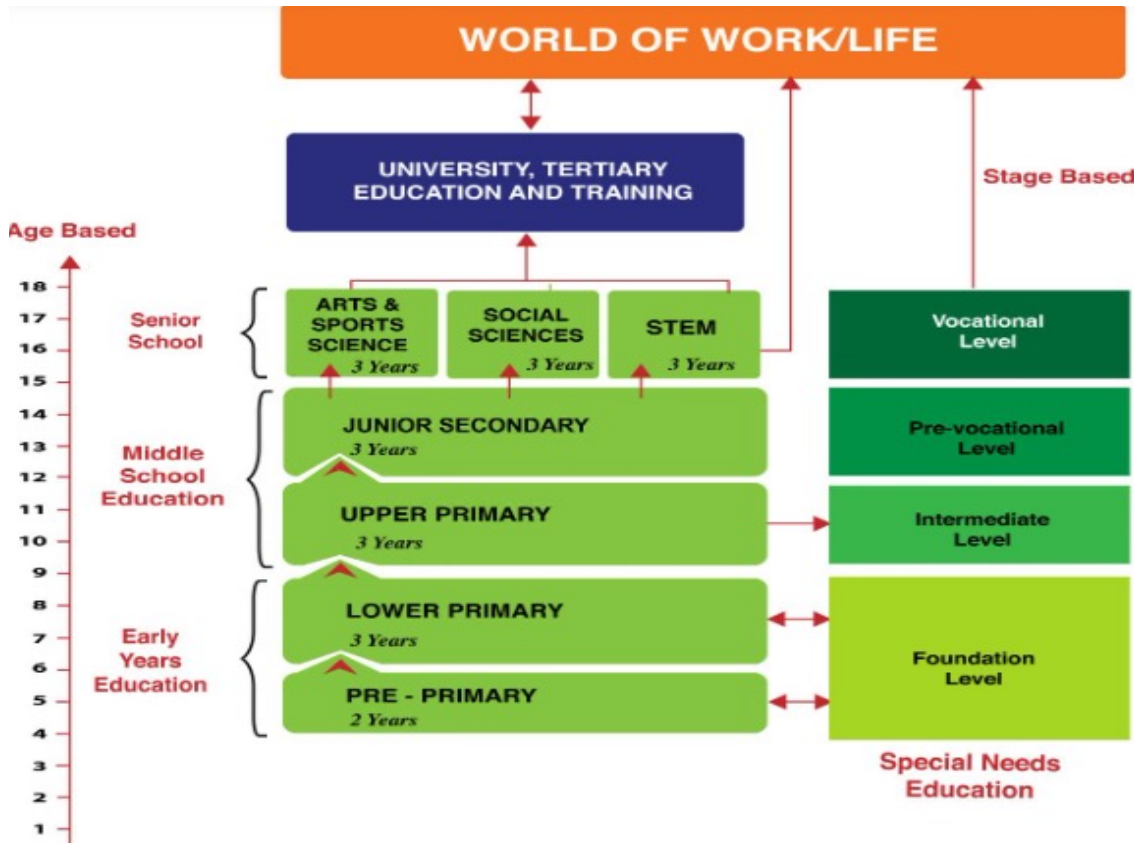
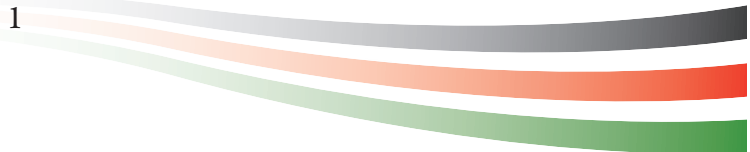


Fig. 1: The Basic Education Structure.

1.2 Contextualising the Transition to Junior Secondary School

The pioneer cohort of Grade 6 learners under the 2:6:3:3 (CBC) are expected to transition to Junior Secondary School (JSS) Grade 7 in accordance with the provisions of these guidelines. The transition



takes cognizance of the recommendations of the **Presidential Working Party on Education Reforms** regarding the domiciling of JSS in Primary School. This implies that the categorisation of Secondary Schools as National, Extra-County, County and Sub-County will not apply for JSS. This is a critical first step towards ensuring equity in education provision in Kenya.

Domiciling JSSs in Primary Schools sets the stage for Day Secondary schooling, which has been proven to have multiple benefits worldwide. The age-group of the transitioning learners coincides with rapid physical, cognitive, psychosocial and emotional growth and developmental transformations. This calls for parental involvement in the children's learning and development, a critical factor for learners' psychosocial well-being at this stage. Hence, the JSS learners have the advantage of exposure to an enriching education, strong relationships with family, uninterrupted parental supervision, moral guidance and more opportunities for instilling values. In the long run, this will reduce education costs and allow for unhindered access and progression, especially for learners from low socio-economic contexts.

Across board, the Guidelines champion the cause of inclusion through integration of Special Needs Education (SNE) aspects in all the stages.

1.3 Legislative and Policy Frameworks on Junior Secondary Education.

The Guidelines for Implementation of JSE are based on international and national policy imperatives that have a bearing on access and equity in education provision; the socio-economic, political and human resource development agenda. At global level, this is anchored by, among others, the UN Agenda 2030 (Sustainable Development Goal No. 4) transformative promise of 'leave no one behind' and the African Union's Continental Education Strategy for Africa (CESA 16-25).

At National level, the Guidelines give effect to the Constitutional provisions that address achievement of the Kenya Vision 2030 and quality human capital to support provision of high-quality life for all citizens. Specific provisions of the Basic Education Act (2013) on promotion and regulation of free and compulsory Basic Education are applied herein. Specifically, the Guidelines emphasise Section 58 (2) of the Basic Education Regulations (2015), which provides that all children who complete their Primary Education shall be eligible for admission to a Secondary School regardless of their assessment scores in summative evaluation at Primary Education level. The provisions spelt out in the Guidelines are critical to realization of the Sessional Paper No. 1 of 2019 and National Education Sector Strategic Plan (NESSP, 2018-2022) on enhancing access and participation; quality competency-based inclusive education and training, and improving governance and accountability in education.

At operational level, the Guidelines are underpinned by the Basic Education Curriculum Framework (2017), as well as various other policies that place premium on global access, equity and completion of Basic Education. These include the MoE policy on 100 per cent transition from Primary to Secondary Education and the Sector Policy for Learners and Trainees with Disability.

1.4 National Goals of Education

In Kenya, education is expected to achieve the following eight (8) goals:

- (i) Foster nationalism, patriotism and promote national unity.

- (ii) Promote social, economic, technological and industrial needs for national development.
- (iii) Promote individual development and self-fulfilment.
- (iv) Promote sound moral and religious values.
- (v) Promote social equity and responsibility.
- (vi) Promote respect for and development of Kenya's rich and varied cultures.
- (vii) Promote international consciousness and foster positive attitudes towards other nations.
- (viii) Promote positive attitudes towards good health and environmental protection.

1.5 Learning Outcomes for Junior Secondary Education

Junior Secondary Education (JSE) is a distinct level of education with a broad-based curriculum that is intended to prepare learners for the pathways in Senior Secondary Education. It is at this level that the learner is expected to identify his or her potential to pursue his or her career. By the end of JSE, the learner should be able to:

- (i) Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
- (ii) Communicate effectively, verbally and non-verbally, in diverse contexts.
- (iii) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- (iv) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- (v) Practise relevant hygiene, sanitation and nutrition skills to promote health.
- (vi) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- (vii) Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
- (viii) Manage pertinent and contemporary issues in society effectively.
- (ix) Apply digital literacy skills for communication and learning.

1.6 Purpose of the Guidelines

The purpose of these guidelines is to provide information that is necessary for effective implementation of JSE across the country. Therefore, the Guidelines will serve as a reference document for field officers and school managers in the successful implementation of JSE as a distinct level of education in Kenya.

1.7 Objectives of the Guidelines

The objectives of the guidelines are to:

- (i) Facilitate seamless transition from Primary School (Grade 6) to JSS.
- (ii) Facilitate effective leadership and management of JSS.
- (iii) Promote consistency in the implementation of the JSE curriculum (including programming, teaching, learning and highlight the need for assessment).

- (iv) Emphasise the need for provision of adequate, appropriate, and safe physical infrastructure and learner friendly environment for all including those with SN and disabilities.
- (v) Champion provision of adequate and qualified human resources to facilitate curriculum delivery for JSE.
- (vi) Outline the roles and responsibilities of key stakeholders in implementation of the various components of JSE.
- (vii) Guide on financial and procurement management of JSE.

1.8 Scope of the Guidelines

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

1.9 Overview of the Guidelines (Executive Summary)

The Guidelines are organised into eleven (11) chapters. **Chapter one** contextualises JSE within the 2:6:3:3 structure of education for learners undertaking both the age-based and stage-based Pathways and curricula; the National Goals of Education and the specific learning outcomes for JSE. The chapter also anchors JSE on the various legislative and policy frameworks and articulates the purpose, objectives and scope of these Guidelines. **Chapter two** outlines the general provisions for the JSS transition within the one-year transitional period that is scheduled to run from **January-December 2023**. The governance of JSS is addressed under **Chapter three**.

Chapter four and **five** address the organization, implementation and assessment of the JSE and Pre-vocational curriculum respectively. **Chapter six** outlines the basic infrastructure as well as the infrastructure standards for JSS while **Chapter seven** focuses on the teaching and non-teaching staff of JSS. **Chapter eight** highlights the specific provisions for learner's welfare. **Chapter nine** proposes the key Financial Management procedures for JSSs while **Chapter ten** summarises the roles and responsibilities of key actors and stakeholders in implementation of JSE. **Chapter eleven** presents the three-year implementation plan for full operationalisation of JSS.

CHAPTER TWO

2.0 GENERAL PROVISIONS FOR JUNIOR SECONDARY SCHOOL TRANSITION

2.1 Overview of the Transition

Four (4) main transitional points are envisaged in Basic Education under the 2:6:3:3 (CBC) structure. The first is from Pre-primary to Primary School (Grade 1) and the second will be from Primary School (Grade 6) to JSS (Grade 7). The third transition will happen from JSS (Grade 9) to SSS, (Grade 10) while the fourth will transition learners from SSS (Grade 12) to Tertiary Education or the world of work.

The following general provisions will be applied in the transition from Primary School (Grade 6) to JSE. This takes cognizance of the transitional period of **one year** (1st January - December 31st 2023) provided for full operationalisation of JSE.

2.2 Domiciling of Junior Secondary Schools

The following regulations for domiciling JSS will apply:

- (i) JSS WILL be domiciled in the existing Primary Schools.
- (ii) All learners who complete their Upper Primary education SHALL transition to JSS in the same school. For learners who may wish to transfer to another school, the existing MoE Guidelines SHALL apply.
- (iii) Learners with special needs under the stage-based curricular who successfully complete intermediate level WILL transition to Pre-Vocational level in the same institutions.
- (iv) Existing boarding Primary Schools MAY transition into JSS (Grade 7) as boarding schools.

2.3 The Junior Secondary School Set-Up

- (i) The leadership of JSSs in urban set-ups and densely populated areas MAY operationalise a day wing in already established boarding Primary Schools. This SHALL be done in consultation with the respective County Directors of Education (CDEs) and school communities.
- (ii) The leadership of JSSs within a proximity of 6-10 kilometres apart SHOULD consider operationalising shared school transport to ease access for the learners and support day schooling. The MoE SHALL provide guidelines on school transport and these SHALL be operationalized by JSSs in consultation with the CDEs, and parents.
- (iii) Where school transport is not utilised, parents SHALL be responsible for ensuring access and safety of their children to and from schools.
- (iv) In regard to item 2.3 (ii) (above), the MoE SHALL develop a National School Transport Policy and facilitate a pooled school transport system, where possible, to enhance day schooling.
- (v) The MoE SHALL implement appropriate affirmative action to address education disparities for disadvantaged learners. This WILL include establishment of Low-Cost Boarding Schools (LCBS) in areas with highly scattered settlements or pastoralist communities, learners at risk or with disability; and, the School Meals Programme (SMP) for the needy.

- (vi) All boarding JSSs SHALL be formally approved. This will be guided by specific registration protocols prescribed by the Cabinet Secretary-Education in accordance with the Basic Education Registration Guidelines ((2021).
- (vii) The MoE SHALL designate ALL existing Secondary Schools as centres that offer Senior Secondary Education (SSE). In this regard, the MoE SHALL develop Guidelines to operationalise SSE by December, 2023.

2.4 Junior Secondary Feeder Schools

In the context of the JSS transition, feeder school refers to a Primary School that lacks the enrolment and/or infrastructural capacity to domicile a JSS and, therefore, transfers its learners to a neighbouring JSS. In this respect:

- In **high density areas** and **urban informal settlements** Primary Schools with an enrolment of less than 45 learners in the transitioning class or those lacking the basic facilities to domicile a JSS will serve as Feeder Schools to other JSSs within a **two(2) kilometre** proximity.
- In **geographically expansive, low density** and **insecurity** prone areas, as well as for learners with **special needs and disability**, the Government through the MoE will implement affirmative action (as appropriate), regardless of the enrolments in the transitioning class.

NOTE: ALL transfers of learners SHALL be implemented in consultation with the CDE, parents and the community, in accordance with **Part III (43a-c) of the Basic Education Regulations (2015)**.

2.5 Registration of Junior Secondary Schools

- (i) All JSSs SHALL be registered in a manner and form prescribed by the Cabinet Secretary responsible for Education; and, maintain full compliance with the provisions of Part VII of the Basic Education Act (2013). This SHALL be operationalized through the Registration Guidelines for Basic Education Institutions (MoE, 2021).
- (ii) In regard to 2.5 (i), JSSs SHALL be categorized ONLY as public or private schools as provided in Section 43 (1 a&b) of the Basic Education Act (2013).

2.6 Reporting Date to Junior Secondary School (Grade 7)

- (i) The Grade 7 cohort of 2023 SHALL report to their respective JSSs one week before their Form one (1) 8:4:4 counterparts during the five (5) year phase-in, phase-out period that is expected to run from January 2023- December, 2027.
- (ii) Thereafter, the Grade seven (7) learners WILL report to JSS preferably at the end of January or beginning of February of the year following completion of their Primary Education (Grade 6) as the MoE SHALL deem practical.

2.7 Naming of Schools with Primary and Junior Secondary Schools

Except in special circumstances, comprehensive school SHALL adopt the name of the Primary School in which they are domiciled as indicated in 3.4 (Under Comprehensive School). This is illustrated in Table 1.

Table 1: Naming of JSSs

| Existing Primary School | Proposed Name of Schools with Primary and JSS |
|---------------------------|-----------------------------------------------|
| Mwendapole Primary School | Mwendapole School (Primary and JSS) |
| Jibambe Primary School | Jibambe School (Primary and JSS) |
| Endambali Primary School | Endambali School (Primary and JSS) |
| Ketichini Primary School | Ketichini School (Primary and JSS) |
| Lengajuu Primary School | Lengajuu School (Primary and JSS). |

For the purpose of the Bank accounts, the Primary School and Junior Secondary Schools shall have separate Bank Accounts.

2.8 Uniform for Junior Secondary School

- (i) The JSS leadership SHALL determine the uniform for their schools in consultation with their respective stakeholders and the SCDE. This includes additional unique features for identification and branding of their institutions.
- (ii) At a minimum, one pair of uniform is recommended per learner.
- (iii) Uniform SHALL be the responsibility of parents and no school SHALL direct parents where to purchase the uniform.
- (iv) No JSS learners SHALL be excluded for failure to afford a school uniform.
- (v) The JSS uniform SHALL be sensitive to the cultural and religious values of the respective communities.
- (vi) Special consideration SHALL be made in view of different climatic conditions.
- (vii) ALL communication to parents and learners on the transition to JSS SHALL be in line with these **Guidelines (2021)**.
- (viii) JSSs SHALL not issue any JOINING INSTRUCTIONS to Grade 7 learners besides those issued by the MoE.

2.9 Junior Secondary School Infrastructure and Human Resources

- (i) In the interim three(3) transition years (January, 2023- December, 2025), JSSs SHALL utilise the infrastructure and resources of the Primary Schools in which they are domiciled.
- (ii) SNE JSSs SHALL utilise the facilities and services of the Special Primary Schools in which they are domiciled. This includes but is not limited to infrastructure, teachers, support staff and specialised personnel such as braillists, transcribers, ICT experts, therapists, Education Assessment and Resource Centres (EARCs) and sign language interpreters.

- (iii) Tuition rooms and other facilities for use by JSSs SHALL be separated from the Primary School while considering the existing infrastructure standards and other psycho-social factors that may characterise the transition. Exceptions MAY apply for Special Needs schools.
- (iv) In the long-term, the **JSS Management Committee** MAY develop or acquire additional facilities as SHALL be determined by the curriculum and other prevailing circumstances.
- (v) The JSS leadership SHALL ensure all life-threatening structures in the institution are urgently repaired or condemned and demolished.

2.10 Infrastructure and Resource Sharing at Junior Secondary School-Level

- (i) Public JSSs MAY enter into context-specific agreements with neighbouring public Primary and Secondary Schools, Tertiary institutions, Counties and other service providers for purposes of sharing learning infrastructure and other resources, under the guidance of the MoE.
- (ii) ALL infrastructure and resource sharing arrangements of the JSSs SHALL be implemented in accordance with existing government regulations, policies and protocols.
- (iii) At operational level, the infrastructure and resource sharing SHALL be co-ordinated by the MoE through the CDE. This SHALL be guided by annexes 1A and 1B.
- (iv) In regard to 2.10 (i) the MoE SHALL develop and operationalise a framework for sharing and management of infrastructure and human resources among JSSs and other public as well as private institutions and service providers.
- (v) The following minimum standards SHALL guide the resource sharing:
 - (a) A framework to guide institutions on their obligations and responsibilities as well as the reporting structure and discipline of the shared teaching and non-teaching staff.
 - (b) Approval of the sharing agreements by the BoMs and Management Committees.
 - (c) A schedule of activities or timetable for sharing the facilities.
 - (d) Sharing of the maintenance costs based on an agreed formula.
 - (e) Clear safeguarding and protection protocols for the learners' well-being across the institutions as well as during the sharing process.
 - (f) Clear responsibility for the learners' discipline.

2.11 Financial Management of Public Junior Secondary Schools in the Transition Period

- (i) The **BoM of the Primary School** hosting the JSS SHALL constitute a **special Sub-Committee** to spearhead the operationalisation of JSS, manage education and resources of the institution during the one year transition period (1st January to 31st December 2023).
- (ii) The **Primary School BoM** SHALL accord the **JSS Management Committee**, special powers and responsibilities on financial matters of JSS, including operational decision making autonomy.
- (iii) The **JSS Management Committee** SHALL open and operate at least three bank accounts: for **(1) Tuition capitation (2) Operations capitation funds** and, **(3) Infrastructure grants**. ALL bank accounts for public JSSs SHALL be opened upon issuance of an introductory letter from the Sub-County Director of Education (SCDE).
- (iv) MoE SHALL periodically provide guidance in regard to the total capitation available per learner and school; the items or voteheads funded under capitation and infrastructure grants to be disbursed to the JSS.

- (v) ALL JSSs with boarding facilities, **lunch and shared transport programmes** SHALL open and operate **School Fund Bank Accounts** for deposit of boarding fees, lunch and transport funds as well as payment of related expenses.
- (vi) Already exempted except for the Secretary (**Primary School head in charge of the JSS**), ALL other signatories of the JSS bank accounts SHALL be different from the signatories of the Primary School Bank accounts. These will include the **Chairperson of the Primary School BoM, (headteacher of the Primary School)** that domiciles the JSS and **a parent**.
- (vii) The MoE SHALL **ensure disbursement of the due capitation** for first term on time (preferably by the end of January, 2023) to enable commencement of JSSs operations.
- (viii) The **JSS Management Committee** SHALL develop an **annual work plan and budget** which SHALL **be approved by the Primary School BoM and SCDE** before commencing of the first term of academic year 2023.
- (ix) Upon approval of the budget, the **JSS Management Committee** SHALL embark on the budget implementation and curriculum delivery.
- (x) The **JSS Management Committee** SHALL ensure that skilled and qualified non-teaching staff serve appropriately in both the Primary School and JSS when and where applicable; subject to mutual agreement between both parties.
- (xi) Hire of staff in the public JSSs SHALL be guided by the amount of capitation grants for personnel emoluments available and recommended number of non-teaching staff in accordance with the report of the **Kilemi Mwiria Taskforce (2014)**. Over staffing of schools shall not be allowed.
- (xii) The provisions under 2.11(xi) SHALL apply to public JSSs, taking into account: the cost of labour, critical skills deficit for learning support, mitigation of critical risk exposures, vulnerability to loss of assets and compliance with statutory and regulatory requirements.
- (xiii) Procurement of goods and services, bookkeeping, accounting for funds and financial reporting SHALL be in accordance with the laid down procedures and proceedings stipulated in **Chapter 9 of these Guidelines**.
- (xiv) All JSSs SHALL maintain adequate books of accounts such as receipt books, cashbooks, permanent and consumable ledgers, inventory records, payment vouchers, class attendance registers, supplier registers/ledger, and asset movement registers.
- (xv) JSSs MAY utilise pre-qualified suppliers or suppliers of other public schools and pre-qualified contractors from public works identified through a competitive procurement process in line with **Public Procurement and Asset Disposal (PPAD) Act (2015)**.
- (xvi) The **JSS Management Committee** SHALL establish and operationalize effective internal controls, prepare monthly trial balances, and respond to audit queries and recommendations from both internal and external auditors.
- (xvii) Prescribed International (IPSAS)-based annual financial reporting template format for public Secondary Schools may be accessed from websites of the Public Sector Accounting Standards Board (IPSAS) at www.pasb.go.ke and the National Treasury website at www.treasury.go.ke.

2.12 Grievance Redress Mechanisms for Stakeholders

The MoE SHALL safeguard JSS learners, teachers, parents and stakeholders against various forms of abuse, exploitation, physical and environmental dangers as follows:

- (i) The JSSs leadership SHALL maintain a Grievance Redress Register. This will provide a detailed report (on the number and category of cases, place, position, gender and outcome of complaint; those rejected and those resolved).
- (ii) Stakeholders SHALL utilise the existing MoE and TSC administrative channels at the Sub-County, County, Regional, and National level to communicate their grievances regarding JSS implementation.
- (iii) In this regard, the JSS leadership, Sub-County, County, Regional and MoE headquarters WILL utilise various channels to receive and address the grievances of stakeholders. These include suggestion boxes, letters, print, electronic and social media platforms; telephone, text messaging/SMS; face to face communication in the offices or during formal meetings such as Annual General Meetings (AGMs) and Education days.
- (iv) The respective MoE offices SHALL ensure that each grievance is addressed in accordance with existing laws, regulations, policies, and established protocols.

CHAPTER THREE

3.0 GOVERNANCE OF JUNIOR SECONDARY SCHOOL

3.1 Overview of Governance of JSS

Effective JSS leadership and management will contribute to operational effectiveness and efficient utilisation of resources and curriculum implementation quality.

3.2 Leadership of Junior Secondary Schools in the Interim Transition Period

- (i) The governance of JSS SHALL encompass National, Regional, County, Sub-County and institutional levels (**see Chapter Ten on specific roles and responsibilities of the respective actors**).
- (ii) Headteachers of the public Primary School that domiciles the JSS SHALL head the respective JSSs throughout the interim period of the transition (1st January–December 30th 2023). These SHALL perform duties in accordance with Part IV, Section 40 of the Basic Education Act (2013); the TSC Act (2012) and the Code of Regulations for Teachers (2015).
- (iv) A **special Sub-Committee of the Primary School BoM that domiciles the JSS SHALL** manage the JSS during the transitional period (1st January–December 30th 2023), in accordance with **Section 61 (1) of the Basic Education Act (2013)**.
- (v) The **JSS Management Committee so constituted** SHALL perform its functions as stated in **Section 59 of the Basic Education Act (2013)**. These will include policy implementation; management of finances, physical facilities, staff, learners' welfare, quality education and school community relations.
- (vi) The Secretary of the JSS Management Committee SHALL be the Head of the Primary School that domiciles the JSS while the Chairperson SHALL be a member.
- (vii) The **JSS Management Committee** SHALL have representation from the teachers, parents or local community, sponsor, Persons with Disability (PWDs) and special interest groups as spelt out in Section 56 of the **Basic Education Act (2013)**.
- (viii) In addition to **Section 57 (2) of the Basic Education Act (2013)**, other considerations for the **JSS Management Committee** chairperson SHALL include a **Secondary School Form Four Certificate** and a **Certificate of Good Conduct**.
- (ix) ALL private JSSs SHALL establish and operationalise relevant educational and governance structures in accordance with **Section 52 (a) of the Basic Education Act (2013)**. These MAY include BoMs, Boards of Directors or Boards of Trustees.
- (x) ALL JSSs SHALL establish a Parents Association in accordance with the **Third Schedule and Section 55 (3) of the Basic Education Act (2013)**. The head of JSS WILL serve as secretary to the Parents Association.
- (xi) In the case of sponsored schools, the sponsor of the Primary School in which the JSS is domiciled

SHALL automatically assume the role of sponsor for the respective JSSs. They will perform their role in accordance with **Section 27 of the Basic Education Act (2013)**.

- (xii) In regard to 3.2 (iv- viii), the MoE SHALL revise the Basic Education Act (2013) and related provisions, to anchor the **JSS Management Committee**.

3.3 Institutional-Level Leadership

The JSS leadership SHALL:

- (i) Provide instructional leadership as guided by the existing policy.
- (ii) Enforce adherence to the various legislative and policy frameworks guiding Basic Education provision (see Section 3.5).
- (iii) Mobilise resources for curriculum implementation and development of the school, in collaboration with the community and other stakeholders.
- (iv) Involve the community in the implementation of programmes to promote ownership and ensure provision of facilities for quality curriculum delivery.
- (v) Promote and establish partnerships and collaborations that are beneficial to the school community in accordance with existing laws and Government guidelines.
- (vi) Ensure registration of ALL JSS learners in the National Education Management Information System (NEMIS), for national-level planning and decision making.
- (vii) Maintain accurate real time data and upload the same on the NEMIS in a manner and form prescribed by the Cabinet Secretary for Education.

3.4 The Comprehensive School

The MoE SHALL in long term model realign ALL existing schools into a composite school that amalgamates Pre- primary, Primary, JSS and Senior Secondary School (SSS) levels within one complex. The Comprehensive School will implement a broad curriculum that allows for optimal utilization of resources across the levels. Each level will offer age- appropriate content and grading for the learners, based on the curriculum prescribed. In this regard:

- (i) The Comprehensive School SHALL be managed by a common BoM (for public schools); BoM, Board of Directors or Board of Trustees, in the case of private schools. Management committees SHALL be established to manage the various levels.
- (ii) The school SHALL be administered by one principal (or director, for private schools) who will be assisted by deputies at the different levels.
- (iii) The School name SHALL reflect the four (4) levels (Pre- primary, Primary, JSS and SSS). However, the bank account names SHALL be specific to the school levels (e.g. JSS).
- (iv) The School's leadership SHALL develop a common 5 year Strategic Plan whose implementation will be monitored by the CDEs and the QA&S officers.
- (v) The School SHALL adopt a common Vision, Mission, Motto and Core Values for the Pre- primary, Primary, JSS and SSS. These SHALL be developed in consultation with the school's community in order to align with the Kenyan education sector aspirations.

3.5 Legal and Policy Frameworks

Regulations are rules or orders issued by a Government, to control the conduct of people or sectors like education. Education policies are a collection of laws and rules that govern the operation of education systems. In this regard, the implementation of JSE SHALL be guided by the regulatory and policy frameworks and guidelines of the MoE as summarised below:

Table 2: Legal and policy frameworks and guidelines of the MoE

| S/N | Framework | Implications on JSS 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 and 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 standardisation 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, conducts of public academic, technical and other national examinations in Basic Education as well as guiding the conduct of national examinations. |
| 8. | National Curriculum Policy (2018) | Provides a framework for governance, management of the curriculum reform implementation in education and training sectors. |
| 9. | Basic Education Curriculum Framework (2017). | Conceptualises the curriculum reforms in Basic Education; Pre-primary, Primary, Secondary, and inclusive education. |
| 10. | 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. |
| 11. | Policy on ICT in Education and Training (2021). | Promotes seamless incorporation of information and communication technologies to support and enhance curriculum implementation, enhance acquisition of skills, knowledge, attitudes and values, and to manage education effectively and efficiently at all levels. |
| 12. | ICT Security Policy Controls (2014) | Establishes general guidelines, rules and regulations for the use and protection of the MoE information, data, systems and utilisation of ICT. |

| | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. | Education and Training Sector Gender Policy (2015) | Proposes responsive strategies to promote gender equality and inclusivity in education access, equity and equality. |
| 14. | 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). |
| 15. | 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. |
| 16. | 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 making decisions in a collaborative way. |
| 17. | 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 disability in Basic Education and Training. |
| 18. | Education Sector Policy on Peace Education (2014) | Provides an institutional framework for the management and implementation of peace education in the sector. |
| 19. | 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. |
| 20. | 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. |
| 21. | National Education Quality Assurance and Standards: Framework (2021) | Prescribes multi-dimensional quality standards for Basic Education with a focus on (i) learners' outcomes (ii) school management and curriculum implementation; and, (iii) provision of basic education. |
| 22. | Safety Standards Manual for Schools in Kenya (2008). | Guides prevention and mitigation against threats to learners' safety on learning institutions infrastructure, food, health and hygiene; teaching and learning; and the socio-cultural environment. |
| 23. | Registration Guidelines for Basic Education | Institutions provide standards and norms required for registration of Basic Education instructions. |
| 24. | 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. |

3.6 Data Management at Junior Secondary School.

Best practice emphasises the need for informed use of data for reliable measurement and reporting on Education and Training quality, reach and impact; continual organisational learning and improvement. The data may be derived from Education Management Information Systems (MIS), assessment and various other sources for evidence-based policy options, strategies and programming.

The NEMIS is one such web-based data management solution that collects, processes and reports data and information from education institutions on specified indicators. NEMIS hosts learners' personal

data, linked to a randomly generated Unique Personal Identifier (UPI), for informed decision-making and planning of the education sector. In this regard:

- (i) The JSS leadership SHALL collaborate with the MoE to migrate ALL JSS learners to NEMIS, with their UPIs. UPIs will be created for new learners.
- (ii) In the case of public institutions, registration in NEMIS SHALL form the basis for planning and resource allocation. This includes Free Day Secondary School capitation.
- (iii) The MoE SHALL integrate NEMIS with other sub-sector and 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). The system shall have interfacing capabilities and data security for education and training stakeholders. This is critical to tracking transitions across Basic Education and Training.

3.7 Communication and Advocacy on Junior Secondary Education

- (i) The Cabinet Secretary for Education SHALL be responsible for ALL communication and advocacy on JSS.
- (ii) In regard to 3.7 (i) (above), the MoE SHALL develop and operationalize a robust Communication Strategy on JSE.
- (iii) At operational level, the JSS leadership SHALL undertake stakeholder advocacy and sensitisation on disability mainstreaming as well as other factors that impede effective education delivery in the school and community. This SHALL be done in consultation with the CDE and the schools' stakeholders.

3.8 Monitoring, Evaluation and Research

- (i) County Education Boards (CEBs) SHALL collaborate with the JSS BoMs, TSC and DQAS in registration of JSSs, maintaining data banks on enrolment and teacher management.
- (ii) The CEBs SHALL be responsible for the overall monitoring of Basic Education activities at County level as spelt out under Part 15 (1) of the Basic Education Act (2013).
- (iii) The JSS leadership SHALL monitor implementation of curriculum programmes and activities; and submit a comprehensive report to the SCDE on termly basis.
- (v) KNEC SHALL administer relevant assessments and report periodically on the factors that affect learning (besides the conventional assessment of learning outcomes). These will inform the micro and macro interventions required for effective implementation of JSS.

3.9 Quality Assurance of Junior Secondary Education

Quality Assurance (QA) of education encompasses curriculum effectiveness; quality of learning environments and resources; pedagogical and professional practice; and accreditation mechanisms. In this regard:

- (i) The MoE through the Directorate of Quality Assurance and Standards (DQAS) SHALL be

responsible for assuring standards and quality of JSE, in accordance with Section 64 of the Basic Education Act (2013).

- (ii) The MoE (DQAS) WILL operationalize a multi-agency approach that integrates professional expertise through collaborations with relevant Government Ministries, Departments, Commissions and Agencies (MDCAs) and partners on specific quality dimensions (e.g. instructional leadership, staffing quality, learners' welfare and infrastructure adequacy).
- (iii) The MoE SHALL grant agency to the Curriculum Support Officers (CSOs) to support QA at Ward level.
- (iv) The JSS leadership SHALL take overall responsibility for school- level QA.
- (v) The TSC SHALL establish and operationalize a QA department in ALL public JSSs.
- (vi) MoE and TSC SHALL establish and operationalize a framework for operationalizing the institutional- based QA arrangements in regard to 3.9 (ii- iv).
- (vii) ALL private JSSs SHALL establish and operationalize a QA department for related purposes.

3.10 Institutional-based Quality Assurance at Junior Secondary Schools

The DQAS and JSS leadership SHALL collaborate, to establish an internal school quality culture as specified in **PART IX Section 66 and 70 of the Basic Education Act (2013)**. In this regard, ALL JSSs SHALL:

- (i) Constitute an Institutional Based Quality Assurance (IBQA) Committee to guide the institutionalisation of QA.
- (ii) Establish and operationalise subject panels to implement IBQA.
- (iii) Utilise online IBQA tools to conduct institutional self and peer assessment on the various quality dimensions. These include leadership and management, curriculum organisation and implementation, physical infrastructure, learners' welfare and community involvement.
- (iv) Co-ordinate with the IBQA Committees to generate a report citing challenges identified, strengths, recommendations and follow up mechanisms for continual improvement.
- (v) Participate in School-based clusters or Communities of Practice and peer learning programmes to strengthen IBQA and share best practices as SHALL be guided by MoE policies and guidelines on QA.
- (vi) Disseminate IBQA assessment reports at the school, Ward, Sub-County, County, Regional and National levels, with actionable recommendations and interventions.
- (vii) Collaborate with the DQAS mentorship, coaching and hand holding support to JSSs with low Quality Index, based on the analysis conducted.
- (viii) In regard to IBQA, the MoE SHALL review the **National Education Quality Assurance and Standards Framework (2021)** to address the provisions of these Guidelines.

CHAPTER FOUR

4.0 ORGANISATION AND IMPLEMENTATION OF THE JUNIOR SECONDARY EDUCATION AND PRE- VOCATIONAL LEVEL CURRICULUM

4.1 Overview of the Curriculum Implementation of JSS

JSS comprises Grades 7- 9 for 12/13 – 14/15-year-old learners. The curriculum for this level is broad-based and has both core and optional subjects. This is aimed at enabling learners explore their interests and potential as a basis for selecting subjects at Senior Secondary School according to different career pathways. (BECF, 2017).

The JSS curriculum is a progression from upper Primary where a similar curriculum is offered, with concentration on numeracy, literacy and social skills. Provision is made for learners with visual impairment, hearing impairment, physical impairment and mild cerebral palsy through adaptation of the curriculum designs, text books and teacher's guides. A Pre-vocational level curriculum is provided for learners who are unable to undertake the regular or adapted curricula as illustrated in Figure 2.

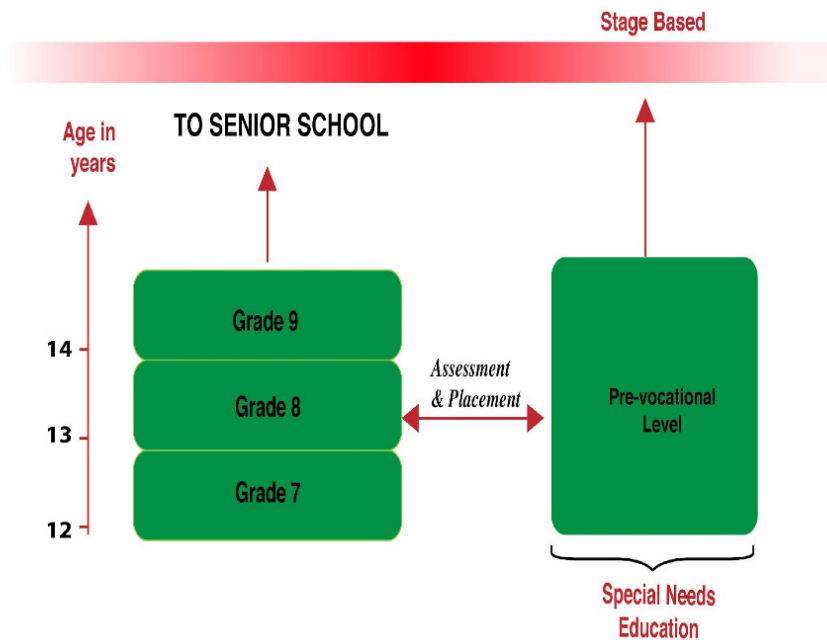


Fig. 2: JSS Composition

In this regard, the JSS leadership SHOULD ensure that:

- (i) Functional assessment of learners is conducted by Educational Assessment Resource Centres (EARCs) for identification of the special needs, placement and interventions (as appropriate).
- (ii) Learners study the 12 core subjects provided, a minimum of one and a maximum of two subjects from the following groups; Visual Arts, Performing arts, Home Science, Computer science, foreign languages - German, French, Mandarin, Arabic, Kenyan Sign Language (KSL) and Indigenous languages.
- (iii) Learners with special needs study the adapted subjects together with braille for learners with visual impairment and KSL for learners with hearing impairment.
- (iv) The regular and adapted curriculum are allocated the same time.

- (v) Learners who are gifted and talented are identified and supported appropriately.
- (vi) Learners with communication disorders, emotional and behavioural disorders, learning disabilities, mild cerebral palsy study the regular curriculum but are supported with relevant interventions. These SHOULD be determined by the type of disorder.
- (vii) Necessary provisions are made to accommodate learners enrolled in the Adult and Continuing Education programme.

4.2 Distribution of Lessons for the Regular and Adapted Curricula

Table 3 shows the distribution of lessons for the regular and adapted JSE Curriculum.

Table 3: Distribution of Lessons for the Regular and Adapted JSE Curricula

| S/No | Subjects | Number of Lessons Per Week (40 minutes per lesson) |
|------|------------------------------------------------------------------------------|-------------------------------------------------------|
| 1. | English | 5 |
| 2. | Mathematics | 5 |
| 3. | Pre-technical studies | 4 |
| 4. | Kiswahili/KSL | 4 |
| 5. | Integrated Science | 4 |
| 6. | Social Studies | 3 |
| 7. | Business Studies | 3 |
| 8. | Agriculture | 3 |
| 9. | Religious Education. Learners to choose one of the following (IRE, HRE, CRE) | 3 |
| 10. | Health Education | 2 |
| 11. | Sports and Physical Education | 2 |
| 12. | Life Skills Education | 1 |
| 13. | Option 1 | 3 |
| 14 | Option 11 | 3 |
| | | 45 |

Accordingly:

- (i) There SHALL be nine (9) lessons per day for five days totalling to 45 per week.
- (ii) The time allocation for each lesson SHALL be 40 minutes.
- (iii) English SHALL be the medium of instruction for all learning areas except Kiswahili, KSL, foreign and indigenous languages

4.2.1 Time- tabling of Lessons for the Regular and Adapted JSE Curriculum

The prototype time table is attached in Annex 2. This implies that classroom learning SHALL be conducted as follows:

- (i) ALL JSSs SHALL operate from 8.20 AM to 4.00 PM Monday to Friday as provided for in the Basic Education Regulations (2015).

- (ii) Activities taking place before the start of lessons (7.00-8.20 AM) and after the lessons (4.00-5.00 PM) SHOULD be indicated on the time table.
- (iii) English and Mathematics SHOULD be allocated a lesson per day.
- (iv) All Physical Education (PE) and Sports lessons SHOULD be taught before lunch and be plotted just before a break.
- (v) Subjects that aim at developing related or similar skills such as English and Kiswahili/KSL, Integrated Science and Health Education SHOULD not be taught consecutively.
- (vi) Pre- technical Studies SHOULD be allocated two double lessons per week.
- (vii) The practical subjects (Integrated Science, Agriculture, Computer Science, Home Science, Visual and Performing Arts) SHOULD be allocated a double and single lesson per week respectively.
- (viii) All other subjects SHOULD be allocated a single lesson per day.
- (ix) Provision SHOULD be made in the timetable to cater for the optional subjects.

In order to ensure effective implementation of the curriculum, ALL JSSs SHOULD:

- (x) Implement a Career Guidance programme to empower learners on the choice of Pathways and Tracks at the end of Grade 9.
- (xi) Constitute a time-tabling Committee with representation from all the departments.

4.3 Pre- vocational Level curriculum

Learners who are not able to follow the regular curriculum SHALL follow the Stage-based Pathway and curriculum which is pegged on achievement of identified milestones rather than the age of the learner. These include learners with severe autism, deaf blindness, intellectual and multiple disabilities.

The Pre-vocational level curriculum SHALL entail the following learning areas:

Table 4: Distribution of Lessons in the Pre-Vocational Level Curriculum

| | Learning areas | Number of lessons |
|----|-------------------------------------|-------------------|
| 1 | Pre-vocational skills | 10 |
| 2 | Physical and Health Education | 5 |
| 3 | Communication and Social Skills | 4 |
| 4 | Daily Living Skills | 3 |
| 5 | Mathematical Activities | 3 |
| 6 | Music and Movement | 3 |
| 7 | Religious Education (CRE, HRE, IRE) | 3 |
| 8 | Hygiene, Nutrition and Safety | 3 |
| 9 | Environmental Activities | 3 |
| 10 | Social Studies | 3 |
| 11 | Total | 40 |

In this regard, the leadership of Special JSSs offering the Pre- vocational curriculum SHOULD ensure the following:

- (i) Eight (8) lessons per day for five days totalling to 40 per week.
- (ii) Provision of individualised learning
- (iii) Allocation of time depending on completion and mastery of specific tasks.

4.3.1 The Pre- vocational Level Time Table

The Pre- vocational level timetable SHOULD be implemented as follows:

- (i) Official operating hours from 8:00 AM to 3:30 PM Monday to Friday as provided for in the Basic Education Regulations of 2015.
- (ii) All learning areas are compulsory for every learner.
- (iii) For Religious Education, learners select the learning area based on their faith.

4.4 Learning Resources

Learning resources refer to electronic and non- electronic teaching and learning materials. In this regard, the JSS leadership SHALL ensure all learners including those with special needs and disability in JSS and Pre-vocational levels are provided with text books by Government at a ratio of 1:1 in all subject areas. In addition, the MoE and KICD SHALL:

- (i) Ensure timely adaptation of SNE learning materials.
- (ii) Promote improvisation and creativity in acquisition and use of learning resources to reduce the cost of learning.
- (iii) Ensure safety of learners at JSS in the access and use of learning resources.
- (iv) Ensure all learning resources (including human), used by the JSSs are approved by the relevant authorities.
- (v) Supervise and guide the use of online learning resources.
- (vi) Operationalize a policy on management and use of learning resources, in accordance to the laid down procedures. (PPDA Act, 2015). This SHOULD address the storage, maintenance, replacement, disposal and donation of excess resources such as text books.
- (vii) Ensure all JSSs adhere to the agreed upon structure and requirements for sharing learning resources with other institutions and the community.
- (viii) Ensure learning resources used by the JSSs take into consideration the varied interests, abilities, learning styles, cultural backgrounds, and age appropriateness of the learners.
- (ix) Support teachers to carefully select varied learning resources based on the learning outcomes and learning experiences outlined in the curriculum designs.

4.5 The Integrated Science Curriculum

The JSS Science curriculum emphasizes inquiry-based learning experiences. These accord learners the opportunity to use content knowledge to develop information processing and problem-solving skills. Focus is on formative performance assessment, to breach the theory-practice gap in Science classrooms. As such, the implementation of a scientific learning culture at JSS will require simple basic and adaptive facilities or resources and spaces that will enable learners to practice both the manipulative and basic process skills suggested in the Curriculum Designs.

Table 5 summarises the main activities that require a Science or mobile laboratory and/or Science kit, with the suggested learning experiences in the four strands of the Grade 7 Curriculum Designs

Table 5: Grade 7 Science Activities that Necessitate a Mobile Lab or Science Kit.

| Grade 7 Prescribed Learning Activities/Experiments | | |
|----------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strand | Sub-Strand | Suggested Experiments |
| 1.0 scientific investigations | 1.4 Laboratory apparatus and instruments | <p>Identification of laboratory apparatus and instruments (for heating, measuring mass, temperature, length, volume, weight, magnification and time) (include parts and functions of a microscope and Bunsen burner)</p> <p>Experiment on handling, use and care for the apparatus and instruments in the laboratory.</p> <p>Experiment on safety precautions when handling chemicals, apparatus and instruments in the laboratory.</p> |
| 2.0 Mixtures, Elements and Compounds | 2.1 Mixtures | <p>Experiment on classification of different types of mixtures as homogeneous or heterogeneous (solid-solid, solid-liquid, liquid-liquid and gas-gas mixtures).</p> <p>Experiments to determine the boiling and melting points of pure and impure substances (ice, candle wax, water, salty water).</p> <p>Separation of different types of mixtures (simple distillation, filtration, decantation, use of a magnet, sublimation, paper chromatography, solvent extraction, crystallization).</p> |
| | 2.2 Acids, bases and indicators | <p>Experiment on preparation and use of plant extract indicator to classify common household solutions as either acidic or basic.</p> <p>Classification of different household solutions as either acidic or basic using indicators (use methyl orange, litmus or phenolphthalein).</p> <p>Classification of acidic or basic solutions as either strong or weak. (use universal indicator, pH scale and pH chart).</p> |
| 3.0 Living Things and their Environment | 3.1 Reproduction in human beings | <p>Illustration and animations showing fertilization and implantation (movement of the sperm, fusion with the egg, formation of zygote and its implantation on uterus).</p> |
| | 3.2 Human Excretory System-Skin and Urinary System | <p>Illustration on parts and functions of the human skin (hair, sweat glands and epidermis –avoid homeostatic functions of the skin).</p> <p>Illustration on parts of the urinary system and their functions (external appearance of the kidney and vessels serving kidney, ureter, bladder, urethra).</p> <p>Experiment on use of hand lens to observe the external parts of the skin (hair and sweat pores).</p> |

| | | |
|---------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Force and Energy | Static Electricity | Practical to show the presence of static charges in objects. Practical on charge different objects by rubbing, induction and other basic methods Practical to show attraction and repulsion between charged objects. Demonstration of safety measures when dealing with static charges (include lightning). |
| | Electrical Energy. | Demonstrations of sources of electricity (hydro-electric power, geothermal, solar, wind power). Practical on setting up simple electrical circuits. (series and parallel arrangement of cells and bulbs). Experiments to classify materials as conductors and non-conductors of electricity. Filed work to identify various electrical appliances in the locality. Demonstrations of safety measures to observe when using electrical appliances. Demonstrations on uses of electricity in the environment. |
| | Magnetism | Field work activities and practical to identify and collect materials within the environment, sort and group them as magnetic and non-magnetic materials. Practical or experiments to show attraction between two unlike poles and repulsion between two like poles of magnets. Demonstration on uses of magnets Animations to show force between like and unlike poles of magnets. |

4.6 The JSS Pre-Technical Studies Curriculum

The JSS Pre-technical studies curriculum SHALL be implemented as follows;

- (i) Conducted in the classroom except where learning involves activities that require learners to visit local sites such as construction sites, businesses, industries (where applicable) and the local community to acquire the skills.
- (ii) Leverage the resources available in the school and its environs.
- (iii) Ensure affordability when purchasing manila papers, drawing papers, geometrical sets (mathematical), first aid kit, digital and assistive devices.
- (iv) Teachers SHOULD scan the environment in advance, for resources to facilitate the different learning areas and adapt these appropriately.
- (v) Teachers SHOULD exercise creativity and innovativeness in use of resources (including improvisation and adaptation to minimize on implementation costs).
- (vi) Parents SHALL be expected to support the learners in extended activities.

Table 6 guides the JSS teachers on how to cost- effectively implement the Grade 7 Pre-technical studies curriculum design.

Table 6: Proposed Cost- Effective Implementation of the Grade 7 Pre- technical Studies Curriculum Design

| Strand | How to Implement | Resources | Comments |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Safety | <ul style="list-style-type: none"> • Within the classroom • Invite resource persons on safety • Extended activities | Charts, first aid kit, digital devices, print materials, online resources | <ul style="list-style-type: none"> • Necessitates teacher creativity to improvise the resources |

| | | | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials | <ul style="list-style-type: none"> • Within the classroom • In the locality (workplaces, workshops, construction sites, businesses, industries etc). • Extended activities | Charts, digital devices, print materials, online resources, common waste materials in the locality | <ul style="list-style-type: none"> • Necessitates teacher creativity to improvise the resources • Teacher to scan the environment to get resources for the strand • Content can be implemented without incurring any cost. |
| Tools | <ul style="list-style-type: none"> • Within the classroom • In the locality (workplaces, workshops, construction sites, businesses, industries etc) • Extended activities | Charts, digital devices, print materials, online resources, locally available tools such as household tools, farming tools | <ul style="list-style-type: none"> • As with materials (above) • Necessitates parental involvement. |
| Drawing | <ul style="list-style-type: none"> • Within the classroom • In the locality (workplaces, workshops, construction sites, businesses, industries etc) • Extended activities | Charts, digital devices, print materials, online resources, Drawing papers, Geometrical sets (used in mathematics) | <ul style="list-style-type: none"> • Requires geometrical sets which are also used in mathematics • Necessitates teacher creativity to improvise the resources • May be implemented without any cost. • Necessitates parental involvement. |
| Energy Resources | <ul style="list-style-type: none"> • Within the classroom • In the locality (workplaces, workshops, construction sites, businesses, industries etc). • Extended activities | Charts, digital devices, print materials, online resources | <ul style="list-style-type: none"> • Necessitates teacher creativity to improvise the resources • Teacher to scan the environment to get resources for the strand • May be implemented without any cost • Necessitates parental involvement. |

4.7 Learner Support Programmes

The JSS leadership SHALL implement the following programmes to support and enhance the implementation of the JSS and Pre-Vocational level curriculum. Relevant adaptations and modification SHALL be ensured to enable the learners with special needs perform the related tasks and achieve the learning outcomes.

4.7.1 Parental Empowerment and Engagement

Parents have a shared responsibility with learning institutions to provide a conducive environment that motivates ALL learners to achieve their full potential. In regard to Parental Empowerment and Engagement (PEE) the leadership of JSS and Pre-Vocational institutions SHALL:

- (i) Ensure teachers are trained on PEE.
- (ii) Encourage parents to provide the basic needs of their children, ensure regular school attendance, supervise assignments, attend school meetings and discuss their children's performance with teachers.
- (iii) Organize forums to empower parents on good practices that support children's learning at home and in school.
- (iv) Involve parents in making decisions regarding matters affecting their children's well-being (including their discipline).
- (v) Continuously engage parents on the progress of their children.

- (v) Provide timely feedback to parents and guardians on issues affecting their children's learning through various forums including social platforms.
- (vii) Sensitize parents and guardians on disability mainstreaming in education.
- (viii) Leverage existing Adult and Continuing Education programmes to enhance parental skills, attitudes and practices.

4.7.2 Community Service Learning

Community Service Learning (CSL) is an educational activity that provides experiential learning for the purpose of integrating theory and practice. In this case, the leadership of JSS and Pre- vocational institutions SHALL:

- i. Initiate a variety of CSL activities to allow learner's adequate participation.
- ii. Ensure CSL is implemented, in accordance with existing MoE policy.
- iii. Engage all learners in CSL activities.
- iv. Collaborate with parents, and the community in implementing CSL activities.
- v. Establish and maintain partnerships with relevant organizations and/or stakeholders for CSL activities.
- vi. Ensure learners are sensitized on the ethos and skills required for effective participation in CSL activities

4.7.3 Citizenship Education

Citizenship Education (CE) seeks to empower learners to contribute positively by developing the knowledge and experiences needed to understand their rights and responsibilities. This will enable learners of all ages to assume active roles, locally, regionally and globally in building more peaceful, tolerant, inclusive and secure societies. In this case, the leadership of JSS and Pre- vocational institutions SHALL:

- (i) Implement CE to enable ALL learners understand the consequences of their actions, and those of the citizens around them.
- (ii) Establish and maintain citizenship clubs and other co-curricular activities in accordance with the guidelines for non-formal activities.
- (iii) Integrate CE in all learning areas as guided in the curriculum Designs.

4.7.4 Environmental Education

Environmental Education (EE) creates awareness of the environment and enables learners 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. In this regard, the leadership of JSS and Pre- vocational institutions SHALL:

- (i) Integrate EE in all learning areas as guided in the curriculum designs.
- (ii) Establish environmental clubs in accordance with the guidelines for non-formal activities and other relevant provisions.
- (iii) Involve all learners including those with special needs and disabilities in environmental conservation activities.
- (iv) Collaborate with the community in environmental conservation activities.
- (v) Ensure safety and security of learners during environmental activities.

4.7.5 Value-Based Education

Value Based Education (VBE) is anchored on culture, religion, morals and societal values that emphasize character and personality development for individual wellbeing and lifelong service. VBE is best implemented through a whole-school approach, to enable learners identify, form and practice values that satisfy acceptable societal norms. In this regard, the leadership of JSS and Pre-vocational institutions SHALL:

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

4.7.6 Career Guidance

Career guidance will be implemented, to help learners choose the appropriate career path. In this case, the leadership of JSS and Pre-vocational institutions SHALL:

- (i) Establish a Career Guidance Committee to implement and coordinate the career guidance programme.
- (ii) Ensure inclusion of career guidance in the school timetable.
- (iii) Offer needs-based career guidance to all learners.
- (iv) Sensitize all learners on career choices based on the CBC pathways.
- (v) Collaborate with parents and guardians on how to guide learners to choose the career pathways based on their abilities and interest.
- (vi) Utilize the services of experts on career choice and modelling as per the list approved by MoE.
- (vii) Expose learners to job shadowing and other experiences to nurture them into future career opportunities.

4.7.7 Religious Education Programme (REP)

Religious programmes in schools are envisaged to support the learners' spiritual growth. In this case, the leadership of JSS and Pre-vocational institutions SHALL:

- (i) Facilitate relevant religious programmes for learners from different religious faiths in the school. These include Christians, Muslim and Hindu.
- (ii) Ensure that religious programmes for Christian, Islamic or Hindu learners are facilitated by officially appointed members of religious organisations recognised by law.
- (iii) Conduct prayers during morning assemblies and other occasions.
- (iv) Sensitize parents and guardians on the importance of religion in instilling values in children.

4.7.8 Non-Formal and Informal Learning

Non-formal learning programmes support formal learning. The Non-formal programmes include school assemblies, clubs, sports and societies. Informal learning also referred to as the hidden curriculum is the knowledge, attitude, values and behaviour acquired by the learners through social interactions in and out of school. In this case, the leadership of JSS and Pre-vocational institutions SHALL:

- (i) Ensure school non-formal activities are implemented in accordance with existing policies and guidelines.
- (ii) Ensure all non-formal activities are programmed in the school timetable.
- (iii) Appoint and induct patrons for school clubs and societies.

4.8 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, and Individualized Education Plan for learners with special needs and disabilities. In this regard, the JSS leadership SHALL ensure that:

- (i) Schemes of work are developed by the teacher, based on the Curriculum Designs.
- (ii) Schemes of work indicate the requisite administrative details, week, lesson, strand, sub- strand, specific learning outcomes, learning experiences, key inquiry questions, learning resources, assessment and reflection.
- (iii) Schemes of work are ready for use by the first week of every term and all necessary planning is considered before then.
- (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 and provide opportunities for extended learning, based on the Curriculum Designs.
- (vi) Lesson planning takes into consideration the learners age, ability, background, learning style, available learning resources and the learning environment. In addition, values and development of core competencies SHOULD be integrated in the lesson planning.
- (vii) 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.
- (viii) The Record of work covered provides the requisite administrative details, time frame, lesson, content covered and a reflection. This SHOULD be signed by the school head.
- (ix) Where a JSS has more than one stream, the record of work is used as a supervision tool on curriculum implementation across the streams.
- (x) Individual Education Plan is developed to meet the unique needs of a learner 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' academic performance.
- (xii) Progress records provide accurate, factual, and up to date records of the learners' academic progress and performance. In addition, these SHOULD be used by the teacher to identify learners in need of guidance and support as well as to provide information for instructional planning
- (xiii) Progress records are used by both the teacher and the learner to reflect on, and re-assess the teaching-learning relationship.
- (xiv) All professional documents are endorsed.
- (xv) Purchased professional documents are not utilized by the teachers.

CHAPTER FIVE

5.0 ASSESSMENT OF THE JUNIOR SECONDARY EDUCATION AND PRE-VOCATIONAL LEVEL CURRICULUM

5.1 Overview of Assessment of JSS

Assessment for the JSS will be referred to as Kenya Junior Secondary Education assessment (KJSEA). At Pre-Vocational level, the assessment will be referred to as Kenya Pre-Vocational Level Education Assessment (KPLEA)..

5.2 Purpose of Assessment

Assessment at JSS and Pre-Vocational level shall serve the following purposes:

- (i) Providing feedback on acquisition of competencies to the learner, teacher, parents/guardians, and other relevant stakeholders.
- (ii) Monitoring the achievement of learning outcomes at both individual and group levels.
- (iii) Informing policy makers and curriculum developers on areas to target for appropriate intervention.
- (iv) Facilitating the teacher to improve instructional strategies and approaches.
- (v) Identifying gaps in the provision of resources that support implementation of curriculum.
- (vi) Informing parents and guardians on learners' educational needs/areas for support or intervention.
- (vii) Encouraging learners to develop skills of self and peer assessment and to be responsible for own learning.
- (viii) Identifying and nurturing learners' potential and talents.
- (ix) Informing transition and selection of pathways in SSS and Vocational level.
- (x) Assessing possible extraneous and intervening factors and their impact on learner achievement.
- (xi) Certification and/or transitional report at the end of Grade 9 (KJSEA) and Pre-Vocational Level (KPLEA).

5.3 The Assessment Cycle

Assessment at JSS and Pre-Vocational level will conform to the key stages of the cycle as outlined in Figure 3.

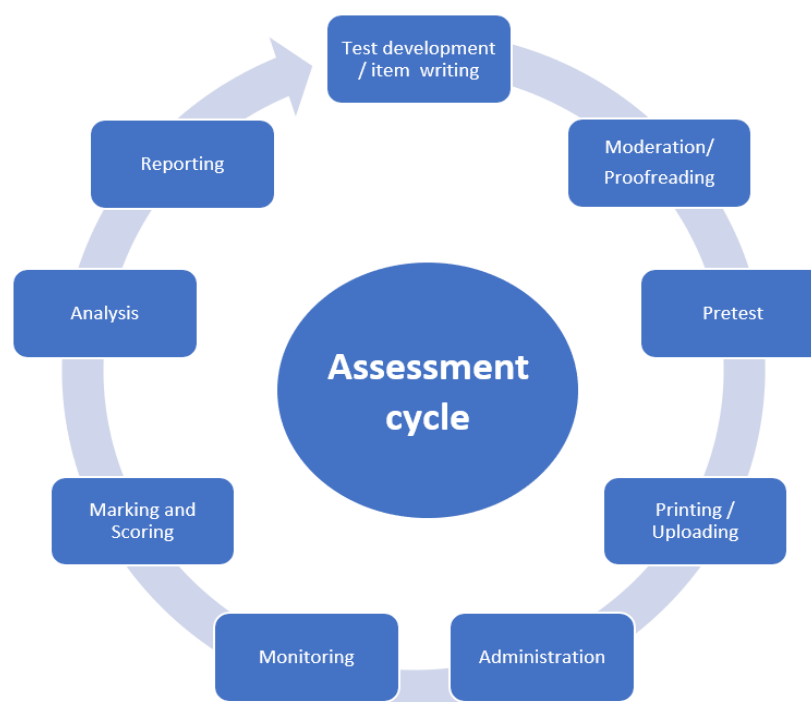


Figure 3: KNEC Assessment Cycle

5.4 Subjects for Assessment at Junior Secondary School and Pre-Vocational Level

At JSS, learners will be assessed in all the 12 core subjects and one or two optional subjects as stipulated in the Curriculum Designs; while learners at the Pre- Vocational level will be assessed in 9 subjects as indicated in Tables 7 and 8.

Table 7: Subjects for Assessment at Junior Secondary School Level

| | Core Subjects | | (b) Optional Subjects |
|-----|----------------------------------------------------------------------------|---|--------------------------------------------|
| 1. | English | 1 | Visual Arts |
| 2. | Kiswahili or KSL | 2 | Performing Arts |
| 3. | Mathematics | 3 | Home Science |
| 4. | Integrated Science | 4 | Computer Science |
| 5. | Health Education | 5 | Foreign Languages: German/ French Mandarin |
| 6. | Pre-Technical and Pre-Career Education | 6 | Arabic |
| 7. | Social Studies | 7 | Kenyan Sign Language |
| 8. | Religious Education (Learners choose one of the following CRE, IRE or HRE) | 8 | Indigenous Language |
| 9 | Business Studies | | |
| 10. | Agriculture | | |
| 11. | Life Skills | | |
| 12. | Sports and Physical Education | | |

Table 8: Subjects for Assessment at Pre-Vocational Level

| S/No | Pre-Vocational Skills |
|------|-------------------------------------------|
| 1. | Communication, Social and Literacy Skills |
| 2. | Daily Living Skills |
| 3. | Mathematics Activities |
| 4. | Music and Movement |
| 5. | Religious Education: |
| 6. | Christian Religious Education |
| 7. | Hindu Religious Education |
| 8. | Islamic Religious Education |
| 9. | Physical and Health Education |
| 10. | Hygiene, Nutrition and Safety |
| 11. | Environmental Activities |
| 12. | Social Studies. |

5.5 Types of Assessment at Junior Secondary School and Pre-vocational Level

At JSS and Pre-vocational level, both formative and summative assessment will be conducted. The formative assessment will be offered in form of School Based Assessments (SBA) while the summative assessment will take the form of national assessment..

5.5.1 Assessment at Junior Secondary School

- (i) JSS level assessment SHALL be used for giving feedback on learning progress and identification of learner's potential so as to guide in selection of pathways in SSS.
- (ii) The assessment outcomes from both formative and summative assessment SHALL contribute to the final reporting at the end of Grade 9 at a ratio to be determined by KNEC.
- (iii) KNEC SHALL provide guidelines for standardised SBA to be administered by the subject teacher at Grades 7, 8 and 9.
- (iv) Teachers 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.
- (v) A School Year Report (SYR) which is a comprehensive account of the learner's performance SHALL be issued at the end of each year.
- (vi) The scores for each learner SHALL be uploaded to the KNEC Assessment portal at the end of each year.
- (vii) 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.
- (viii) At the end of Grade 9, KNEC SHALL administer a national summative assessment. The scores for SBA and the summative assessment for each learner SHALL be combined to generate a final score.
- (ix) The results SHALL be used to guide placement of learners in the different pathways in SSS.

5.5.2 Assessment at the Pre-Vocational Level

- (i) At Pre- Vocational level, assessment SHALL be used for giving feedback on learning progress and identification of learner's potential to guide in selection of a course at the Vocational level.
- (ii) Learners at this level SHALL not be required to attempt all the subjects but only those which they have the ability and the potential to pursue.
- (iii) The assessment outcomes from both formative and summative assessment SHALL contribute to the final reporting at the end Pre-Vocational level at a ratio to be determined by KNEC.
- (iv) KNEC SHALL provide guidelines for standardised SBA to be administered by the teacher at Pre-Vocational level. The teachers SHALL score the learner's work in all the subjects attempted using the scoring guides provided by KNEC and provide immediate feedback to the learners at the school level.
- (v) A SYR SHALL be issued at the end of each year and the scores for each learner SHALL be uploaded to the KNEC assessment portal at the end of each year.
- (vi) KNEC SHALL analyse the SBA for the Pre-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.
- (vii) At the end of Pre-Vocational level, KNEC SHALL administer a National summative assessment. The scores for SBA and the summative assessment for each learner SHALL be combined to generate a final score.
- (viii) The results SHALL be used to guide placement of learners in the different courses in Vocational level.

5.6 Assessment Approaches, Methods and Tools applied at Junior Secondary School and Pre-Vocational Level

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

5.6.1 Approaches and Methods of Assessment

The approaches and methods to be applied in JSS and Pre- vocational assessment include but are not limited to:

- (i) Project based assessment.
- (ii) Inquiry based assessment.
- (iii) Collaborative and cooperative assessment.
- (iv) Differentiated assessment.
- (v) Computer based assessment.
- (vi) Authentic assessment.

5.6.2 Assessment Tools

The following assessment tools will be used at the JSS and the Pre-Vocational Level:

- (i) Observation Schedule
- (ii) Checklist
- (iii) Rating Scale
- (v) Assessment Rubric
- (v) Questionnaire
- (vi) Project Method
- (vii) Journaling
- (viii) Portfolio
- (ix) Oral and Aural Assessment/Signing and Observing
- (x) Learner Profile
- (xi) Anecdotal Records
- (xii) Written Tests

5.7 Registration of Learners and Assessment Centres

- (i) KNEC SHALL administer assessment to bona fide learners who show evidence of having received instructions from an institution registered by the MoE.
- (ii) Heads of all JSSs SHALL ensure that learners from their institutions are registered and assigned an assessment number.
- (iii) JSS candidates MUST have taken KPSEA at Grade 6 while Pre-Vocational candidates MUST have taken KILEA at the Intermediate level

5.8 Conduct of Assessment

In conducting the assessment, KNEC SHALL:

- (i) Issue guidance in the form of circulars to heads of institutions and relevant stakeholders indicating the dates when specific assessments will be carried out.
- (ii) Present assessment tools in print or electronic format as MAY be determined from time to time.
- (iii) Provide details on the conduct of each assessment.
- (iv) Monitor and report on the conduct of assessment.

5.9 Marking and Scoring

- (i) Subject teachers SHALL score learners' work for the formative assessment at the school level.
- (ii) KNEC SHALL organise and manage marking of the summative assessment at national level.

5.10 Reporting of Learners' Achievements and Competencies

Both qualitative and quantitative approaches SHALL be adopted in reporting on learners' performance.

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

KNEC WILL adopt a four-level performance criteria for JSS. While in the Pre-Vocational level the highest performance rating will be Level 3. The performance levels SHALL be interpreted as follows:

- (i) **Exceeding Expectation (Level 4):** This implies that a 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.
- (ii) **Meeting Expectation (Level 3):** This denotes that a learner satisfactorily demonstrates proficiency in most dimensions of the task performed in terms of technical skills, originality, creativity and initiative.
- (iii) **Approaching Expectation (Level 2):** This implies that a learner demonstrates proficiency with some errors in the task performed in terms of technical skills, originality, creativity and initiative; and,
- (iv) **Below Expectation (Level 1):** This indicates that 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.

5.11 Reporting Tools

The following tools WILL apply when reporting learner performance:

- (i) **Validated Assessment Tools.** These includes observation schedules, checklist, written tests, assessment rubrics, portfolio, rating scales, questionnaires, journals, anecdotal records among others, will serve as reporting tools once validated to offer first-hand information on the learner's acquisition of competencies.
- (ii) **School Year Report .** This will be issued at the end of Grades 7, 8 and 9 and annually to all the learners in the Pre-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. The SYR will also contain information on learner's acquisition of core competencies, core values, participation in pertinent and contemporary issues, and participation in co-curricular activities.
- (iii) **Learner Transition Report (LTR).** This will be issued to learners in the Age-based Pathway transiting to SSS as well as learners in the Stage-based Pathway transiting to the Vocational level.
- (v) **Result Slips and Certificates:** A candidate statement of provisional results issued immediately after results are announced, followed by an official attestation document.
- (v) **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 to an extent that they are unable to transit to the next level. Such learners will be issued with LEP. This profile will include a comprehensive account of learner's acquisition of pre-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.

5.12 Tracking Learners' Performance

To effectively track learners' performance in view of nurturing their potential, performance records SHALL be maintained at two levels; at school by the teachers and at national level by KNEC: Teachers SHALL maintain records of formative assessment after uploading to the KNEC CBA portal, while KNEC SHALL maintain assessment records for both formative and summative assessment for each learner.

5.13 School and National-Level Reporting

- (i) **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 in each strand/sub-strand/performance level with national performance for that strand/sub-strand/performance level.
- (ii) **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 a particular performance level per subject, gender and regions among other parameters.

5.14 Quality Assurance of Assessment Processes

The following QA measures SHALL be applied in assessment at JSS and Pre-Vocational levels.

5.14.1 Assessment Timetables

KNEC in collaboration with MoE SHALL plan and conduct all the assessments within a particular year within the set term dates. This includes decisions on the number and estimated cost of the assessments.

5.14.2 Monitoring of School Based Assessments

- (i) KNEC SHALL 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 scores sheet and uploading of scores in the KNEC website.
- (ii) KNEC SHALL monitor and guide on the gaps resulting from learners scores that are yet to be captured in the system. Teachers will be advised appropriately.
- (iii) The feedback of monitoring SHALL be utilized by test developers for amendments in test development and curriculum interpretation (as necessary).

5.14.3 Provision of feedback for Continual Improvement

Two types of feedback SHALL be given about a learner's performance in relation to learning goals, outcomes or tasks. This SHOULD be SMART – specific, measurable, attainable, realistic and timely. Feedback SHOULD also be constructive and meaningful aim at improving learning. In this regard, teachers WILL:

- (i) Schedule feedback systematically, within the assessment process to inform teachers, parents, guardians and other stakeholders on performance levels, learners' acquisition of competencies and values. This SHALL be reflected in the SYR assessment sheets, SBA reports, assessment tools such as projects, rubrics, portfolios and performance tasks score sheets.
- (ii) Informal feedback give spontaneously over the phone or physical conversation and during instruction as learners perform tasks, classwork or assignments. This will require the teacher to build rapport with learners, to encourage, coach or guide them.

5.14.4 Marking of Assessments

- (i) KNEC WILL train teachers in the competency-based assessments, interpretation and use of scoring guides or rubrics to score learners' work.
- (ii) KNEC WILL provide the same assessment criteria to all teachers across the country. This will be achieved by making available identical scoring guides to teachers for marking the SBA.
- (ii) Teachers will score the learners as guided by the scoring guide.

5.14.5 Validation of Assessment Results

- (i) KNEC will anchor all assessments for any Grade on the KICD curriculum designs for that grade.
- (ii) Subject officers will develop Tables of Specification, which will be used to weigh content from the designs and the various cognitive levels from taxonomies. This will ensure that the assessment tool is balanced in content and in cognitive levels.

5.15 Specific Roles and Responsibilities in Assessment of the JSE and Pre-vocational Level Curricula

KNEC will engage stakeholder to effectively conduct meaningful assessment at JSS and Pre- vocational level. The following are identified to play key roles:

- (i) KNEC SHALL develop standardised formative and summative assessment tools, policies and guidelines related to the conduct of assessments and reporting of learners' performance, registration of learners for assessments and maintaining assessment data.
- (ii) Learners WILL undertake assessment by adhering to all the guidelines provided.
- (iii) Parents and guardians SHALL offer the necessary support to the learners and collaborate with the teacher and other stakeholders to ensure successful conduct of assessment.
- (iv) Principals SHALL support and guide teachers, learners and parents in assessment processes and enforce adherence to the laid down assessment regulations in the school.
- (v) Teachers SHALL ensure that all learners undertake the assessment as expected and report the learners' achievements effectively.
- (vi) MoE SHALL provide policy direction and quality assure all the processes related to the assessment.
- (vii) KICD SHALL be responsible for providing and reviewing the curriculum for quality instruction and improvement of curriculum delivery.
- (viii) Sub-County Directors and TSC SHALL be responsible for evaluating and reporting on the work of teachers and on the progress of instruction and assuring the quality and standards of instruction, learning and assessment in schools.
- (ix) CSOs SHALL be responsible for conducting action research within their zones to resolve pedagogical and assessment challenges as well as offering professional support to school heads and teachers. This will include providing continual advice on instruction and assessment techniques, appropriate textbooks, lesson demonstrations and the challenges observed during assessments.

CHAPTER SIX

6.0 PHYSICAL INFRASTRUCTURE OF JUNIOR SECONDARY SCHOOL

6.1 Overview of Infrastructure of JSS

Physical infrastructure in a school include but are not limited to land, water storage and supply facilities, classrooms, laboratories, latrines and toilets. In order to ensure effective learning, infrastructure should be responsive to the changing needs of educational delivery; and at a minimum, provide a comfortable, safe, secure, accessible, well illuminated, well ventilated; and, aesthetically pleasing physical environment. This encourages learning as well as caters for learners' mental and physical well-being.

6.2 Basic Junior Secondary School Infrastructure

ALL JSSs SHALL establish the following minimum infrastructure in the long run:

- (i) Standard science and well-furnished laboratories with basic laboratory apparatus, equipment and specimens relevant to integrated science.
- (ii) Workshop for Pre-technical Studies with relevant working tools as well as safety equipment and materials.
- (iii) Fields, pitches, open spaces and other relevant facilities and equipment for athletics, games, physical fitness and health.
- (iv) Small plots or spaces for innovative agricultural practices and assorted farm tools and equipment.
- (v) Computer science laboratory with adequate computer sets installed with basic programmes, database package, a printer and projector.
- (vi) Counselling room or space for psycho-social support and other learner support programmes.
- (vii) Library with relevant (digital as well as physical) learning resources.
- (viii) Home Science room with provision for laundry, cooking and sewing areas/space as well as other relevant facilities, safety equipment and materials.
- (ix) Languages room equipped with relevant learning materials, including audio-visual facilities.
- (x) An Art room or studio equipped with working benches, drawing easels, clamps and drills and any other relevant equipment, tools and materials.
- (xi) Music room with relevant facilities, musical instruments and learning materials.

6.3 Infrastructure Standards

All JSSs SHALL implement the infrastructure standards prescribed by the Cabinet Secretary responsible for Education as outlined below:

- (i) The site layout SHALL be determined by site specific conditions such as size, topography drainage channels and direction of the prevailing winds, available services and utilities as per **Physical and Land Use Planning Act, (2019)**.
- (ii) ALL new JSSs SHALL develop a site plan, in consultation with relevant service providers.

- (iii) All JSSs SHALL ensure that a signpost is installed at strategic exterior and interior entrance spots, indicating the institutions name, contact details and, GPS coordinates, as per **KEBS/KS ISO/IECTR 1976:2007**.
- (iv) All JSSs SHALL ensure that the compound is well graded, with provision for natural drains as per **Safety Standards Manual for Schools in Kenya (2008)**.
- (v) All JSSs SHALL ensure that the landscape is configured to ease access for persons with special needs and disabilities.
- (vi) All JSSs SHALL collaborate with the Department of Forestry to green the environment and plant trees. All trees SHALL be labelled by their botanical and local names.
- (vii) All JSSs SHALL provide administration offices, commensurate with the prevailing curriculum needs.
- (viii) All JSSs SHALL ensure that designs and specifications of structures conform to the **Registration Guidelines for Basic Education Institutions 2021 (Sections 12.2)** pages 12-13 and the **School Infrastructure Management Unit (SIMU)** at the **MoE (see Annexes 3A and B)**.
- (ix) All JSSs SHALL ensure all physical facilities are safe for all learners and disability friendly with auxiliary staff arrangements for **PWDs**.
- (x) MoE SHALL facilitate establishment and acquisition of affordable physical and mobile labs as per the Standards for laboratories, Equipment and Materials in STEM schools and other **Basic Education Institutions (2021)**.
- (xi) MoE SHALL facilitate establishment of Home – Science rooms, Computer labs, as well as special rooms for implementation of practical subjects such as technology and visual performing arts.
- (xii) Agriculture demonstration plots of JSSs SHALL be in conformance with to the **Registration Guidelines for Basic Education Institutions (2021)**.
- (xiii) MoE and the JSS leadership SHALL provide adequate, clean and safe water at 5 litres per day per learner in day and 20 litres per learner in boarding JSSs).
- (xiv) All JSSs SHALL ensure water sources are sited away from human activities and waste disposal sites. All water intakes SHALL be well protected as per the **WHO Water Sanitation and Hygiene Standards for Schools in Low –Cost Settings (2009)**.
- (xv) The JSS leadership SHALL seek professional advice on the siting, design and installation of concrete and masonry water tanks.
- (xvi) All JSSs SHALL ensure safe water storage, in accordance with the Standards and **Guidelines for WASH Infrastructure in Pre-primary and Primary Schools in Kenya (2018)**.
- (xvii) The JSS leadership SHALL collaborate with the Department of Water to ensure that water is sampled and tested at least once annually in a certified water quality testing laboratory for appropriate intervention.
- (xviii) The JSS leadership SHALL ensure that water tanks are emptied and cleaned once annually with approved cleansing materials.
- (xix) All JSSs SHALL provide adequate sanitation facilities at the ratio of 25:1 for girls; 30:1 for the

boys. Separate sanitation SHOULD be provided for the staff as well as learners with special needs and disabilities, as stipulated in the **Registration Guidelines for Basic Education Institutions 2021 (sections 12.3) pages 24-26**.

- (xx) All JSSs SHALL ensure pit latrines are located away from a bore hole, well or water supply point and general wind direction. This SHOULD measure not less than 10ft deep, 3 ft across and not more than 25 cm diameter for the hole. In addition, pit latrines SHALL be regularly disinfected in accordance with the Standards and Guidelines for **WASH Infrastructure in Pre-primary and Primary Schools in Kenya (2018)**.
- (xxi) ALL SNE JSSs SHALL ensure provision of adequate sanitation, adapted toilets and walk ways for the learners and stakeholders as per the **PWD Act (2003)**.
- (xxii) All JSSs SHALL provide a variety of hand washing devices (including sinks with taps, buckets with taps, and basins with a pour-cup).
- (xxiii) The JSS leadership SHALL make the best use of the available out door space to facilitate sports and leisure activities for all learners (including those with special needs and disabilities). This SHOULD take into consideration the acceptable safety standards.
- (xxiv) The JSS leadership SHALL ensure electrical installations are checked regularly for safety by a qualified licensed electrician.
- (xxv) The JSS leadership SHALL ensure proper waste management systems and mechanisms are established and maintained.
- (xxvi) All JSSs SHOULD ensure that potential waste streams are assessed and an appropriate disposal route established.
- (xxvii) ALL JSSs SHALL establish a proper waste management mechanism.
- (xxviii) The JSS leadership SHALL ensure 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.
- (xxix) All JSSs SHALL provide a playground and those without adequate grounds SHALL lease a playground within a radius of 200 metres from the school, in accordance with the **Registration Guidelines for Basic Institutions (2021)**.
- (xxx) JSSs SHALL be guided by the Framework for Infrastructure and Resource Sharing in sharing of playgrounds with the school community. This SHALL be coordinated by the MoE through the CDE (see annexes 1A &B).
- (xxxi) The JSS leadership SHALL establish appropriate measures for emergency preparedness as per the **National Building Regulations (2015)**.
- (xxxii) The JSS leadership SHALL take appropriate measures to sensitize the learners, staff and non-teaching staff on disaster risk management, as per the **National Building Regulations (2015)**.
- (xxxiii) The JSS leadership SHALL organize sensitization fora on fire emergency response, identify fire assembly points, and ensure that learners and staff undertake periodic fire drills.

CHAPTER SEVEN

7.0 TEACHING AND NON-TEACHING STAFF OF JUNIOR SECONDARY SCHOOL

7.1 Overview of Staffing in JSS

The JSS leadership SHALL manage all human resources in accordance with all applicable laws including the **Basic Education Act (2013)**, **TSC Act (2012)**, **Employment Act (2007)**, **Occupational Safety and Health Act (2007)**, **NHIF Act (2022)**, **NSSF Act (2013)** and the **Work Injury Benefits Act(WIBA) 2007**.

7.2 Teaching Staff

- (i) All persons offering instruction, and other learning-related services, in the JSSs MUST meet the requirements provided by the TSC Act (2012) and any other relevant law.
- (ii) In respect to 7.2 (i), ALL JSS teachers MUST be registered as outlined under Part 23 (1) of the TSC Act (2012) and Article 237 of the Kenya Constitution 2010.
- (iii) The TSC SHALL deploy, recruit and post teachers to JSS, who will perform duties as per the Basic Education Act (2013) Part IV, Section 40 and in accordance to TSC Act (2012). In so doing, the TSC SHALL be guided by the areas of specialisation, Curriculum Based Establishment (CBE) and the existing staffing norms.
- (iv). Deployment of the heads of Special JSSs and Special units SHALL be guided by the category of disability of learners and the area of specialisation and prevailing **Career Progression Guidelines**.

7.3 Staffing Norms for Junior Secondary School

Staffing norms refer to the TSC standards to determine the number of teachers and administrators required in a public learning institution. The norms are reviewed from time to time to address emerging concerns. In this regard:

- The JSS staffing norm SHALL be based on the curriculum offered in Grades 7–9, class size and the scope of administrative duties assigned (see annexes 4A and B).
- Table 9: Illustrates the distribution of lessons for public JSSs and this forms the basis for determining teacher deployment, per subject and school, taking into cognizance other responsibilities such as administrative duties.

Table 9: Compulsory and Optional Subjects in JSS

| S/N | Compulsory Subjects | Lessons Per Week | Optional Subjects (any two) | Weekly Lesson Allocation |
|-----|--------------------------------------------------|------------------|------------------------------------------------------|--------------------------|
| | English | 5 | Foreign Languages (Arabic, French, German, Mandarin) | 3 |
| | Kiswahili/KSL (for learners who are deaf) | 4 | Indigenous Languages | 3 |
| | Mathematics | 5 | Home Science | 3 |
| | Integrated Science | 4 | Computer Science | 3 |
| | Health Education | 2 | Visual Arts | 3 |
| | Pre-Technical studies | 4 | Performing Arts | 3 |
| | Social Studies (Citizenship, Geography, History) | 3 | Sign Language | 3 |
| | Religious Education (CRE/IRE/ HRE/ | 3 | | |
| | Business Studies | 3 | | |
| | Agriculture | 3 | | |
| | Life Skills Education | 1 | | |
| | Physical Education and Sports | 2 | | |
| | TOTAL | 39 + 6= 45 | | |

Consequently:

- (i) The total number of teachers required in JSS should be based on the (CBE).
- (ii) A JSS teacher shall be allocated 27 lessons per week. This WILL include lessons from the two (2) or three (3) optional subject areas of specialization.
- (iii) The CBE is given by the formula:

$$\text{CBE} = \frac{\text{Total Number of lessons per subject per week} - \text{Shortfall arising from lower teaching of administrators}}{27}$$

- (iv) The teaching load for the teachers translates to 18 teaching hours per week. This is in addition to support tasks such as preparation of Schemes of Work, Lesson Plan teaching and learning aids, Co-Curricular time, management administrative time and assessments.
- (v) The teachers in JSS should teach at least two subjects.
- (vi) The teaching load of school administrators; specifically, the School head, deputy School head and Senior Master should be lower than that of the other teachers. The variance WILL be due to administrative time allowance for administrators.
- (vii) Appointment and deployment of school administrators SHALL take cognizance of the existing TSC policy.

7.4 Teacher In-Service Training Model

Teacher Professional Development is critical to effective implementation of the JSS curriculum. The

proposed teacher in-service training model is illustrated in **Figure 4**.

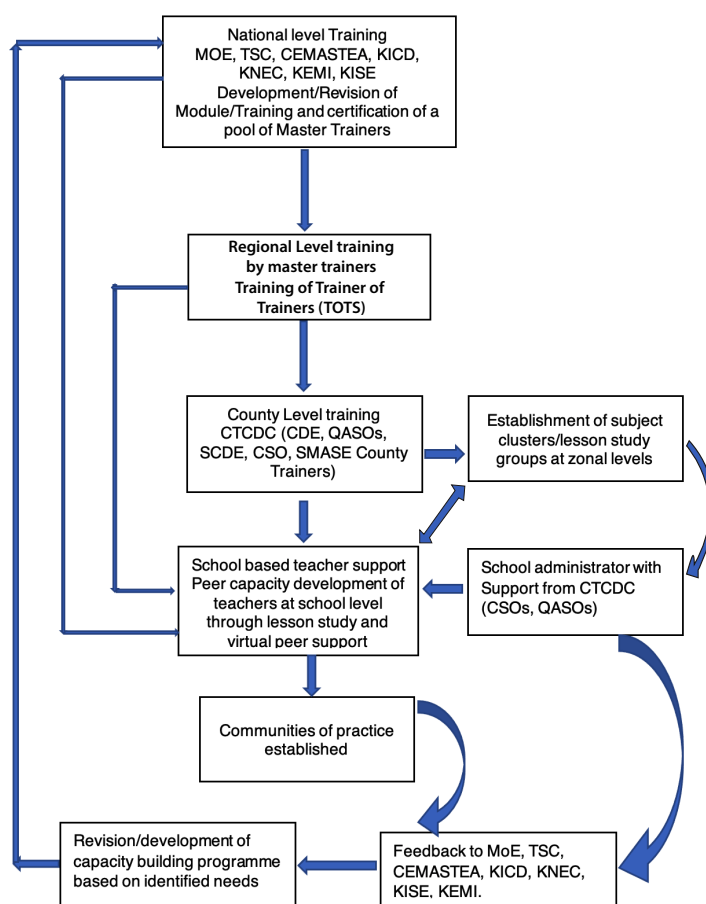


Fig 4: In-Service Teacher Training Model Flow Chart

The design builds onto best practice by leveraging existing training structures such as the Strengthening Mathematics, Science Education (SMASE) County Teacher Capacity Development Committees (CTCDC) to support the in-service training. The CTCDC comprises education and TSC officers, QA&S officers; teacher trainers, teacher headship leadership and union representatives). The model also takes cognizance of the need for continuous support of teacher in-service programmes at the various implementation levels by officers from MoE and its agencies. Over time, this model has proven to be more robust, effective and efficient.

In this regard, the MoE and TSC SHALL institutionalise the following teacher in-service model through a blended approach; with both face to face and virtual sessions.

- (i) KICD and KNEC in collaboration with MoE, TSC, KEMI, CEMASTE and KISE SHALL develop modular curriculum and training manual, with subject-based content and train Master Trainers (MTs) on CBC.
- (ii) CEMASTE in collaboration with MoE, TSC, KICD, KNEC, KEMI and KISE SHALL develop a modular curriculum and training manual, with subject-based content and conduct teacher in-service training on pedagogical content knowledge.
- (iii) KEMI SHALL collaborate with MoE, TSC, KICD, KNEC, CEMASTE and KISE to develop a modular curriculum and training manual with theme based content and conduct in-service

training on school leadership.

- (iv) KICD, in collaboration with MoE, TSC, CEMASTEAM, KNEC, KISE, KEMI and other relevant SAGAs SHALL develop a schedule for training of MTs.
- (v) The training SHALL be conducted in three tier SMART cascade model: at the National level for MTs, at the Regional level for Trainer of Trainers (ToTs); and, at County and Sub- County levels for the teachers.
- (vi) In servicing of teachers for both the regular and SNE JSSs SHALL be conducted by a multi-agency team of qualified ToTs drawn from MoE, TSC, KICD, KNEC, CEMASTEAM, KEMI, KISE, DQAS, teacher educators, University lecturers and other relevant institutions, during the school holidays..
- (vii) Suitable training venues (including Teachers' and Technical Training Colleges, Universities, and SMASE INSET Centres) SHALL be utilized.
- (viii) MoE SHALL oversee the in-service training programme to ensure conformance with the required quality standards.
- (ix) The MTs SHALL monitor and coordinate the training centers.
- (x) The training SHALL be evaluated at three levels: Pre-evaluation, Post evaluation and Independent evaluation.
- (xi) The CTCDC and JSS leadership SHALL continually support peer capacity development of teachers through lesson study and virtual peer support.
- (xii) Teachers SHALL establish a school- level Community of Practice.
- (xiii) The JSS leadership and CTCDC SHALL provide the MoE, TSC and relevant SAGAs with regular feedback on the teachers' practice.
- (xiv) MoE, TSC, KICD, KNEC, CEMASTEAM, KEMI and KISE SHALL use the feedback provided to review the training curriculum from time to time.

7.5 Non-Teaching Staff

- (i) The JSS BoMs SHALL be responsible for employment, promotion remuneration and discipline of all non-teaching staff; in accordance with the **Basic Education Act (2013)** and other existing labour laws.
- (ii) This applies to relevant auxiliary staff for Special JSS and Units.
- (iii) In so doing, the JSS leadership SHALL rationalise the number of non-teaching staff, based on enrolment and the number of streams in the school (see annex 5).

CHAPTER EIGHT

8.0 THE WELFARE OF LEARNERS IN JUNIOR SECONDARY SCHOOL

8.1 Overview of Welfare of Learners

As learning communities, JSSs MUST be concerned with the well-being of the learners for whom they are responsible. Learners' welfare encompasses services that promote the provision of their physical, mental and social wellbeing. The services advance the balanced growth and development of the young, foster a culture of caring and positive interaction in the school community, and ensure equal learning opportunities for all. ALL JSSs are, therefore, expected to provide a range of welfare services that address the social and personal needs of learners since this has an implication on the quality of learning outcomes.

8.2 Learners' Discipline

Discipline refers to observance of prescribed rules and regulations and use of punishment to correct disobedience. In this regard:

- (i) The JSS leadership SHALL ensure that discipline is maintained and positive discipline strategies instituted at all times for all learners including those with special needs and disabilities.
- (ii) A learner SHALL be deemed to be individually capable or responsible to have participated in mass indiscipline as prescribed in the **Basic Education Regulations (2015)**.
- (iii) JSS leadership SHALL develop school rules and regulations. The school rules SHALL be subjected to public participation consistent with the **Basic Education Act (2013)** or any other relevant written law.
- (iv) JSS leadership SHALL ONLY implement the rules and regulations formulated upon approval by the BoM.
- (v) JSS leadership SHALL establish and keep a register of major and minor indiscipline cases, in accordance with approved protocols.
- (vi) JSS leadership SHALL ensure that disciplinary procedures are undertaken in accordance with the **Basic Education Regulations (2015) Section (III)**.
- (vii) During disciplinary proceedings affecting a learner the attendance of the SCDE SHALL be mandatory.

8.3 Mentorship of Learners

Mentorship will play a critical role in moulding all the behaviour of learners including those with special needs and disabilities through nurturing values. In this case, the JSS leadership in collaboration with authorized persons and organisations SHALL:

- (i) Implement inclusive mentorship programs as per the **Mentorship Policy for Early Learning and Basic Education (2019)**
- (ii) Facilitate programmes, initiatives and activities that promote development of psycho-social competences, life skills, national values and principles for holistic development of all learners including those with special needs and disabilities.
- (iii) Ensure that learners with special needs and disabilities are mentored by successful persons living with disabilities.

- (iv) Encourage parents/guardians to participate in the mentorship programs as the first mentors of their children in line with the **Basic Education Act (2013)**.

8.4 Guidance and Counselling

- (i) The JSS leadership SHALL establish and operationalise a Guidance and Counselling (G&C) department that is based on confidentiality and proper record keeping.
- (ii) The G&C in JSSs SHALL be conducted by teachers or outsourced personnel. Where necessary, such persons SHALL be sought from approved professionals and MUST have vetting approval from the MoE.
- (iii) The JSS leadership SHALL design and implement G&C programmes that enable all learners including those with special needs and disabilities access equitable education that support their social, emotional, spiritual and intellectual development.
- (iv) The JSS leadership SHALL ensure G&C programmes are practical, preventive, purposeful, inclusive, programmed and learner centred.
- (v) The G&C services in the JSSs SHALL include but not be limited to the following:
 - (a) Teacher/Learner support.
 - (b) Parent/Child support.
 - (c) Preventive Guidance and Life Skill Education.
 - (d) Group Counselling.
 - (e) Mass Guidance.
 - (f) Health Clubs.
 - (g) Promotion of Positive Values and Virtues.
 - (h) Peer Counselling.
 - (i) Psychosocial Support.

8.5 Learners Health

The Children's Act (2022) provides that every child has a right to health and medical care provided by both the parent and Government. In this regard:

- (i) The JSS leadership SHALL take necessary measures to ensure that all learners including those with special needs and disabilities are taken care of in matters of physical, spiritual, emotional and mental health.
- (ii) The JSS leadership SHALL ensure there are adequate WASH facilities.
- (iii) MoE, in collaboration with MoH, SHALL ensure that all learners including those with special needs and disabilities receive deworming drugs twice a year and other medical services.
- (iv) The JSS leadership SHALL proactively identify learners with mental health issues and refer them to professionals.
- (v) The JSS leadership SHALL establish structures that nurture spiritual wellness for all learners including those with special needs and disabilities.
- (vi) MoE SHALL operationalize the Eduafya Medical Insurance cover for JSS learners as stipulated in the Edu Afya contract. This includes sensitizing the learners and parents or guardians on provisions of the Edu Afya facility.
- (vii) Enrolment of learners from public JSS in Edu Afya will be dependent on their NEMIS UPI.

8.6 School Meals

ALL learners in the JSSs SHALL be provided with nutritious school meals.

- (i) Provision of school meals in JSS SHALL be the responsibility of the parents/guardians.
- (ii) In regard to 8.6 (i), the JSS leadership SHALL collaborate with parents to ensure:
 - The school meals meet the nutritional needs of all learners including those with special needs and disability.
 - Adherence to food storage and preparation standards as prescribed by the **Public Health Act. (2017)**.
 - The menu is in accordance with the provisions of the **National School Meals and Nutrition Strategy (2017-2022)**.
- (iii) The JSS leadership SHALL ensure that no learner drops out of school as a result of failure to pay the lunch programme fees.

8.7 Dignity Kits

The MoE SHALL ensure that all girls in JSS including those with special needs and disability who have reached puberty receive free, sufficient and quality sanitary towels as per **Kenya Gazette Supplement Notice of 23rd June, 2017**. Dignity kits for learners with special needs may include pampers. In provision of dignity kits, the JSS leadership:

- (i) MAY collaborate with relevant stakeholders to supplement Government effort.
- (ii) SHALL establish a safe and environmentally sound disposal mechanism for used sanitary towels.

8.8 Co-curricular Activities

JSS learners SHALL be provided with opportunities to engage in various co-curricular activities based on their interests and abilities. In this regard, the JSS leadership SHALL:

- (i) Establish a broad-based framework for introducing varied games and sports activities as per the **PE and Sports Policy (2021)**.
- (ii) Establish a games and Sports Committee.
- (iii) Facilitate all learners including those with special needs and disabilities to participate in both internal and external competitions for various games and sports.
- (iv) Facilitate teachers to make adaptation where necessary for learners with special needs and disabilities.
- (v) Facilitate participation in drama and music as guided by prevailing Kenya National Drama and Film Festival Rules and Regulations.
- (vi) Facilitate establishment of clubs and societies and encourage participation of every learner including those with special needs and disabilities.
- (vii) Facilitate participation of learners in global, regional and national events.

8.9 Student Leadership

ALL JSSs SHALL facilitate the election of a Student Council, for effective student representation in the governance of the school. In so doing, the JSS leadership SHALL:

- (i) Set the basic minimum standards for eligibility to serve as a student leader.
- (ii) Ensure that learners with special needs and disabilities are given opportunities of leadership guided by their functional ability.

8.10 Student Communication

A culture of open communication SHOULD be encouraged, to allow the learners voice their opinions on matters that affect them, without resorting to acts of violence. In order to effectively address learners' and other stakeholders' concerns, the JSS leadership SHALL establish:

- (i) A communication structure.
- (ii) Designated areas for suggestion boxes.
- (iii) A mechanism for student barazas.

8.11 Safety and Protection Measures

The JSS leadership SHALL:

- (i) Establish a safe environment where all learners and staff are sensitized on the dangers of drugs and substance abuse.
- (ii) Notify parents/guardians whenever learners are sent home.
- (iii) Encourage all learners including those with special needs and disabilities to report cases of violence for appropriate action.
- (iv) Sensitise all learners including those with special needs and disabilities on basic road safety rules.
- (v) In regard to school safety, the MoE SHALL review the Safety Standards Manual for School (2008) to address other emergent threats to learners' safety.

8.12 School Daily Routine

- (a) The JSS leadership SHALL enforce adherence to the generic daily school routine prescribed in the **Basic Education Act (2013)** and **Basic Education Regulations (2015)**. In this regard
 - (i) The official operating hours for all JSS SHALL be Monday to Friday.
 - (ii) Class hours SHALL run from 8.00 AM to 4.00 PM.
 - (iii) Co-curricular activities SHALL run from 4.00 PM to 5.00 PM.
- (b) All JSS with boarding facilities SHALL operate on a 24/7-Hour Basis.
 - (i) 8.00 AM to 4.00 PM for class hours, Monday to Friday.
 - (ii) 4.00 PM to 5.00 PM for co-curricular activities, Monday to Friday.
 - (iii) 5.00 PM to 7.30 PM for self-directed activities, Monday to Friday.
 - (iv) 7.30 PM to 9.00 PM for preps-Monday to Friday.

NOTE:

- (c) Saturday and Sunday SHALL be provided for self-directed activities that are supervised by the teachers on duty for Boarding Schools.
- (d) No boarding JSS SHALL send away unaccompanied learners later than 9.00 am.
- (e) Learners with special needs and disabilities SHALL not be sent home unaccompanied.
- (f) Learners in boarding JSSs SHALL report back to school at the latest by 5.00 PM.

CHAPTER NINE

9.0 FINANCIAL MANAGEMENT OF PUBLIC JUNIOR SECONDARY SCHOOLS

9.1 Overview Financing of JSS

Finance is the process of raising and management of money. It includes such activities as sourcing of funds, expenditure, investing, borrowing, lending, saving, planning, budgeting, accounting, reporting, auditing and oversight of finance systems. With reference to the Constitutional principles guiding the framework of **public finance in Kenya, Article 201 (a)**; the JSS leadership SHALL exercise openness and accountability, including in participation in financial matters, Public money SHALL be utilised in a prudent and responsible way (Article 201 (a)); financial management SHALL be responsible (Article (e)); and, fiscal reporting SHALL be clear.

9.2 Schools Operations and Maintenance

Public JSSs SHALL be financed through

- (i) **Capitation Grants;** the Government of Kenya (GoK) SHALL provide capitation grants to JSS learners who are registered in NEMIS **ONLY**.
- (ii) **Parents/ Guardians Contributions;** parents SHALL provide for meals, uniform and learners' upkeep.

9.3 School Planning

The JSS leadership SHALL develop and document the school Strategic Plans and Annual Work Plans. These are essential ingredients as they procedurally chart the way the school is to be funded for its operations and development through the budget.

9.4 Resource Mobilisation

The JSS leadership and Management Committees SHALL mobilise resources in the form of facilities, equipment, machines, foodstuff, skills, reputation, technology, abilities and legal protection that are required to stimulate and grow their institutions, and motivate teachers and students to perform and excel in their competencies.

Additional resources for JSS MAY be obtained from:

- (i) Grants from National Government Constituency Development Fund (NGCDF).
- (ii) Bursaries from County Governments.
- (iii) Donations from corporate businesses and NGOs.
- (iv) Voluntary contributions from parents and alumni .
- (v) Donations/gifts from philanthropists and communities.

9.5 Budgeting

The JSS leadership and Management Committees SHALL prepare and approve a budget statement before commencement of the School Financial Year (see Annex 6, for proposed budget format). The budget statement will show the estimated incomes/funds against the projected expenditure. The budget statement ensures that the resource allocation and usage match with the school's priorities. In this regard, the JSS leadership SHALL prepare at least two forms of budgets; (i) Operational or recurrent budget, that comprises expected capitation for tuition, operations, fees from parents, contributions, as

well as proceeds from income generating activities against the projected expenses on the same account or vote heads

- (i) Operational or recurrent budget, that comprises expected capitation for tuition, operations, fees from parents, contributions, as well as proceeds from income generating activities against the projected expenses on the same account or vote heads
- (ii) Infrastructure or school improvement budget that details capitation funds expected and /or available for infrastructure projects versus the estimated cost of the projects

NOTE:

The JSS Management Committee SHALL approve the Current/operational budget while the infrastructure budget SHALL be approved by both the JSS Management Committee and Directorate of Secondary Education at the MoE, RDEs and CDEs.

9.6 Procurement of Goods, Services and Works

- (i) The JSS leadership SHALL prepare a procurement plan, establish adhoc procurement committees and apply the procurement methods stipulated in the Public Procurement and Assets Disposal (PPADA) Act (2015). The JSS leadership is also expected to be conversant with public procurement regulations, including the offences and sanctions applicable upon contravention and disregard of the procurement procedures and proceedings as stated in law.
- (ii) The JSS leadership SHALL also form School Infrastructural Committees (SIC) to guide in identification of infrastructural project(s) for implementation.

9.7 Accounting for School Finances and Reporting

The Public Finance Management (PFM Act, 2012), Basic Education Act (2013), and the TSC Act (2012), places fiduciary responsibility on heads of public JSSs, to account and report on the stewardship of resources entrusted to them by Government and other stakeholders. In accounting for school resources, the JSS leadership SHALL;

9.8 Maintain Books of Accounts

For purposes of accounting for funds, institutions will maintain among others, the following books of accounts and records:

- (i) Receipt Books
- (ii) Fees Registers/Ledger,
- (iii) Payment Vouchers
- (iv) Cashbooks
- (v) Suppliers Register/Ledger
- (vi) Imprest Register
- (vii) Income Generating Activities Records/Ledgers
- (viii) Bank Reconciliation Statement
- (viii) General Ledger
- (x) Trial Balances.

9.9 School Bank Accounts

The JSS leadership SHALL open and operate the following bank accounts:

1. **Tuition Bank Account:** To be used for deposit of tuition capitation grants and payments of expenses related to teaching and learning materials. A separate cashbook for the account shall be maintained.
2. **Operations Bank Account:** To be used for deposit of capitation funds for school operations and payment of related expenses. A separate cashbook for the account shall be maintained.
3. **Infrastructure Funds Bank Account:** To be used for deposit of infrastructure capitation funds and payment of expenses related to infrastructure improvements. A separate cashbook shall be maintained for the account.
4. **School Fund Bank Account:** To be used for deposit of funds from parents' contributions for students' upkeep and for payment of related expenses. A separate cashbook shall be maintained for the account.
5. **Savings Bank Account:** Schools may open and operate savings bank accounts for holding funds awaiting to be used at a later date.
6. **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.

9.10 Accounting for School Assets or Stores,

The JSS leadership SHALL put in place accountable mechanisms for stores receipts, recording, storing, issuance and usage of goods. Schools should maintain the following stores/assets records:

- (i) Consumable Stores Ledger (S1).
- (ii) Permanent Stores Ledger (S2).
- (iii) Fixed Assets Registers.
- (iv) Inventory Registers or Records.
- (v) Asset Movement Registers.
- (vi) Textbook Registers.
- (vii) Assets Maintenance Register/Records.
- (viii) Risk Register.
- (ix) Register of Obsolete/ Unserviceable and surplus Stores
- (x) Register of Lost Assets.
- (xi) Annual Financial Reporting.

9.11 Annual Financial Reports

The JSSs leadership SHALL at the end of each School Financial Year (30th June), prepare annual financial statements and reports, based on IPSAS financial reporting template prescribed and approved by the Public Sector Accounting Standards Board. These SHALL comprise:

- (i) Receipts and payments
- (ii) Statement of financial assets and liabilities
- (iii) Statement of cash flows
- (iv) Statement of budget execution
- (v) Statement of school performance in including both financial and non-financial information.

9.12 Auditing of JSSs

- (a) The JSS leadership SHALL acquaint itself and be conversant with audit and the legal framework for auditing of schools.
- (b) Both internal and external audit procedures will be applied to the JSSs.
- (c) School based (internal) audit SHALL be:
 - (i) Executed by the Directorate of School's Audit Services at the MoE in line with the PFM Act (2012) and **Basic Education Act (2013)**.
 - (ii) Regular and continual, which will provide feedback to CS-Education, PS-State Department for Basic Education, TSC, Director in charge of JSS, RDEs, CDEs and the JSS leadership for effective oversight and management of public funds and to safeguard school accounts and assets.
- (d) External audit of JSSs SHALL be:
 - (i) Executed by the Office of the Auditor-General, who reports to Parliament in line with the **PPAD Act (2015)**.
 - (ii) Conducted periodically with a view to providing feedback to Parliament for the necessary parliamentary oversight as enshrined in the Constitution of Kenya, 2010.

9.13 Handing and Taking Over

- (i) The JSS leadership SHALL be conversant with regulations governing handing/taking over as stipulated in the **PFM Act (2012), Section 11 and the Basic Education Regulations (2015)**.
- (ii) The accountability of handing over/taking over SHALL be deemed complete ONLY when an officer hands over all the accounting and finance records that were in his or her possession to the officer taking over his or her duties in the presence of and witnessed by the supervisor.

CHAPTER TEN

10.0 ROLES AND RESPONSIBILITIES OF KEY ACTORS AND STAKEHOLDERS

Effective implementation of JSE necessitates a multi-agency approach with the participation of different stakeholders. The specific roles and responsibilities of key stakeholders are articulated below.

The Ministry of Education SHALL be responsible for: Providing overall strategic leadership and coordination of JSS. The general roles and responsibilities of MoE SHALL include:

- (i) Formulating legislative, policy frameworks and standards to guide JSE implementation;
- (ii) Education programming; leadership coordination and performance management at National, County, Sub-County and institutional levels;
- (iii) Provisional Mobilisation of infrastructure and human resources for effective JSE implementation;
- (iv) Research, knowledge integration and dissemination on JSE implementation;
- (v) Development of institutional and stakeholder capacities on relevant aspects;
- (vi) Communication, awareness and advocacy on JSE.
- (vii) QA, M&E and reporting on JSE quality and effectiveness;
- (viii) Partnerships and linkages with other Government Ministries, Departments, Agencies, the private sector and stakeholders on JSE implementation.
- (ix) Overall coordination, monitoring and reporting on the curriculum reforms implementation through linkages within the Education sector.

The Teachers Service Commission (TSC) SHALL:

- (i) Recruit teachers to handle the new subjects and learning areas.
- (ii) Provide projections and requirements for teachers in JSS and SSS.
- (iii) Deploy adequate number of teachers in all schools.
- (iv) Deploy Head Teachers to JSS.
- (v) Promote and transfer teachers.
- (vi) Exercise disciplinary control over teachers.
- (vii) Terminate employment of teachers.

The Kenya Institute of Curriculum Development (KICD) SHALL:

- (a) Develop the JSE curriculum and curriculum support materials.
- (b) Evaluate and approve curriculum support materials for use in JSE.
- (c) Conduct needs assessment and formative and summative evaluation of the JSE curriculum.
- (d) Develop online content and training programmes for JSS learners, teachers and tutors.
- (e) Partner with other relevant agencies and institutions to develop the JSE curriculum and curriculum support materials as well as training of teachers.
- (f) Provide guidelines for PEE, Non-formal and Informal Education Programmes and VBE for all levels of education.

- (g) Keep under review the BECF and the Competency Based Teacher Education Framework (CBTEF), for effective implementation of the JSE curriculum.

The Kenya National Examination Council (KNEC) SHALL:

- (i) Issue each school with a username and password for use to access the assessment tools from the KEYA portal.
- (ii) Upload the assessment tools on the KEYA portal for the JSSs to download and print copies for the learners. In the event that a JSS is not able to download and print the assessment tools, the headteacher SHOULD liaise with the SCDE or the CSO for assistance.
- (iii) Liaise with the SCDEs SCDE to disseminate assessment materials for different categories of learners with special needs in education.
- (iv) Develop assessment tasks that target the affective, domains, Psychomotor and cognitive.
- (v) Develop guidelines on reporting formats incorporating acquisition of values.
- (vi) Develop effective assessment for all learners with special needs and disabilities including the Gifted and Talented.

The Education Assessment and Resource Centres (EARCs) WILL:

- (i) Conduct early identification of learners and trainees with special needs.
- (ii) Sensitise and create awareness within communities on Special Needs Education.
- (iii) Provide psycho-social and professional support to learners and trainees with disabilities and their families or caregivers G&C of parents, guardians and learners or referral to qualified professional counsellors. Provide psychosocial and professional support to families of children with disabilities. Support and coordinate outreach activities, referrals and follow up.
- (iv) Initiate and coordinate multi-disciplinary teams for assessment and development of Individual Education Plans.
- (v) Placements and referrals to appropriate institutions such as Special Schools, Special units, mainstream schools or relevant health facilities
- (vi) Collaborate with education stakeholders including TSC, CDE, CSOs, and QASOs to promote and improve teaching and learning for CWD/SNE. Use assessment data and information gathered in giving advice on the provision of appropriate teaching/learning materials for learners with special needs and disabilities in special schools/units/mainstream schools.
- (vii) Update teachers on curriculum changes, pedagogy, content coverage and other emerging issues in the teaching services.
- (viii) Research on SNE and inclusive education.
- (ix) Resource mobilisation to support EARC programmes and activities.

Other Semi-Autonomous Agencies of the MoE:

- (i) **The Kenya Education Management Institute (KEMI)** is responsible for the capacity development of BoMs and inducting the newly appointed JSS heads.

- (ii) **The Kenya Institute for Special Education (KISE)** conducts functional assessments for learners with special needs and advises on suitable placement. KISE also trains teachers in SNE and develops guidelines on assessment and screening of learners with disability in collaboration with MoE, relevant organisations and stakeholders.
- (iii) **The Centre for Mathematics, Science and Technology in Africa (CEMASTEA)** develops teacher support materials, simplified teaching aids and other instructional materials, and continual assessment tools. The Centre also trains teachers in STEM education.
- (iv) **School Equipment Production Unit (SEPU)** is responsible for providing low-cost mobile laboratories, integrated science kits and other teaching and learning resources necessary to support JSE.
- (v) **Kenya Institute for the Blind** provides learning resources for learners with visual impairment. They also offer specialised training and rehabilitation services to learners, trainees, and stakeholders who lose eyesight.
- (vi) **Kenya Literature Bureau** Publishes, Prints, Sells and distributes text books for teaching and learning as well as support for teacher capacity development on specific aspects of the curriculum.

Government Ministries, Departments, Commissions and Agencies

At the different administrative levels, the departments of Infrastructure, Environment, ICT, Sports and Culture; Energy, Health, Water, Agriculture, Lands, Social Protection, Labour, Roads, Planning, National Treasury, Justice and Law will play a significant role in addressing specific JSE needs. The key roles of the Government MDCA's WILL be:

- (i) Integrating the **Guidelines for Implementing JSS** with relevant sector plans and programmes.
- (ii) Providing technical input for development of JSS policies and standards;
- (iii) Complementing the financing of JSS in the relevant aspects;
- (iv) QA, M&E and reporting on implementation of JSS in the relevant aspects;
- (v) Research, knowledge generation, integration and dissemination to support JSS quality;
- (vi) Development of the technical capacities of JSS staff and stakeholders in relevant aspects.

County and Sub-County Directors *SHALL* be responsible for:

- (i) Supervision, monitoring and reporting on the progress of curriculum implementation (including teaching, learning and assessment quality).
- (ii) Enforcing adherence to education policies and standards.
- (iii) Quality assurance of education in liaison with other relevant stakeholders
- (iv) Supporting coaching and mentorship of practicing teachers.
- (v) Capacity building of the JSS leadership and teachers in relevant aspects.
- (vi) Collaborating with KNEC to ensure effective management and administration of assessment programmes.

Heads and Deputy Heads of JSS SHALL be responsible for:

- (i) School Strategic Development Planning and its implementation;
- (ii) Ensuring registration of the School.
- (iii) Collaborating with the MoE and stakeholders to create a safe, protective and conducive learning environment;
- (iv) Monitoring and enforcing education policies and standards.
- (v) Overall in-charge and liaison with the MoE (DQAS) on IBQA (including, operationalization of Communities of Practice and subject panels).
- (vi) Instructional leadership and curriculum supervision to ensure compliance with professional practice at the institutional level;
- (vii) Implementing the resolutions (as Secretary) and Providing technical advice to the BoM and the schools stakeholders to enable the institution achieve its objective;
- (viii) Ensuring proper management and maintenance of the JSS resources;
- (ix) Ensuring provision and use of approved instructional materials;
- (x) Advising the MoE and TSC on the optimum CBE in the institution;
- (xi) Implementing learner support programmes (CSL, VBE, PEE, CE and EE).
- (xii) Monitoring education quality, collating, managing and reporting to the MoE, TSC and other stakeholders on institutional performance (as necessary).
- (xiii) Induction and mentoring of teachers and learners (as appropriate).
- (xiv) Guidance and modelling values to the teachers and learners;
- (xv) Overseeing the implementation of performance management in the school.
- (xvi) Appraisal of teaching and non-teaching staff members, and.

Teachers SHALL be responsible for:

- (i) Preparing and maintaining professional and administrative documents.
- (ii) Improvisation and use of teaching and learning resources .
- (iii) Designing and facilitating age appropriate learning and assessment tasks.
- (iv) Institutionalizing peer, formative and summative assessment of the learners.
- (v) Organisation of co-curricular activities.
- (vi) Supervising the classroom as well as out of classroom learning tasks.
- (vii) Guidance, counselling and discipline of learners, in liaison with their parents.
- (viii) Modelling values and responsibility to the learners.
- (ix) Active participation in continual professional development (including subject panels, Community of Practice and peer learning).
- (x) Identifying learners with special needs for early intervention and placement.

- (xi) Identifying and nurturing learners' talents (including the gifted and talented).
- (xii) Providing feedback to stakeholders on the learning progress.

Parents and Guardians *SHALL* be responsible for:

- (i) Mobilizing resources for the child's basic as well as educational needs.
- (ii) Monitoring the child's growth, development and academic progress.
- (iii) Ensuring safety of the child to and from school.
- (iv) Supervising and supporting the child's learning as guided by the teacher.
- (v) Providing love and care to ensure they build the child's emotional safety and sense of belonging.
- (vi) Teaching, modelling and reinforcing appropriate values to the learners.
- (vii) Collaborating with teachers to identify and nurture the child's talents and ability.
- (viii) Ensuring peaceful and prompt resolution of conflicts that may arise.
- (ix) Active participation in the planning, development and decision-making processes of school activities. This includes academic clinics, talent, prize giving days and parents meetings.
- (x) Identifying any signs of disability and collaborating with teachers in functional assessment and placement of children with special needs and disability.
- (xi) Collaborating with the teacher on the child's discipline, guidance and counselling.
- (xii) Instilling a sense of responsibility by ensuring the child participates in age appropriate chores.

Learners *SHALL* be responsible for:

- (i) Attending school and participating in learning.
- (ii) Observing school rules and regulations.
- (iii) Caring for and maintaining the school environment including the facilities and learning materials.
- (iv) Caring for and respecting themselves and others.
- (v) Participating in community service activities organised by the school.
- (vi) Relaying information from the school's administration to parents or guardians.

CHAPTER ELEVEN

11.0 THREE YEAR JUNIOR SECONDARY SCHOOL IMPLEMENTATION PLAN

11.1 Overview of Implementation Plan

This Implementation Plan is a schedule of the activities that shall be undertaken in the interim three years of JSE implementation by the various stakeholders involved in provision of JSE. The plan outlines the prioritised activities as aligned to the Chapters in the **Guidelines for Implementing Junior Secondary Education**. The envisaged deliverables, timelines for outputs and the responsible implementing entities are identified for reporting and follow-up. This is intended to ensure systematic and structured delivery of the targeted programmes and interventions.

11.2 Thematic Areas

The Implementation Plan is organized twelve (12) thematic areas as follows:

- (I) General provisions on the JSE transition.
- (Ii) Organisation and implementation of the JSE curriculum.
- (Iii) Assessment of the JSE and pre-vocational-level curriculum.
- (Iv) Physical infrastructure of JSE.
- (V) Teaching and non-teaching staff of JSE.
- (Vi.) Welfare of JSS learners.
- (Vii) Governance of JSE.
- (Viii) Financial management of JSE.
- (Ix) Stakeholder roles and responsibilities.

Table 11: Three(3) Year Implementation Plan

| S/N | ACTIVITIES | KEY PERF OMAN CE INDICATORS | TIME LINES | FY2022/2023 | | FY2023/2024 | | | FY2024/2025 | | | FY2025/2026 | | ACTORS | |
|----------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------|-------------|----|-------------|----|----|-------------|----|----|-------------|----|--------|------------------------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | | Q1 |
| GENERAL TRANSITIONAL PROVISIONS | | | | | | | | | | | | | | | |
| 1 | Assess suitability of Primary Schools to domicile JSS. | Assessment tool Assessment reports | Jan, 2023 | | | | | | | | | | | | MoE |
| 2 | Appoint and operationalize JSS Management Committee. | Functional JSS Management Committee. | Jan-Dec, 2023 | | | | | | | | | | | | MoE |
| 3 | Sensitize education and TSC officers on the JSS Guidelines. | Number of education and TSC officers sensitized on the JSS Guidelines. | Jan- April, 2023, 2024 and 2025. | | | | | | | | | | | | MoE, KICD, KNEC and TSC |
| 4 | Sensitize the JSS leadership on the Guidelines | Number of JSS leadership sensitized. | Jan-April, 2023, 2024 and 2025. | | | | | | | | | | | | MoE, KICD, KNEC and TSC |
| 5 | Sensitize parents on the JSS Guidelines. | Number sensitized Guidelines of on parents the JSS | Jan- April, 2023, 2024 and 2025. | | | | | | | | | | | | MoE, KICD, KNEC and TSC |
| 6 | Conduct public awareness on the Guidelines. | Number awareness conducted. of public forums | Jan,2023- Dec,2025 | | | | | | | | | | | | MoE, KICD, KNEC and TSC |
| 7 | Update NEMIS with data on JSS admissions. | Percentage of JSS learners whose data is captured in NEMIS. | Jan,2023- Dec,2026 | | | | | | | | | | | | MoE |
| 8 | Develop, validate and disseminate Guidelines for Implementation of SSS. | Published and disseminated Guidelines. | May- Dec, 2024 | | | | | | | | | | | | MoE, KICD, KNEC and TSC, KISE, CEMAS-TEA |

THE CURRICULUM OF JSS

| S/N | ACTIVITIES | KEY PERFORMANCE INDICATORS | TIME LINES | FY 22/23 | | | FY 23/24 | | | FY 24/25 | | | FY 25/26 | | ACTORS |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------|----|----|----------|----|----|----------|----|----|----------|----|--------------------------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | |
| 9 | Distribute Curriculum Designs and learning materials to ALL JSSs (Grades 7, 8 and 9) learners and Pre- Vocational level institutions. | (a) Number of registered JSSs with curriculum designs. (b) Number of SNE JSSs with Pre-Vocational Curriculum Designs. | Jan 2023, Sept, 2024 and Sep, 2025. | | | | | | | | | | | | KICD |
| 10 | Develop validate and disseminate Careers Guidance Handbook for Basic Education. | Published and validated Careers Guidance Handbook | Jan 2023 | | | | | | | | | | | | MoE |
| 11 | Develop validate and disseminate Framework for Support Programmes. | Published and validated Framework for support Programmes | | | | | | | | | | | | | MoE |
| 12 | Disseminate guidelines for non- formal programmes, PEE and VBE | Number of Disseminated guidelines for non- formal programmes, PEE and VBE | June, 2023, 24 and 25. | | | | | | | | | | | | KICD and MoE |
| 13 | Map, compile and share data on the vetted person illegible to engage schools on various programmes. | Published List of vetted personnel eligible to engage schools on various programmes. | June, 2023, 24 and 25. | | | | | | | | | | | | MoE |
| 14 | Develop Training Modules for JSS Teacher Capacity In- service (regular and SNE). | Number of Training Modules developed for JSS Teacher Capacity In-service (regular&SNE). | Feb, 2023 | | | | | | | | | | | | KICD |
| 15 | Validate and approve the Training Modules for Teacher Capacity In- service. | Number of approved Training Modules for in-service teacher capacity development | March, 2023 | | | | | | | | | | | | MOE, KICD, TSC, KISE CEMAS-TEA, and, KEMI. |

| S/N | ACTIVITIES | KEY PERFORMANCE INDICATORS | TIME LINES | FY 2022/23 | | | FY 2023/2024 | | | | FY 2024/2025 | | | | FY 2025/2026 | | ACTORS |
|-----------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------|------------|----|----|--------------|----|----|----|--------------|----|----|----|--------------|--|------------------------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | | |
| 16 | Train the Master Trainers and ToTs on Teacher Capacity In-service (regular and SNE). | Number of Master Trainers and ToTs trained on building the capacity for in-service regular and SNE teachers | March, 2023 | | | | | | | | | | | | | | |
| 17 | Train the teachers on the JSS curriculum (regular and SNE). | Number of teachers trained. | April, Aug and Dec 2023-2025. | | | | | | | | | | | | | | |
| 18 | Review the modules for Teacher in-service training (regular and SNE). | Number of Teacher in-service Modules reviewed. | April 2024 and 2025 | | | | | | | | | | | | | | |
| 19 | Establish and operationalise peer capacity development in the JSSs | (a) No of teachers participating in lesson study. (b) No of teachers engaged in peer and virtual support | April 2023- Dec,2025 | | | | | | | | | | | | | | MoE, KICD, TSC, KISE CEMASTE, and, KEMI. |
| 20 | Establish and operationalize a Career Guidance Department in the ALL JSSs. | Number of Career Guidance Departments established and operational. | April 2023- Dec,2025 | | | | | | | | | | | | | | MoE, KICD and TSC |
| 21 | Establish and operationalize learners support programmes in ALL JSSs. | Number of learner support programmes established and operational. | Jan 2023- Dec,2025 | | | | | | | | | | | | | | MoE and KICD |
| 22 | Implement co-curricular activities in ALL JSSs to support the JSE curriculum. | Number of co-curricular activities implemented. | April 2023- Dec,2025 | | | | | | | | | | | | | | MoE |
| ASSESSMENT OF THE JSS CURRICULUM | | | | | | | | | | | | | | | | | |
| 23 | Develop Assessment Framework for JSS | Assessment Framework work | July-Sept 2023 | | | | | | | | | | | | | | KNEC |

| S/N | ACTIVITIES | KEY PERFORMANCE INDICATORS | TIMELINES | FY22/23 | | | FY23/24 | | | FY24/25 | | | FY25/26 | | ACTORS | |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|---------|----|----|---------|----|----|---------|----|----|---------|----|--------|--------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | | Q2 |
| 24 | Develop SBA for JSS | Assessment tools | July-Sept, 2023-2025 | | | | | | | | | | | | | KNEC subject panels |
| 25 | Administration of SBA for Grades 7 and 8 | (a) Guideline for Administration (b) Assessment tools (c) Easement Timetables | July-December | | | | | | | | | | | | | KNEC, Schools SCDE, CSOs |
| 26 | Administration of summative assessment for Grade 9 | Assessments tools Regulations for administration of summative evaluation | Jan- July, 2025 | | | | | | | | | | | | | KNEC Schools SCDE CSOs |
| 27 | Analysis of SBA and report writing. | Assessment outcomes from the SBA | April-July, 2023-24 | | | | | | | | | | | | | KNEC |
| 28 | Processing of Summative-Evaluation results | Certificates to candidates | January 2026 | | | | | | | | | | | | | KNEC |
| 29 | Finalization of the JSS CBAF and related guidelines. | Finalized CBAF and related guidelines. | | | | | | | | | | | | | | KNEC |
| 30 | Monitoring formative assessments in JSS. | Monitoring report on formative assessments in JSS | | | | | | | | | | | | | | KNEC |
| 31 | Strengthening NASMLA to provide continuous feedback on the CBC implementation. | Strengthened NASMLA | | | | | | | | | | | | | | KNEC |
| PHYSICAL INFRASTRUCTURE OF JSS | | | | | | | | | | | | | | | | |
| 32 | Develop, validate and disseminate a Framework for sharing of Infrastructure and human resources amongst Schools and service providers. | Published and disseminated Infrastructure and human resources sharing Framework. | Jan-April 2023 | | | | | | | | | | | | | MoE |

| S/N | ACTIVITIES | KEYPERFORMANCE INDICATORS | TIME-LINES | FY22/23 | | FY23/24 | | | | FY24/25 | | | | FY25/26 | | ACTORS |
|-----|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------|---------|----|---------|----|----|----|---------|----|----|----|---------|----|--------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | |
| 33 | Develop and operationalise a National School transportation policy. | An operationalise national school transport policy. | January–August 2023 | | | | | | | | | | | | | MoE |
| 34 | Mapping of ALL JSSs to establish the infrastructure and human resource gaps. | Are port on infrastructure and human resource gaps for JSS. | January–April 2023 | | | | | | | | | | | | | MoE and TSC |
| 35 | Operationalise infrastructure and human resource sharing agreements for the JSSs. | Number of Documented agreements on Infrastructure and human resource sharing. | May 2023–June, 2025 | | | | | | | | | | | | | MoE |
| 36 | Distribute mobile laboratories and integrated science kits to targeted JSSs. | Number of mobile schools and integrated science kits in JSS institutions. | January, 2023–December 2026 | | | | | | | | | | | | | MoE and SEPU |
| 37 | Construct and furnish classrooms in targeted JSSs, with relevant adaptations for SNE. | Number of furnished classrooms with relevant adaptations in target JSS Institutions. | Jan, 2024–December 2026 | | | | | | | | | | | | | MoE |
| 38 | Construct and equip Science laboratories in targeted JSSs, with relevant adaptations for SNE. | Number of science laboratories constructed and equipped with relevant adaptation in targeted JSSs. | January, 2024–December 2026 | | | | | | | | | | | | | MoE |
| 39 | Construct additional WASH facilities in targeted JSSs, with relevant adaptations for SNE. | Number of additional constructed WASH facilities with adaptations in targeted JSSs. | January, 2024–December 2026 | | | | | | | | | | | | | MoE |
| 40 | Construct and equip special rooms in targeted JSSs with relevant adaptations for SNE. | Number of constructed and equipped special rooms in targeted JSSs. | January, 2024–December 2026 | | | | | | | | | | | | | MoE |

| S/N | ACTIVITIES | KEY PERFORMANCE INDICATORS | TIMELINES | FY22/23 | | | FY23/24 | | | FY24/25 | | | FY25/26 | | ACTORS |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------|---------|----|--|---------|----|----|---------|----|----|---------|----|----------------|
| | | | | Q3 | Q4 | | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q1 | Q2 | |
| 41 | Construct and equip computer rooms in targeted JSSs, with relevant adaptations for SNE. | Number of constructed and equipped computer rooms with relevant adaptations intargeted JSSs. | Jan, 2024– Dec 2026 | | | | | | | | | | | | MoE |
| 42 | Monitor and evaluate the infrastructure development and sharing among the JSSs. | M&E Report on infrastructure development and sharing among the JSSs. | Jan, 2023– Dec 2026 | | | | | | | | | | | | MoE |
| 43 | Conduct infrastructure audit of existing Secondary Schools to establish the capacity to offer the SSS Pathways and Tracks. | Infrastructure audit report showing the Number of existing Sec. Schools and possible Pathways. | Jan, 2024 July 2024 | | | | | | | | | | | | MoE |
| WELFARE OF LEARNERS IN JSS | | | | | | | | | | | | | | | |
| 44 | Induct JSS (Grade 7) learners | Updated data on all Learners inducted. | Feb 2023, 2024 & 2025 | | | | | | | | | | | | JSS leadership |
| 45 | Establish Student Councils for JSSs. | Number of JSSs with functional Students Councils. | Feb, 2023, 2024 & 2025 | | | | | | | | | | | | JSS leadership |
| 46 | Provide School Meals to JSS learners. | Number of JSSs with learners who receive at least a hot midday meal. | Jan, 2023– Dec, 2025 | | | | | | | | | | | | MoE |
| 47 | Distribute sanitary towels to JSS learners. | Number of learners provided with sanitary towels. | Jan, 2023– Dec, 2025 | | | | | | | | | | | | MoE |
| 48 | Enrol JSS learners to EDUAFYA facility. | Number of JSS learners enrolled to EDUAFYA facility. | Jan, 2023– Dec, 2025 | | | | | | | | | | | | MoE |

| S/N | ACTIVITIES | KEYPERFORMANCE INDICATORS | TIMELINES | FY22/23 | | FY23/24 | | | | FY24/25 | | | | FY25/26 | | ACTORS |
|-----|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------|---------|----|---------|----|----|----|---------|----|----|----|---------|----|------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | |
| 49 | Establish and operationalize a Games and Sports Committee to manage sports development at the JSS. | A functional well constituted committee for games and sports | Jan, 2023-Dec, 2025 | | | | | | | | | | | | | MoE |
| 50 | Establish and operate a Discipline Committee in the JSSs. | A functional well constituted Discipline committee | Jan, 2023-Dec, 2025 | | | | | | | | | | | | | MoE |
| 51 | Establish and operate a G&C Committee in the JSSs. | Number of JSSs with a functional G&C Committee. | Jan, 2023-Dec, 2025 | | | | | | | | | | | | | JSS leadership |
| 52 | Implement G&C programmes to cater for the psycho social needs of ALL learners. | Number of G & C programmes catering for psychosocial needs of all learners | Jan, 2023-Dec, 2025 | | | | | | | | | | | | | JSS leadership |
| 53 | Develop, validate and disseminate G&C Policy to address the psychosocial and spiritual needs of JSS learners. | Validated, published and disseminated & C Policy to address the psychosocial and spiritual needs of JSS learners | June, 2023 | | | | | | | | | | | | | MoE |
| 54 | Implement mentorship programmes for ALL JSS learners to strengthen their value dispositions. | Number of implemented mentorship programmes for ALL JSS learners to strengthen their value dispositions. | Jan, 2023-Dec, 2025 | | | | | | | | | | | | | MoE and JSS leadership |
| 55 | Develop, validate and disseminate Guidelines on Student Leadership. | Validated, Published and disseminated Guidelines on Student Leadership. | Jan to June 2023 | | | | | | | | | | | | | MoE |
| 56 | Train teachers of G&C on the G&C policy. | Number of JSS teacher trained in G&C | Jan, 2023 to Dec 2025 | | | | | | | | | | | | | MoE |

TEACHING AND NON-TEACHING STAFF OF JSS

| S/N | ACTIVITIES | KEY PERFORMANCE INDICATORS | TIMELINES | FY22/23 | | FY23/24 | | | FY24/25 | | | FY25/26 | | ACTORS | | |
|-----|-------------------------------------------------------|-------------------------------------------------------------------|------------------------|---------|----|---------|----|----|---------|----|----|---------|----|--------|-----|--------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | | | |
| 57 | Recruit and/or deploy teachers. | Number of recruited or deployed teachers. | Jan, 2023- Dec, 2025 | | | | | | | | | | | | TSC | |
| 58 | Recruit and/or deploy support staff where necessary. | Number of needs based recruited or deployed support staff. | Jan, 2023- Dec, 2025 | | | | | | | | | | | | | MoE |
| 59 | Appoint and/or deploy JSS administrators. | Number deployed support JSS administrators | Jan, 2023- Dec, 2025 | | | | | | | | | | | | | TSC |
| 60 | Develop JSS Strategic Plans | Number of JSSs with functional Strategic Plans. | Dec, 2024 | | | | | | | | | | | | | JSS leadership and BoMs. |
| 61 | Review Basic Education Act (2013) | Revised and published Basic Education Act | July, 2023- June, 2024 | | | | | | | | | | | | | MoE |
| 62 | Review Basic Education Regulations (2015). | Revised and published Basic Education Regulations. | July, 2023- June, 2024 | | | | | | | | | | | | | MoE |
| 63 | Review TSC Act(2012). | Revised and published TSC Act. | July, 2023- June, 2024 | | | | | | | | | | | | | TSC |
| 64 | Review Teacher Recruitment Policy. | Published Teacher Recruitment Policy. | July, 2023- June, 2024 | | | | | | | | | | | | | TSC |
| 65 | Review Safety Standards Manual for Schools. | Revised and published Safety Standards Manual for Schools. | July-Dec, 2023 | | | | | | | | | | | | | MoE |
| 66 | Review the NEQASF(2021) | Revised and published NEQASF | July, 2023- June, 2024 | | | | | | | | | | | | | MoE |
| 67 | Review the Safety Standards Manual for Schools (2008) | Revised and published Safety Standards Manual for Schools (2008). | July, 2023- June, 2024 | | | | | | | | | | | | | MoE |

QUALITY ASSURANCE OF JSE

| S/N | ACTIVITIES | KEY PERFORMANCE INDICATORS | TIMELINES | FY22/23 | | FY23/24 | | | FY24/25 | | | FY25/26 | | ACTORS | |
|-----|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------|---------|----|---------|----|----|---------|----|----|---------|----|--------|----------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | | Q1 |
| 68 | Conduct registration of JSSs | Number of JSS registered. | Jan, 2023- Dec, 2025. | | | | | | | | | | | | MoE |
| 69 | Develop, validate and disseminate IBQA Guidelines. | Published and disseminated IBQA Guidelines. | Jan-June, 2023 | | | | | | | | | | | | MoE |
| 70 | Capacity build JSS leadership and managers on IBQA. | Number of JSS leadership and managers trained on IBQA | April, 2023- Dec, 2025. | | | | | | | | | | | | MoE |
| 71 | Operationalize IBQA in JSS. | Report showing status of IBQA in JSSs | April, 2023- Dec, 2025 | | | | | | | | | | | | DQAS, TSC, KICD & KNEC |
| 72 | Establish and operationalize subject panels in the JSSs. | Number of JSS subject panels established and operationalized. | April, 2023- Dec, 2025. | | | | | | | | | | | | MoE and TSC |
| 73 | School self-assessment by JSS leadership, and reporting on the quality of education. | A report on number of schools that have conducted- self assessment and reported on the Quality Index. | April, 2023- Dec, 2025. | | | | | | | | | | | | Leadership of JSSs and MoE |
| 74 | Cluster JSSs to promote Communities of Practice and sharing of best practice. | Number of JSS clusters and Communities of Practice established. | April, 2023- Dec, 2025. | | | | | | | | | | | | MoE(DQAS) |
| 75 | Undertake standards assessment of JSS to inform the education quality. | A report on number of standards assessments conducted to inform JSS quality. | April, 2023- Dec, 2025. | | | | | | | | | | | | MoE(DQAS) |

| S/N | ACTIVITIES | KEY PERFORMANCE INDICATORS | TIMELINES | FY22/23 | | FY23/24 | | | | FY24/25 | | | | FY25/26 | | ACTORS |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------|---------|----|---------|----|----|----|---------|----|----|----|---------|----|----------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | |
| 84 | Conduct Education Quality dialogues at various administrative levels on the status of JSS implementation. | Reports of the dialogue forums conducted on JSS. | Feb, 2024, 2025 and 2026. | | | | | | | | | | | | | MoE |
| COMMUNICATION AND ADVOCACY | | | | | | | | | | | | | | | | |
| 85 | Develop and operationalism Communication Strategy on the broad aspects of the CBC. | Published CBC Communication Strategy. | Jan, 2023- Dec, 2025 | | | | | | | | | | | | | MoE |
| 86 | Develop and disseminate IEC materials and content on JSS. | Number and varieties of IEC materials produced and distributed. | Jan, 2023- Dec, 2025 | | | | | | | | | | | | | MoE |
| 87 | Sensitize media practitioners and communication officers on JSS implementation arrangements. | Reports of the sensitization of media practitioners and communication officers. | Jan, 2023- Dec, 2025 | | | | | | | | | | | | | MoE |
| 88 | Upgrade the MoE website and manage social media platforms within formation on JSS. | Active MoE website that consistently reports on JSS implementation. | Jan, 2023- Dec, 2025 | | | | | | | | | | | | | MoE |
| 89 | Conduct proactive media and communication activities and events, to publicise JSS. | Press statements, briefings, commentaries, TV shows, radio talk shows and articles. | Jan, 2023- Dec, 2025 | | | | | | | | | | | | | MoE |
| FINANCING OF JSS | | | | | | | | | | | | | | | | |
| 90 | Develop annual budgets indicating sources of revenue and expenditure | Annual budget | Jan to June, 2023, 2024 and 2025 | | | | | | | | | | | | | BoM, Principal, SCDE |
| 91 | Initiate resource mobilization strategies | Capitation/infrastructure grants/receipts/bank accounts. | On-going | | | | | | | | | | | | | MoE/BoM |

| S/N | ACTIVITIES | KEYPERFORMANCE INDICATORS | TIMELINES | FY22/23 | | FY23/24 | | | | FY24/25 | | | | FY25/26 | | ACTORS |
|-----|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------|---------|----|---------|----|----|----|---------|----|----|----|---------|----|-------------------------------------|
| | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | |
| 92 | Develop mechanisms for prudent utilization of re-sources | Procurement plans, procurement of goods and services, payment to employees and suppliers, curriculum delivery | On-going | | | | | | | | | | | | | Principal, BoM, Staff |
| 93 | Stores management | Store records | On-going | | | | | | | | | | | | | Principal, Staff |
| 94 | Recording and updating books of accounts | Updated Cash books, general ledger, fee registers and suppliers register,monthly reports | On-going | | | | | | | | | | | | | Bursar |
| 95 | Prepare Quarterly financial reports | Quarterly financial reports | On-going | | | | | | | | | | | | | Bursar/accounts clerk |
| 96 | Conduct internal and external audit review | Internal and external Audit reports | On-going | | | | | | | | | | | | | DSAS/OAG |
| 97 | Implement Infra-structure projects | Constructed & equipped classrooms, ablution blocks and laboratories, | Dec 2024 | | | | | | | | | | | | | Principal SIC, BOM and public works |
| 98 | Prepare annual financial reporting | Annual financial statements and reports | July,2023-2024 & 2025 | | | | | | | | | | | | | Bursar, BOM, Principal land staff |

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ANNEXIA: TEMPLATE FOR SCHOOL-LEVEL INFRASTRUCTURE AND RESOURCE MAPPING

This tool will be used by the BoM to assess and declare available resources at the School. It shall be submitted to the Sub County Education office and forwarded to the CDE, for onward transmission to the Directorate of Secondary Education (at MoE HQs).

County: _____ Sub-County: _____

Name of institution: _____ NEMIS Code: _____

Ward/Zone: _____ Type of Institution _____ (List all that apply).

| S/N | Available resources | | | | Approved Capacity | | | | | |
|-----|---------------------|---------------|----------|-----------|-------------------|---------|---------|-------|------|-------|
| | Type of resource | No. available | Capacity | Condition | No. in use | Surplus | Remarks | Girls | Boys | Total |
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |
| 4. | | | | | | | | | | |

All relevant details should be keyed in or narrated. However, for the condition and type of institution, use the following key:

| Condition Value | Key | Type of institution (list all that apply) | |
|-----------------|-------------------------------------------|-------------------------------------------|----------|
| | | Value | Key |
| 5 | Excellent (available, in use with extras) | 1 | Public |
| 4 | Very Good (available in use and adequate) | 2 | Private |
| 3 | Good (available in use and inadequate) | 3 | Boarding |
| 2 | Fair (available and not in use) | 4 | Day |
| 1 | Poor (not available, improvised) | 5 | Boys |

ANNEXIB: SUB-COUNTY AND COUNTY-LEVEL INFRASTRUCTURE MAPPING SUMMARY TOOL FOR JSSs

This tool will be used by the Sub-County Director of Education to consolidate information generated by the JSS. This shall then be submitted to the CDE for validation and further transmitted to the Directorate of Secondary Education (at MoE HQs).

COUNTY: _____ **SUB-COUNTY:** _____

| S/N | Name of Institution | NEMIS Code | Type of resource | | | | | | | | | | | Approved School capacity | | | | | |
|-----|---------------------|------------|------------------|---------|-----|---|----|------|----|----|----|----|----|--------------------------|------|-------|--|--|--|
| | | | CI | SC & TR | A&C | L | CL | H/Sc | LR | MR | AP | AW | PG | Girls | Boys | Total | | | |
| 1 | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | |

| S/N | ABBREVIATION | KEY | S/N | ABBREVIATION | KEY |
|-----|--------------|---------------------------|-----|--------------|--------------------------------|
| 1. | Cl | Classroom | 7. | LR | Language Room |
| 2. | Sc&Tr | Science & Technology Room | 8. | MR | Music Room |
| 3. | A&C | Art and Craft Room | 9. | AP | Agriculture demonstration plot |
| 4. | L | Library | 10. | AW | Agriculture Workshop |
| 5. | CL | Computer Lab | 11. | PG | Playgrounds |
| 6. | Hsc/Rm | Home Science Room | | | |

SECTION B: HUMAN RESOURCE

| S/No | Category of Human Resource | Skill Area / Specialization | Number Available | Approved Establishment | Surplus | Deficit | Remarks (on possibility of sharing) |
|------|----------------------------|-----------------------------|------------------|------------------------|---------|---------|-------------------------------------|
| | | | | | | | |

ANNEX 2: PROTOTYPE TIMETABLE

| Time /Day | 7.00-8.20 | 8.20-9.00 | 9.00-9.40 | 9.40-10.00 | 10.00-10.40 | 10.40-11.20 | 11.20-11.35 | 11.35-12.05 | 12.05-12.55 | 12.55-2.00 | 2.00-2.40 | 2.40-3.20 | 3.20-4.00 | 4.00-5.00 |
|------------------|--------------------------------------|-----------|-----------|--------------|-------------|-------------|--------------|-------------|-------------|------------|-----------|-----------|-----------|---------------------------------------------------------------------|
| Monday | -Class meetings -Assembly -PPI | English | SS | Break | Maths | BS | Break | Kisw | RE | Lunch | OP | Pre-tech | Pre-tech | • Games & Sports • Clubs and societies • Career • Guidance |
| Tuesday | | RE | Maths | | Kisw | PE&S | | AGR | AGR | | Eng | BS | OP | |
| Wednesday | | Kisw | Math | | INT/SC | INT/SC | | Eng | SS | | HE | OP 1 | OP | |
| Thursday | | Maths | HE | | BS | Eng | | Kis | PE&S | | Pre-tech | Pre-tech | OP | |
| Friday | | ENG | LSE | | Math | SS | | INT/SC | INT/SC | | RE | OP | AGR | |

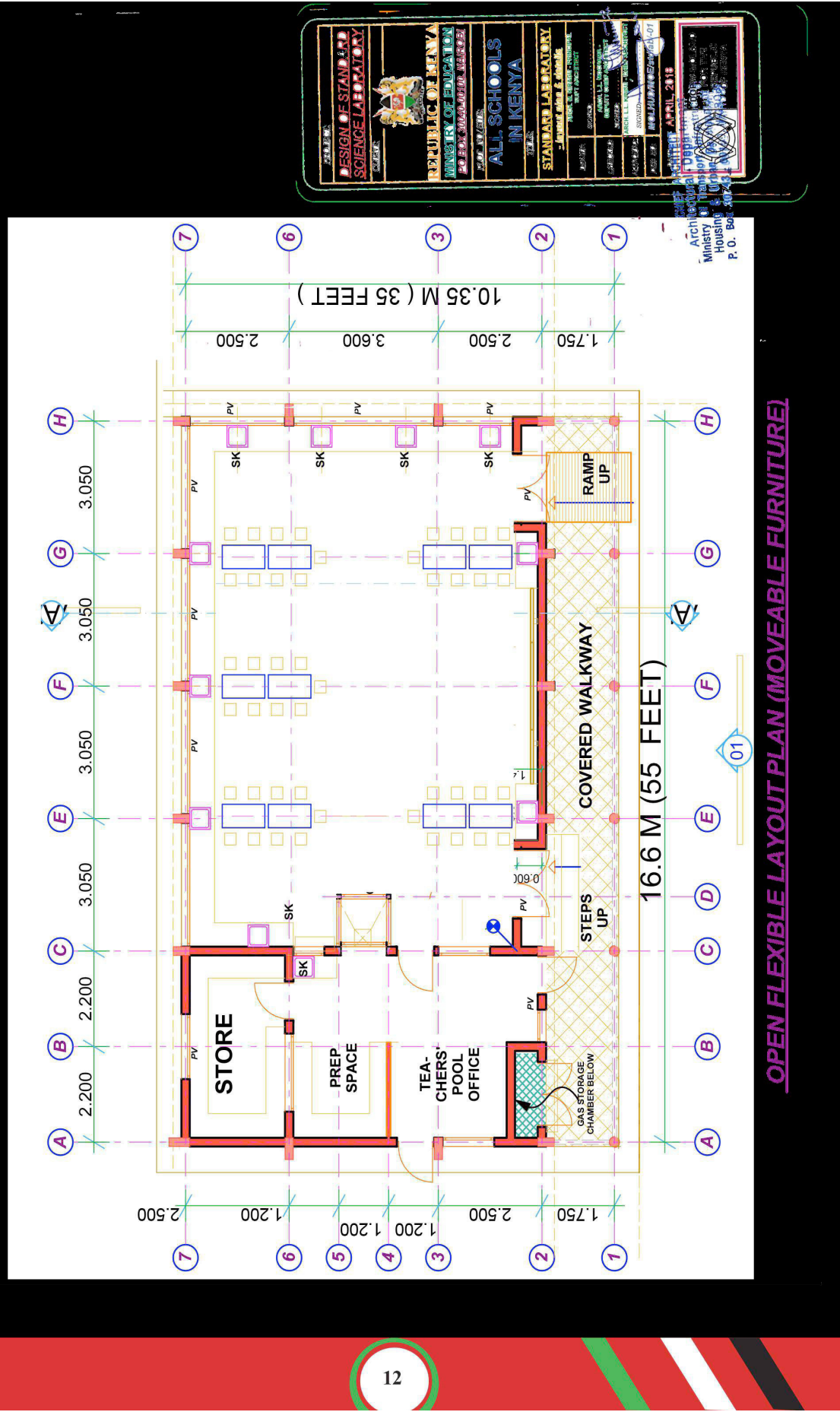
Key:

RE- Religious Education Kis- Kiswahili ENG- English BS – Business Studies AGR- Agriculture SS – Social Studies Optional subject
PE&S – Physical Education and Sports INT/SC - Integrated Science; HE – Health Education Pre-technical

Notes:

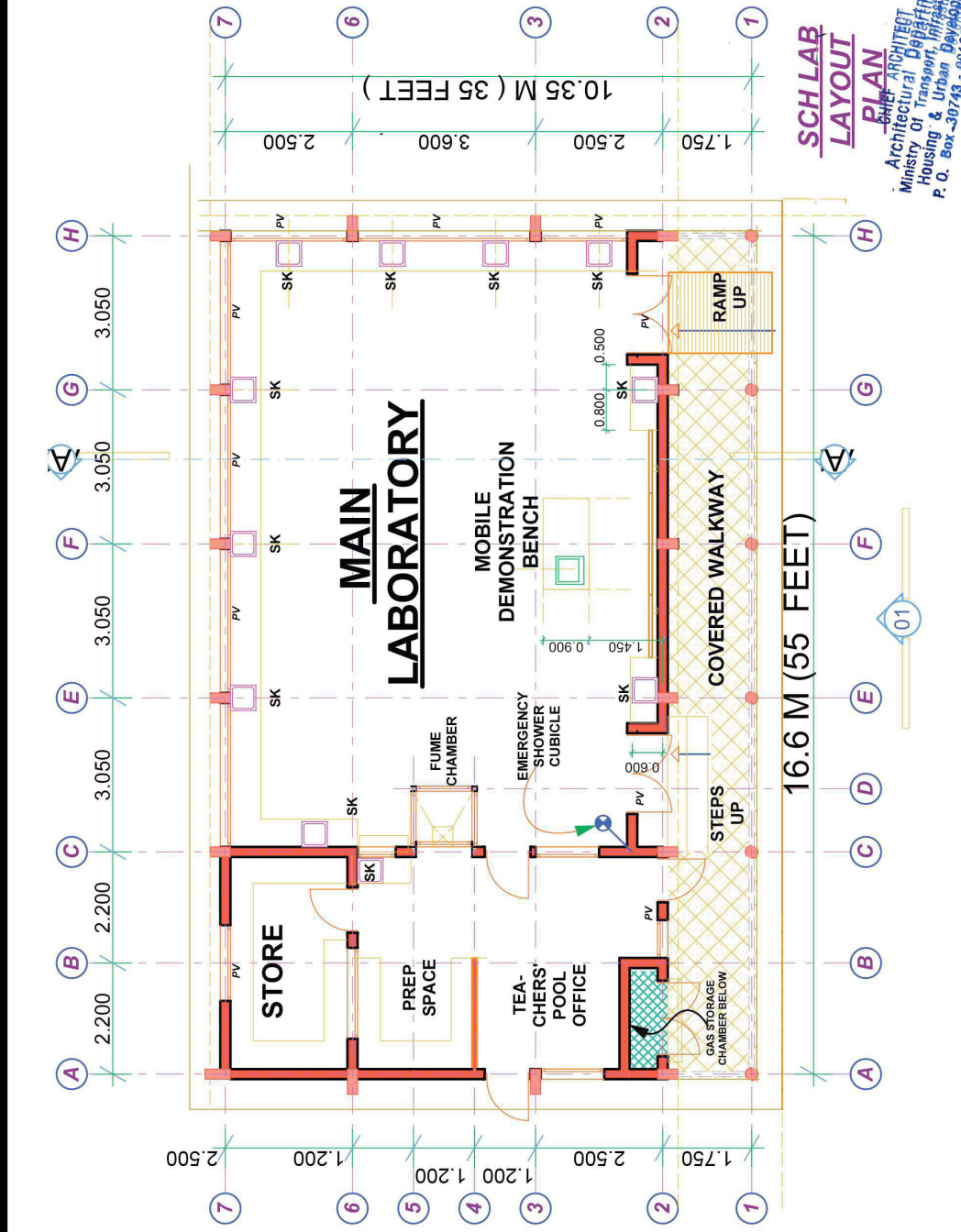
- Religious Program of Instruction, Morning Assembly and Prayers shall be undertaken before the start of lessons as shall be approved by the BoM.
- The co-curricular activities shall be organized from 4:00 pm as per the schedules approved by the BoM.

ANNEX3A: DESIGN FOR LABORATORY – FLEXIBLE LAYOUT PLAN



OPEN FLEXIBLE LAYOUT PLAN (MOVEABLE FURNITURE)

ANNEX3B: DESIGN FOR MAIN LABORATORY



SCH LAB LAYOUT PLAN

CHIEF ARCHITECT
 Architectural Department
 Ministry of Transport, Infrastructure
 Housing & Urban Development
 P. O. Box 30743 - 00100, NAIROBI
 APRIL, 2011

The title block contains the following information from top to bottom:
 - Logo for 'DESIGN OF STANDARD SCIENCE LABORATORY' with the text 'DESIGN OF STANDARD SCIENCE LABORATORY' and 'APRIL, 2011'.
 - Logo for 'REPUBLIC OF KENYA' with the text 'REPUBLIC OF KENYA' and 'MINISTRY OF EDUCATION'.
 - Logo for 'ALL SCHOOLS IN KENYA' with the text 'ALL SCHOOLS IN KENYA' and 'STANDARD LABORATORY - Revised edition & details'.
 - Logo for 'MOJUBA ENGINEERS' with the text 'MOJUBA ENGINEERS' and 'P.O. BOX 30743 - 00100, NAIROBI'.
 - Logo for 'ARCHITECTURAL DEPARTMENT' with the text 'ARCHITECTURAL DEPARTMENT' and 'MINISTRY OF TRANSPORT, INFRASTRUCTURE HOUSING & URBAN DEVELOPMENT'.

ANNEX 4A: CURRICULUM BASED ESTABLISHMENT(CBE) FOR JSS: SIZE 1 (SINGLE STREAM) BASED ON 27 OPTIMAL LESSONS/WEEK.

| S/N | SUBJECT | GRADE 7 LESSONS | GRADE 8 LESSONS | GRADE 9 LESSONS | TOTAL LESSONS | TEACHER REQUIREMENTS |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------|-----------------|-----------------|---------------|----------------------|
| | English | 5 | 5 | 5 | 15 | 0.556 |
| | Kiswahili/KSL | 4 | 4 | 4 | 12 | 0.444 |
| | Mathematics | 5 | 5 | 5 | 15 | 0.556 |
| | Integrated Science | 4 | 4 | 4 | 12 | 0.444 |
| | Health Education | 2 | 2 | 2 | 6 | 0.222 |
| | Pre-technical and Pre- vocational Education | 4 | 4 | 4 | 12 | 0.556 |
| | Social Studies | 3 | 3 | 3 | 9 | 0.333 |
| | Religious Education (CRE/HRE/IRE) | 3 | 3 | 3 | 9 | 0.222 |
| | Business Studies | 3 | 3 | 3 | 9 | 0.333 |
| | Agriculture | 3 | 3 | 3 | 9 | 0.333 |
| | Life Skills Education | 1 | 1 | 1 | 3 | 0.111 |
| | Sports and Physical Education | 2 | 2 | 2 | 6 | 0.222 |
| | Option 1 | 3 | 3 | 3 | 9 | 0.333 |
| | Option 2 | 3 | 3 | 3 | 9 | 0.333 |
| | Total number of lessons | | | | | |
| | TOTAL TEACHERS REQUIRED | 45 | 45 | 45 | 135 | 5.000 |
| Shortfall arising from lower teaching load of administrators | | | | | | |
| JSS Head | | | | | 27-12 | 15 |
| Deputy JSS Head | | | | | 27-24 | 3 |
| Senior Master | | | | | 27 | 0 |
| Total shortfall | | | | | | 18 |
| Total teachers required arising from the shortfall | | | | | 18/27 | 0.666 |
| Total teachers required size 1 JSS NB when the school is headed by the existing Primary School head the CBE shall be 5 teachers (1 class 2 & 2 classes 4) | | | | | | 5.666 6 teachers |

ANNEX 4B: SIZE 2(DOUBLE STREAM) JSS-BASED ON 27 LESSONS PER WEEK

| NO | SUBJECT | GRADE 7 | | | GRADE 8 | | | GRADE 9 | | | TOTAL LESSONS | TEACHER REQUIREMENTS |
|-----------------------------|--------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|----------------------|
| | | LESSONS | LESSONS | LESSONS | LESSONS | LESSONS | LESSONS | LESSONS | LESSONS | LESSONS | | |
| 1 | English | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 30 | 1.1111 | |
| 2 | Kiswahili/KSL | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 24 | 0.8889 | |
| 3 | Mathematics | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 30 | 1.1111 | |
| 4 | Integrated Science | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 24 | 0.8889 | |
| 5 | Health Education | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 12 | 0.4444 | |
| 6 | Pre-technical and Pre-vocational Education | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 24 | 0.8889 | |
| 7 | Social Studies | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 18 | 0.6667 | |
| 8 | Religious Education(CRE/HRE/IRE) | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 18 | 0.6667 | |
| 9 | Business Studies | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 18 | 0.6667 | |
| 10 | Agriculture | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 18 | 0.6667 | |
| 11 | Life Skills Education | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 6 | 0.2222 | |
| 12 | Sports and Physical Education | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 12 | 0.4444 | |
| 13 | Option 1 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 18 | 0.6667 | |
| 14 | Option 2 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 18 | 0.6667 | |
| TOTAL TEACHERS' LOAD | | | | | | | | | | | 10.000 | |

| | | | | | | | | | | | | |
|--------------------------------------------------------------|--|--|-------|--|----|--|--|--|--|--------|-------------|--|
| Shortfall arising from lower teaching load of administrators | | | | | | | | | | | | |
| JSS Head | | | 27-10 | | 17 | | | | | | | |
| Deputy JSS Head | | | 27-18 | | 9 | | | | | | | |
| Senior Master | | | 27 | | 0 | | | | | | | |
| Total short fall | | | | | 26 | | | | | | | |
| Total teachers required arising from the shortfall | | | 18/27 | | | | | | | 0.962 | | |
| Total teachers required size 2JSS | | | | | | | | | | 10.000 | | |
| | | | | | | | | | | | 11 Teachers | |

ANNEXS: PROPOSED DISTRIBUTION OF SUPPORT STAFF

| STREAMS | BURSAR | AC- COUNTS CLERK | SECRETARY | MESSENGER | LAB TEC | ICT TEC | GROUPS | CATER- ESS | COOK | KITCHEN HAND | NURSE | STORE KEEPER | ARTI- SANS | DRIV- ERS | LI B | SECR | TOT AL |
|-------------------------|--------|------------------------|-----------|-----------|------------|------------|--------|---------------|------|-----------------|-------|-----------------|---------------|--------------|---------|------|-----------|
| DAY SCHOOLS | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | 3 | 5 |
| 2 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | | | 3 | 7 |
| 3 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | | | 3 | 11 |
| 4 | 0 | 2 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | | | 4 | 14 |
| 5 | 0 | 2 | 1 | 1 | 2 | 1 | 2 | 0 | 1 | 1 | 0 | 1 | 0 | | | 4 | 16 |
| 6 | 0 | 2 | 1 | 1 | 2 | 1 | 2 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 4 | 19 |
| BOARDING SCHOOLS | | | | | | | | | | | | | | | | | |
| 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | | | 3 | 9 |
| 2 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | | | 3 | 12 |
| 3 | 0 | 2 | 1 | 1 | 1 | 0 | 2 | 0 | 2 | 2 | 1 | 0 | 0 | | | 4 | 16 |
| 4 | 0 | 2 | 2F&G | 1 | 2 | 0 | 2 | 0 | 2 | 3 | 1 | 1 | 0 | 1 | 1 | 4 | 22 |
| 5 | 1 | 2 | 2F&G | 1 | 2 | 0 | 2 | 1 | 3 | 4 | 1 | 1 | 1 | 1 | 1 | 5 | 28 |
| 6 | 1 | 2 | 3FGH | 1 | 2 | 1 | 3 | 1 | 3 | 4 | 1 | 1 | 2 | 1 | 1 | 6 | 33 |
| 7 | 1 | 2 | 3FGH | 1 | 3 | 1 | 3 | 1 | 4 | 4 | 1 | 1 | 2 | 1 | 1 | 8 | 36 |
| 8 | 1 | 2 | 4 | 1 | 3 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | 1 | 1 | 5 | 37 |
| 9 | 1 | 2 | 4 | 1 | 3 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | 1 | 1 | 6 | 37 |
| 10 | 1 | 2 | 4 | 1 | 3 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | 1 | 1 | 6 | 37 |
| 11 | 1 | 2 | 4 | 1 | 3 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | | | 6 | 35 |
| 12 | 1 | 2 | 4 | 1 | 4 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | | | 6 | 36 |
| 13 | 1 | 2 | 4 | 1 | 4 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | | | 7 | 37 |
| 14 | 1 | 2 | 4 | 1 | 4 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | | | 7 | 37 |
| 15 | 1 | 2 | 4 | 1 | 4 | 2 | 2 | 1 | 4 | 4 | 1 | 1 | 3 | | | 7 | 37 |

Source: Kilemi Mwiria Task force Report (2014).

ANNEX 6: SAMPLE BUDGET
PUBLIC SECONDARY SCHOOL BUDGET
TEMPLATE

| Receipt/expenses Item | Original Budget | Adjustments | Final Budget |
|-----------------------------------|-----------------|-------------|--------------|
| | a | b | c=a+b |
| | Kshs | Kshs | |
| RECEIPTS | | | |
| (1) CAPITATION GRANT ON TUITION | | | |
| Textbooks and reference materials | xxx | xxx | xxx |
| Exercise books | xxx | xxx | xxx |
| Laboratory equipment | xxx | xxx | xxx |
| Internal exams | xxx | xxx | xxx |
| Teaching /learning materials | xxx | xxx | xxx |
| Chalks | xxx | xxx | xxx |
| Exams and assessment | xxx | xxx | xxx |
| Teachers guides | xxx | xxx | xxx |
| | | | |
| (2)CAPITATION GRANT ON OPERATIONS | | | |
| Personnel emoluments | xxx | xxx | xxx |
| Repairs and maintenance | xxx | xxx | xxx |
| Local transport/travelling | xxx | xxx | xxx |
| Electricity and water | xxx | xxx | xxx |
| Medical | xxx | xxx | xxx |
| Administration costs | xxx | xxx | xxx |
| Activity | xxx | xxx | xxx |
| Gratuity | xxx | xxx | xxx |
| SMASSE | xxx | xxx | xxx |
| (3)FEES CHARGED ON PARENTS | | | |
| Personnel emoluments | xxx | xxx | xxx |

| | | | |
|----------------------------|-----|-----|-----|
| Repairs and maintenance | xxx | xxx | xxx |
| Local transport/travelling | xxx | xxx | Xxx |
| Electricity and water | xxx | xxx | Xxx |
| Medical | xxx | xxx | Xxx |

| | | | |
|--------------------------------------|-----|-----|-----|
| Administration costs | xxx | xxx | Xxx |
| Activity | xxx | xxx | Xxx |
| SMASSE | xxx | xxx | Xxx |
| Fee on Boarding Equipment and Stores | | | |
| | xxx | xxx | Xxx |
| OTHER INCOME | | | |
| Rent income | xxx | xxx | Xxx |
| Income from farming activities | xxx | xxx | Xxx |
| Insurance compensation | xxx | xxx | Xxx |
| Income from Posho mill | xxx | xxx | Xxx |
| Income from Bus Hire | xxx | xxx | Xxx |
| Fee for hire of ground and equipment | xxx | xxx | Xxx |
| Interest income | xxx | xxx | Xxx |
| Income from any other investment | | | |
| | xxx | xxx | Xxx |
| TOTAL INCOME | | | |
| (1)EXPENDITURE FOR TUITION | | | |
| Textbooks and reference materials | xxx | xxx | Xxx |
| Exercise books | xxx | xxx | Xxx |
| Laboratory equipment | xxx | xxx | Xxx |
| Internal exams | xxx | xxx | Xxx |
| Teaching /learning materials | xxx | xxx | Xxx |
| Chalks | xxx | xxx | Xxx |
| Exams and assessment | xxx | xxx | Xxx |
| Teachers guides | xxx | xxx | Xxx |
| Administration costs | xxx | xxx | Xxx |
| Bank Charges | xxx | xxx | Xxx |
| | | | |

| | | | |
|-----------------------------------------------|------------|------------|------------|
| (2)EXPENDITURE FOR OPERATIONS | | | |
| Personnel emoluments | xxx | xxx | Xxx |
| Repairs,maintenance & improvements | xxx | xxx | Xxx |
| Local transport/travelling | xxx | xxx | Xxx |
| Electricity,water and Conservancy | xxx | xxx | Xxx |
| Medical | xxx | xxx | Xxx |
| Administration costs | xxx | xxx | Xxx |
| Activity Expenses | xxx | xxx | Xxx |
| Gratuity | xxx | xxx | Xxx |
| SMASSE | xxx | xxx | Xxx |
| (3)EXPENDITURE FOR SCHOOL FUND | | | |
| Personnel emoluments | xxx | xxx | Xxx |
| Repairs,maintenance and Improvements | xxx | xxx | Xxx |
| Local transport/travelling | xxx | xxx | Xxx |
| Electricity,water and Conservancy | xxx | xxx | Xxx |
| Medical Expenses | xxx | xxx | Xxx |
| Administration costs | xxx | xxx | Xxx |
| Activity | xxx | xxx | Xxx |
| Gratuity | xxx | xxx | Xxx |
| Lunch programme | xxx | xxx | Xxx |
| Boarding Equipment and Stores | xxx | xxx | Xxx |
| Expenditure for Income Generating Activity | xxx | xxx | xxx |
| Insurance costs | xxx | xxx | Xxx |
| Other expenses on Investments | xxx | xxx | Xxx |
| Rent Expenses | xxx | xxx | Xxx |
| Bank Charges | xxx | xxx | Xxx |
| Loan Interest Repayment | xxx | xxx | Xxx |
| Loan Principal Repayment | xxx | xxx | Xxx |
| Acquisition of Assets | xxx | xxx | Xxx |
| TOTALS | xxx | xxx | Xxx |

