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THE NATIONAL ASSEMBLY
THIRTEENTH PARLIAMENT – FIFTH SESSION – 2026

DIRECTORATE OF DEPARTMENTAL COMMITTEES
DEPARTMENTAL COMMITTEE ON EDUCATION

REPORT ON:

BASIC EDUCATION (AMENDMENT) BILL
(NATIONAL ASSEMBLY BILL NO. 3 OF 2025)

	
THE NATIONAL ASSEMBLY PAPERS LAID	
DATE: 18 FEB 2026	DAY: Wednesday
TABLED BY:	Hon. Julius Melly (Chairperson, Departmental Committee on Education)
THE TABLE:	Jrene Naloku

CLERKS CHAMBERS
DIRECTORATE OF DEPARTMENTAL COMMITTEES
PARLIAMENT BUILDINGS
NAIROBI

FEBRUARY 2026

TABLE OF CONTENTS

.....	1
LIST OF ABBREVIATIONS AND ACRONYMS	2
LIST OF ANNEXURES	4
CHAIRPERSON'S FOREWORD	5
PART ONE	6
1 PREFACE	6
1.1 ESTABLISHMENT OF THE COMMITTEE	6
1.2 MANDATE OF THE COMMITTEE.....	6
1.3 COMMITTEE MEMBERSHIP	8
1.4 COMMITTEE SECRETARIAT	9
PART TWO	10
2 BACKGROUND OF ALTERNATIVE PROVISION OF BASIC EDUCATION AND TRAINING SCHOOLS	10
2.1 SITUATIONAL ANALYSIS	10
2.3 COMPARATIVE ANALYSIS	10
PART THREE	12
3 OVERVIEW OF THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO 3 OF 2024)	12
3.1 INTRODUCTION	12
3.2 REVIEW OF THE BILL	12
PUBLIC PARTICIPATION/STAKEHOLDERS CONSULTATION	14
PART FIVE	58
5 COMMITTEE OBSERVATIONS	58
6 COMMITTEE RECOMMENDATION	59
PART SEVEN	60
7 SCHEDULE OF PROPOSED AMENDMENTS	60

LIST OF ABBREVIATIONS AND ACRONYMS

ABE	-	Alternative Basic Education
AG	-	Attorney General
APBET	-	Alternative Provision of Basic Education
CBE	-	Complementary Basic Education
EGS	-	Education Guarantee Scheme

LIST OF ABBREVIATIONS AND ACRONYMS

ABE	-	Alternative Basic Education
AG	-	Attorney General
APBET	-	Alternative Provision of Basic Education
CBE	-	Complementary Basic Education
EGS	-	Education Guarantee Scheme
EMIS	-	Education Management Information System
NFS	-	Non-Formal Schooling
NIOS	-	National Institute for Open Schooling
UNESCO IIEO	-	United Nations Educational, Scientific and Cultural Organization International Institute for Educational Planning
SDG	-	Sustainable Development Goals
TSC	-	Teachers Service Commission

LIST OF ANNEXURES

1. Report adoption Schedule
2. Minutes
3. Copy of the newspaper advertisement on public participation
4. Letter inviting stakeholders for meetings with the Committee
5. Stakeholder submissions

CHAIRPERSON'S FOREWORD

This report contains proceedings of the Departmental Committees on Education on its consideration of the Basic Education (Amendment) Bill (National Assembly Bill No 3 of 2025) which was published on 18th February 2025. The Bill went through the First Reading on 11th June 2025 and was thereafter committed to the Departmental Committee on Education for consideration and reporting to the House pursuant to the provision of Standing Order 127.

The Bill has 15 (Fifteen) clauses and seeks to amend the Basic Education Act, *Cap.* 211 to ensure Alternative Provision for Basic Education and Training (APBET) schools fall under the definition of basic education and to provide for mapping, recognition, registration and provision of equivalent benefits to Alternative Provision for Basic Education and Training (APBET) schools.

Following placement of advertisements in the print media on Wednesday 11th July 2025 seeking public and stakeholder views on the Bill pursuant to Article 118(1) (b) of the Constitution and Standing Order 127(3), the Committee received sixteen (16) memoranda from the Public. The Committee also invited stakeholders for a stakeholders' engagement meeting on the Bill which was held on 31st July 2025 Parliament Buildings.

The Committee also conducted extensive public participation in Nairobi County informal settlement areas where APBET schools exist. These included;

- a. Kibra Constituency on 6th August 2025;
- b. Dagoreti North and Mathare Constituencies on 13th August 2025; and
- c. Ruaraka Constituency on 11th September 2025.

The majority of the stakeholders were of the view that the Bill is critical for formally recognizing Alternative Provision for Basic Education and Training (APBET) schools as an integral part of Kenya's basic education system. In considering the Bill, Members observed that the legislation was timely because it will provide for mapping, recognition, registration, and provision of equivalent benefits to APBET schools.

The Committee is grateful to the Offices of the Speaker and the Clerk of the National Assembly for the logistical and technical support provided during its sittings. The Committee further wishes to thank the sponsor of the Bill, Hon. Antony Tom Oluoch, MP, Leader of the Majority Party, Members of the Departmental Committee on Education for the contribution that they made on the Bill and all stakeholders who submitted their comments on the Bill. Finally, I wish to express my appreciation to the Honorable Members of the Committee and Secretariat who made useful contributions towards the consideration of the Bill and the production of this report.

On behalf of the Departmental Committee on Education and pursuant to provisions of Standing Order 199 (6), it is my pleasant privilege and honour to present to this House the Report of the Committee on its consideration of the Basic Education (Amendment) Bill (*National Assembly Bill No. 3 of 2025*). It is my pleasure to report that the Committee has considered the Basic Education (Amendment) Bill (*National Assembly Bill No. 3 of 2025*) and I have the honor to report back to the National Assembly with the recommendation that the Bill be **approved with amendments as reported by the Committee.**

Hon. Julius K. Melly, CBS, M.P.
Chairperson, Departmental Committee on Education

PART ONE

1 PREFACE

1.1 ESTABLISHMENT OF THE COMMITTEE

1. The Departmental Committee on Education is one of the twenty Departmental Committees of the National Assembly established under **Standing Order 216** whose mandate pursuant to the **Standing Order 216 (5)** is as follows:
 - i. *To investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned ministries and departments;*
 - ii. *To study the programme and policy objectives of Ministries and departments and the effectiveness of their implementation;*
 - iii. *On a quarterly basis, monitor and report on the implementation of the national budget in respect of its mandate;*
 - iv. **To study and review all the legislation referred to it;**
 - v. *To study, assess and analyse the relative success of the Ministries and departments as measured by the results obtained as compared with their stated objectives;*
 - vi. *To investigate and inquire into all matters relating to the assigned Ministries and departments as they may deem necessary, and as may be referred to them by the House;*
 - vii. *To vet and report on all appointments where the Constitution or any law requires the National Assembly to approve, except those under Standing Order 204 (Committee on appointments);*
 - viii. *To examine treaties, agreements and conventions;*
 - ix. *To make reports and recommendations to the House as often as possible, including recommendation of proposed legislation;*
 - x. *To consider reports of Commissions and Independent Offices submitted to the House pursuant to the provisions of Article 254 of the Constitution; and*
 - xi. *To examine any questions raised by Members on a matter within its mandate.*

1.2 MANDATE OF THE COMMITTEE

2. In accordance with the Second Schedule of the Standing Orders, the Committee is mandated to consider matters regarding: -
 - a) Education
 - b) Training
 - c) Curriculum development and
 - d) Research
3. In executing its mandate, the Committee oversees
 - a. The Ministry of Education and all its Agencies.
 - b. The Teachers' Service Commission
4. The State Departments and the agencies the Committee oversees are as listed;
 - a) **State Department for Basic Education**
 - i. Kenya National Examination Council
 - ii. Kenya Institute of Curriculum Development
 - iii. Kenya institute of Special Education
 - iv. Kenya Literature Bureau
 - v. Kenya Institute for the Blind
 - vi. Centre for Mathematics, Science and Technology in Africa

- vii. Kenya National Commission for UNESCO
- viii. Kenya Education Management Institute
- ix. School Equipment Production Unit
- x. Jomo Kenyatta Foundation
- xi. National Commission for Nomadic Education

b) State Department for Technical and Vocational Education

- i. Technical and Vocational Education and Training Authority
- ii. Technical Vocational Education Training Fund Board
- iii. Curriculum Development Assessment and Certification Council
- iv. Kenya National Qualification Authority
- v. Kenya National Qualification Authority
- vi. Kenya School of TVET

c) State Department for Higher Education

- i. Commission for University Education
- ii. Kenya Universities and Colleges Placement Service
- iii. Higher Education Loans Board
- iv. University Funding Board
- v. Forty (40) Public Universities (Under Universities Act, Cap. 210)
- vi. University of Nairobi Enterprises
- vii. University of Nairobi Press

d) State Department for Science, Research and Innovation

- i. National Commission for Science Technology and Innovation
- ii. National Research Fund
- iii. Kenya National Innovation Agency

1.3 COMMITTEE MEMBERSHIP

5. The Committee was re-constituted by the House on 6th March 2025 and comprises the following Members:

Chairperson

Hon. Julius Kibiwott Melly, CBS, MP
Tinderet Constituency
UDA

Vice Chairperson

Hon. Eve Akinyi Obara, CBS, MP
Kabondo-Kasipul Constituency
ODM

Honorable Members

Hon. Dr. Christine Oduor Ombaka, MP
Siaya County
ODM

Hon. Nabii Nabwera Daraja, MP
Lugari Constituency
ODM

Hon. Peter Ochieng Orero, MP
Kibra Constituency
ODM

Hon. Rebecca Noonaiishi Tonkei, MP
Narok County
UDA

Hon. Joseph Makilap, MP
Baringo North Constituency,
UDA

Hon. Elijah Kururia, MP
Gatundu North Constituency
IND

Hon. Dick Oyugi Maungu, MP
Luanda Constituency
DAP-K

Hon. Mary Emaase, MP
Teso South
UDA

Hon. Jerusha Mongina Momanyi, MP
Nyamira County
JP

Hon. Abdul Ebrahim Haro, MP
Mandera South Constituency
UDA

Hon. Clive Gisairo, MP
Kitutu Masaba, Constituency,
ODM

Hon Julius Taitumu M'Anaiba, MP
Igembe North Constituency,
UDA

Hon. (Prof.) Phylis Jepkemoi Bartoo, MP
Moiben Constituency
UDA

1.4 COMMITTEE SECRETARIAT

6. The Committee is facilitated by the following staff:

Mr. Douglas Katho
Head of Secretariat

Mr. Clive Onyancha
Clerk Assistant II

Mr. Dennis Amunavi
Clerk Assistant III

Ms. Fiona Wanjiru
Legal Counsel II

Mr. Eric Kanyi
Fiscal Analyst I

Ms. Noelle Chelagat
Media Relations Officer II

Dr. Mburu Maina
Research Officer III

Ms. Pauline Njuguna
Hansard Reporter II

Mr. Richard Sang
Serjeant-At-Arms

Mr. Jared Onyancha
Public Communications Officer III

Mr. Nimrod Ochieng'
Audio Recording Officer

Ms. Christabel Naisula
Parliamentary Internship Programme

PART TWO

2 BACKGROUND OF ALTERNATIVE PROVISION OF BASIC EDUCATION AND TRAINING SCHOOLS

2.1 SITUATIONAL ANALYSIS

7. Alternative Providers of Basic Education and Training (APBET) in Kenya cater for learners in underserved areas, including urban informal settlements, marginalized regions, and communities with high poverty levels. They mainly serve children who are out of school or whose families cannot afford formal public or private schooling. Most APBET institutions are community-driven, faith-based, or privately run, relying on low and flexible fee structures to remain accessible to poor households.
8. These schools have played a crucial role in widening access to education, providing opportunities to children who would otherwise miss out on basic learning. Their flexible schedules and multi-shift approaches make them adaptable to the realities of learners in informal and nomadic environments.
9. However, APBET schools face multiple operational challenges. Infrastructure is often inadequate, with many institutions operating in temporary or substandard facilities that lack proper classrooms, sanitation, and playgrounds. Teacher shortages and low qualifications are common, as schools depend on untrained or underpaid educators, resulting in inconsistencies in the quality of instruction. Financial limitations remain a major obstacle, since most institutions survive on minimal fees from low-income families and receive little to no government support, affecting their ability to maintain facilities, acquire learning materials, or retain qualified teachers.
10. Additionally, APBET institutions face social perception challenges, often regarded as less prestigious than mainstream schools, which can hinder student progression to higher levels of education. Weak data integration also persists, with many schools absent from national education databases, complicating government efforts to plan, allocate resources, or track learner outcomes effectively.
11. Despite these hurdles, significant opportunities exist to strengthen APBET. Increased government engagement through funding and teacher deployment, streamlined registration processes, and partnerships with private sector and development partners could improve infrastructure and instructional quality. Leveraging digital learning and innovative teaching methods can also bridge gaps in staffing and resources, while better inclusion in national data systems will support evidence-based planning and accountability.
12. In essence, APBET institutions play an indispensable role in promoting inclusive education, particularly for learners from marginalized and low-income communities. Enhancing their capacity through funding, infrastructure, teacher support, and integration into national education planning is critical to achieving equity and the national goal of universal basic education.

2.3 COMPARATIVE ANALYSIS

India

13. India offers a comprehensive model of integrating alternative learning into its formal education system. The Education Guarantee Scheme (EGS) was created to serve children in hard-to-reach areas where building formal schools was difficult. Under this scheme, learners are officially enrolled in the national

system and the government provides per-learner funding that covers teacher stipends, learning materials, and community engagement activities. In addition, the National Institute of Open Schooling (NIOS) provides flexible learning and assessment pathways, allowing children outside conventional schooling to gain recognized certification and transition to mainstream education. This dual approach demonstrates how formal registration and government support can make alternative education both credible and sustainable (UNESCO IIEP, Government of India).

Ghana

14. Ghana's Complementary Basic Education (CBE) program is a successful African case of state-backed alternative learning. Originating from the School for Life initiative, CBE targets out-of-school children, particularly in the northern regions. Learners are fully registered in the national education database and receive capitation funding, which supports teacher stipends and learning materials. CBE centers focus on accelerated literacy and numeracy, enabling children to transition into public primary schools after a short but intensive program. This integration of funding, registration, and transition pathways has significantly reduced the number of out-of-school children in Ghana (UNICEF Ghana, World Bank).

Ethiopia

15. Ethiopia has built one of Africa's most structured ABE systems, primarily serving pastoralist and rural communities. Learners in these Alternative Basic Education centers are formally captured in the national Education Management Information System (EMIS), and the government allocates per-learner capitation to cover learning materials and operational costs. Transition to formal primary schools is guaranteed, with some regions recording transition rates above 70%. Ethiopia's model reflects how government ownership, community participation, and sustainable funding can make alternative education both inclusive and reliable (UNESCO IIEP, World Bank).

Key Takeaways for Strengthening APBET in Kenya

16. The experiences of India, Ghana, and Ethiopia highlight practices that could transform Kenya's APBET into a robust, equitable system:
 - i. Formal registration and EMIS integration ensure proper planning, monitoring, and eligibility for government support.
 - ii. Capitation or per-student funding makes alternative learners truly part of the national education budget.
 - iii. Clear transition pathways to mainstream schools prevent educational segregation and promote social equity.
 - iv. State-community collaboration enhances ownership, accountability, and sustainability.
 - v. Legal and policy backing secures long-term financing and quality assurance for alternative programs.
17. By adopting these approaches, Kenya could strengthen APBET into a credible and sustainable pillar of basic education, ensuring that children in informal settlements and marginalized regions are not left behind, in line with Article 53 of the Constitution and SDG 4 on inclusive, quality education.

PART THREE

3 OVERVIEW OF THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO 3 OF 2024)

3.1 INTRODUCTION

18. The principal object of the Bill is to amend the Basic Education Act *Cap.* 211 to ensure Alternative Provision for Basic Education and Training (APBET) schools fall under the definition of basic education and to provide for mapping, recognition, registration and provision of equivalent benefits to Alternative Provision for Basic Education and Training (APBET) schools.
19. The policy framework for Alternative Provision of Basic Education and Training (APBET) 2009 and the Basic Education Regulations 2015 recognizes different categories of APBET institutions including Adult and Continuing Education Centres, Non-Formal Education Learning Centres, Vocational Training Centres, Alternative Basic Education Programmes (Non-Formal Schools) (NFS), Mobile Schools, Night Schools and Home Schools. However presently, there is no proper recognition of such schools in the Basic Education Act 2013.

3.2 REVIEW OF THE BILL

20. The Bill has fifteen clauses and has the following provisions:
 1. Clause 2 of the Bill proposes to amend section 2 of the Basic Education Act 2013 to include Alternative Provision for Basic Education and Training (APBET) schools under Basic Education for recognition under the Act.
 2. Clause 3 of the Bill proposes to amend section 5 of the Principal Act to provide for the funding of infrastructure in APBET schools as well as the waiver of stringent registration requirements such as submission of title documents.
 3. Clause 4 of the Bill proposes to amend Section 7(1) of the Act to ensure APBET schools are represented in the National Education Board by at least one person to cater for their needs.
 4. Clause 5 of the Bill proposes to amend section 18 of the Principal Act to give the County Education Board the mandate to oversee the operation and management of APBET Schools in the County.
 5. Clause 6 of the Bill proposes to amend section 20 of the Principal Act to increase the composition of the County Education Board by two members to add two representatives from the APBET schools in the board.
 6. Clause 7 of the Bill proposes to amend section 26 of the Principal Act to provide that the County Government shall be responsible for providing funds to APBET schools, among the other schools listed in that particular subsection.
 7. Clause 8 of the Bill proposes to amend Section 39 of the Act to add additional responsibility to the Cabinet Secretary to advise the National Government on financing of infrastructure in APBET schools and also to provide for the waiver of the strict registration requirements for APBET schools if need be.

8. Clause 9 of the Bill proposes to amend section 41 of the Act to require the promotion of education in APBET schools.
9. Clause 10 of the Bill proposes to amend the Act by listing and recognizing APBET schools
10. Clause 11 of the Bill proposes to amend the Act to insert a new PART VIIA to incorporate part V of the Basic Education Regulations 2015 into the Basic Education Act as a substantive law to operationalize the regulations in order to fully embrace and mainstream Alternative Provision of Basic Education and Training (APBET) schools into the formal education structures or system.
11. The new Part provides for institutions of alternative basic and continuing adult education, capitation grants to promote education in APBET schools and the applicable curriculum for Alternative Basic and Continuing adult education institutions. It also provides for mechanisms for admission of learners above the age of eighteen years into institutions of alternative basic, adult and continuing education, the conduct of education programmes in institutions of alternative basic, adult and continuing education through accelerated and self-directed learning. The levies to be charged by public institutions of alternative basic, adult and continuing education; provision of infrastructure improvement, grants and registration of and the applicable curriculum for middle level institutions are also provided for.
12. Clause 12 of the Bill proposes to amend Section 76 of the Act to give the Cabinet Secretary power to waive stringent registration requirements such as the submission of title documents before registration of APBET schools, depending on the circumstances at hand.
13. Clause 13 of the Bill proposes to amend Section 79 of the Act to ensure that the County Education Board maintains a Data bank of all registered Alternative Provision of Basic Education and Training (APBET) schools in the County.
14. Clause 14 of the Bill proposes to insert a new section 82A into the Act to provide for waiver of registration requirements if need be.
15. Clause 15 of the Bill proposes to amend Section 86 of the Act to ensure the funds of the Department of Education are used to promote education in Alternative Provision of Basic Education and Training (APBET) schools
16. This Bill delegates legislative powers to the responsible Cabinet Secretary to waive registration requirements for a particular category of schools. The bill does not limit any fundamental right or freedom.
17. The enactment of this Bill may occasion additional expenditure of public funds.
18. This Bill is a bill concerning County Governments. It contains provisions affecting the functions and powers of County Governments in relation to the Fourth Schedule to the Constitution.

PART FOUR

PUBLIC PARTICIPATION/STAKEHOLDERS CONSULTATION

21. Following the call for memoranda from the public through placement of adverts in the print media on Friday, 11th July 2025 and vide a letter REF: NA/DDC/EDUC/2025/(095) and REF:NA/DDC/EDUC/2025/(116) inviting stakeholders for a meeting, the Committee received memoranda from the following stakeholders:

- i. The State Department for Basic Education
- ii. The State Department for Technical, Vocational Education and Training
- iii. The Attorney General
- iv. Kenya Union of Post Primary Education Teachers
- v. Education Stakeholders Association of Kenya
- vi. Unified APBET Schools Association – Kenya
- vii. National Council of Churches of Kenya
- viii. World Vision
- ix. WeCare Organization
- x. Kenya Private Schools Association
- xi. Bridge International Academies Foundation
- xii. Kenya Human Rights Commission
- xiii. Complementary Schools Association of Kenya
- xiv. Gender Equality, Disability and Social Inclusion
- xv. Elimu Yetu Coalition
- xvi. Community Homeschooling Parents in Kenya

22. The stakeholders submitted as outlined in the matrix below:

CLAUSE	AMENDMENT	ANALYSIS OF AMENDME	STAKEHOLDER	STAKEHOLDER COMMENTS
1.	This clause provides the short title of the Bill.	-	-	-
2.	<p>Amendment in section 2 —</p> <p>(a) in the definition of "basic education" by inserting the words "and Alternative Provision for Basic Education and Training schools" immediately after the word "centers".</p> <p>(b) by inserting the following new definition in proper alphabetic sequence</p> <p>"middle level institution" means an institution offering pre-service and in-service teacher training courses that support provision of basic education;</p> <p>"Alternative Provision for Basic Education and Training Schools" means institutions offering basic education curriculum in informal settlements in urban areas."</p>	The effect of this amendment is to include APBET schools in the definition of basic education, to provide for the definition of middle level institutions and APBET schools.	Kenya Human Rights Commission	<p>1. Propose an amendment to the definition of APBET institutions to—</p> <p>"Alternative Provision for Basic Education and Training Schools' means organized learning institutions offering basic education to disadvantaged persons;"</p> <p>Justification</p> <p>The Registration Guidelines for Alternative Provision of Basic Education and Training, 2015 defines APBET as an organised form of learning set up to deliver basic education and training to the disadvantaged persons who due to various circumstances cannot access formal schools. The proposed amendment will therefore align the definition of APBET schools with the registration guidelines ensuring uniformity.</p> <ul style="list-style-type: none"> • We note that the proposed definition is inline with the general description provided for under the Registration Guidelines for Alternative Provision of Basic Education and Training, 2015. <p>2. Amend "middle level college" to "middle level institution".</p> <p>Justification</p>

			World Vision	<p>The Basic Education Regulations, 2015 use the terms “middle level college”.Amending it will align the Act with the Regulations.</p> <ul style="list-style-type: none"> ● We note that the word “Institutions” broadly covers all entities offering vocational, technical, or post-basic instruction—including public training centers, faith-based initiatives, or community-based programs—without implying formal college status while the word “Colleges” may suggest a narrower, more formalized set of institution. It is also used in the various laws and policies in the education sector including the Basic Education Act, section 41(d) . We therefore recommend that the term middle level institution remain as is to adequately cover all entities offering pre-service and in-service teacher training courses. <hr/> <p>1. Amend the definition of Alternative Provision for Basic Education and Training Schools.</p> <p>Justification Amend the Alternative Provision for Basic Education and Training Schools adding urban slums and remote areas to provide for a comprehensive inclusion of APBET institutions operating in informal settlements, urban slums and remote areas.</p> <ul style="list-style-type: none"> ● We note that the proposal aligns itself with the description of APBET institutions provided for in
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				<p>the 2009, Policy for Alternative Provision for Basic Education and Training.</p>
			<p>Complimentary School Association of Kenya</p>	<p>1. Amend to expand the scope of the definition of APBET institutions and accompany with implementation guidelines.</p> <ul style="list-style-type: none"> • We note that the definition of APBET should be expanded to reflect the description of APBET institutions provided for in the 2015, Policy for Alternative Provision for Basic Education and Training.
			<p>Gender Equality, Disability, and Social Inclusion (GEDSI)</p>	<p>1. Definitions should affirm inclusive education principles and recognize institutions that support learners with disabilities and underserved populations.</p> <ul style="list-style-type: none"> • We note that this is inline with Article 53(1)(b) of the Constitution of Kenya, which guarantees every child the right to free and compulsory basic education and further provided for under section 4 of the Basic Education Act, which emphasizes equity, inclusiveness, and the promotion of the rights of learners with special needs.

			<p>Elimu Yetu Coalition</p>	<p>1. Amend the definition of APBET as the current amendment as it limits them to informal settlements.</p> <ul style="list-style-type: none"> • We note that the proposed amendment is inline with the general description provided for under the Registration Guidelines for Alternative Provision of Basic Education and Training, 2015.
			<p>Office of the Attorney-General and Department of Justice</p>	<p>1. Not in agreement</p> <p>Justification</p> <p>The definition should also be aligned with the definition in the 2009 Policy for Alternative Provision of Basic Education and Training which has defined alternative provision to mean a provision that intentionally seeks to provide an option or choice that is responsive and relevant to the needs of the targeted population and the options must have parity of esteem and convey comparable chances.</p> <ul style="list-style-type: none"> • We note that the Registration Guidelines for Alternative Provision of Basic Education and Training Institutions, 2015 defined Alternative Provision of Basic Education and Training Institutions as “an organized form of learning set up to deliver basic education and training to the disadvantaged persons who due to various



				<p>circumstances cannot access formal schools” and “non-formal education institutions offering the national curriculum.”</p>
			<p>Community of Homeschooling Parents in Kenya</p>	<p>1. Propose to include homeschooling as part of the definition of APBET.</p> <p>Justification</p> <p>Homeschooling contributes to universal access to basic education alongside other modes of APBET institutions.</p> <ul style="list-style-type: none"> • We note that homeschooling involves parent-led education at home, and is practiced to deliver basic education and training to persons who due to various circumstances cannot access formal schools as is the definition given for APBET in the Registration Guidelines for Alternative Provision of Basic Education and Training Institutions, 2015. This proposed amendment may be adopted.
			<p>Unified APBET Schools Association</p>	<p>1. In agreement.</p> <p>Justification: Recognizes APBET schools’ role in educating four million children in informal settlements.</p> <ul style="list-style-type: none"> • We note that this aligns with constitutional rights (Article 53(1)(b)).

			<p>Ministry of Education -State Department of TVET</p>	<p>1. Not in agreement.</p> <p>Justification</p> <ol style="list-style-type: none"> 1. Amend clause 2 by deleting the term “and Training” immediately after the term “Education” because Training is the mandate of the State Department of Technical, Vocational Education and Training as teacher training is its sole mandate as envisaged under the Technical, Vocational Education and Training Act <i>Cap. 210A</i> and the Executive Order No. 2 of 2023. To ensure that there is no duplicity in functions and wastage of public resources. 2. All succeeding descriptions of the object of this amendment Bill 2025 should therefore read “Alternative Provision for Basic Education Schools (APBES)” . This includes aligning the below sections with this amendment, 5, on the definition of National Education Board, 18(1)(b) and (g), 41, 43(1), 76, 79(1)(a) and 82. <ul style="list-style-type: none"> ● We note the proposal to delete the term “and Training” from “Alternative Provision of Basic Education and Training” (APBET) to align with the TVET Act and Executive Order No. 2 of 2023. However, the term “training” is used more broadly in the APBET Policy, 2009 and the Basic Education Regulations, 2015, particularly in relation to capacity-building for instructors in
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			<p>Ministry of Education-State Department for Basic Education</p>	<p>non-formal education settings. Its removal may unintentionally narrow the scope of APBET. Clarification, rather than deletion, may be more appropriate.</p> <p>1. Not in agreement to the amendment to introduce the definition of “<i>middle level institution</i>”.</p> <p>Justification</p> <p>The Ministry of Education has developed a draft Pre-Service Education and In-Service Training in Basic Education Bill to provide a framework for Pre-Service Education and In-Service Training in Basic Education.</p> <ul style="list-style-type: none"> • We note that Parliament may not be barred from performing their constitutional mandate of legislating because the Executive has an upcoming bill. This is because of the doctrine of supremacy of the Constitution and the doctrine of separation of powers ensure that the legislative mandate of parliament is unfettered. Where there occurs overlapping bills, Parliament has internal mechanisms to merge them where necessary. <i>In the matter of the Commission for Implementation of the Constitution v the National Assembly & Others [eKLR]</i>, the Court held that courts cannot intervene in ongoing parliamentary processes except where there is a clear constitutional violation.
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				<p>2. Not in agreement with the definition of “<i>Alternative Provision for Basic Education and Training Schools</i>”</p> <p>Justification This definition is restrictive to persons in informal settlements in urban areas.</p> <p>● Refer to the responses above on the same subject matter.</p>
			<p>Bridge International Academies Foundation</p>	<p>1. Not in agreement with the amendment.</p> <p>Justification Amend the definition of “Alternative Provision for Basic Education and Training schools” to expand it as the targeted institutions do not only exist in informal settlements only but also in arid and semi-arid areas as well as rural and underserved areas in terms of public and private schools. The proposal is to add “<i>and other underserved communities across Kenya.</i>” Right after the words “urban areas”. Further, to provide a definition for underserved communities to mean private and public school infrastructure is either lacking or inadequate to meet the demands of the local communities.</p> <p>● Refer to the responses above on the same subject matter.</p>
3.	Section 7 of the principal Act is amended by of inserting the following	The effect of this amendment is to provide for inclusion of APBET schools	<p>Kenya Private Schools Association</p>	<p>1. Amend clause 7 by inserting a new paragraph immediately after 7(1)(g) to add one representative of registered private basic education institutions</p>

	<p>new subsection immediately after subsection (1)— (1A) One of the members of the Board appointed under subsection (1) shall be the National Chairperson of Alternative Provision of Basic Education and Training Schools in Kenya.</p>	<p>in the membership of the National Education Board.</p>		<p>nominated by the Kenya Private School Association.”</p> <ul style="list-style-type: none"> • We note that the proposed amendment is not inline with the subject of section 7 of clause 3 the Bill.
			<p>Elimu Yetu Coalition</p>	<p>1. Disagree with the amendment</p> <p>Justification</p> <p>That the amendment does not provide for appointing authority of the Chairperson of the institutions as it only gives the Cabinet secretary the power to appoint as per provisions of the Act.</p> <p>We note this amendment allows for autonomy of associations to choose their leadership and therefore be included in the National Education Board.</p>
			<p>Complimentary School Association of Kenya</p>	<p>1. Proposes an amendment to the effect that the representative should be one of the APBET executive board members in the national office agreed upon by the same board not necessarily the national chairperson since the duration of service is three years renewable once.</p> <ul style="list-style-type: none"> • We note that this proposal is more effective as it offers flexibility by allowing the APBET executive board to nominate any qualified national member, ensuring continuity even

				during leadership transitions. This prevents representational gaps tied to the tenure or availability of a single officeholder. It also promotes internal democracy and responsiveness to sector needs. We may adopt this suggestion.
			Gender Equality, Disability, and Social Inclusion (GEDSI)	<ol style="list-style-type: none"> 1. Board composition should reflect gender equity, regional representation, and disability inclusion. Consider establishing selection criteria that promote balanced participation. <ul style="list-style-type: none"> • We note that is provided for by the Mwongozo Code of Governance for State Corporations.
4.	Section 18(1) of the principal Act is amended in paragraph (a) by inserting the words “and Alternative Provision of Basic Education and Training Schools” immediately after the word “programmes”.	The effect of this amendment is to include APBET schools under the mandate of the County Education Board.	Office of the Attorney-General and Department of Justice	<ol style="list-style-type: none"> 1. In agreement. <p>Justification</p> <p>Supports inclusion of APBET schools in county mandates.</p> <ul style="list-style-type: none"> • We note that this aligns with the Constitution Schedule Four and the 2009 APBET Policy.
			Ministry of Education-State Department for Basic Education	<ol style="list-style-type: none"> 1. Not in agreement with this amendment. <p>Justification</p> <p>Reference to Alternative Provision of Basic Education and Training should be limited to basic education levels falling under County Governments.</p>

				<ul style="list-style-type: none"> • We note that this amendment provides for the inclusion of Alternative Provision of Basic Education and Training, in all its various categories, within the mandate of the County Government as provided under the Fourth Schedule to the Constitution.
			Gender Equality, Disability, and Social Inclusion (GEDSI)	<ol style="list-style-type: none"> 1. Program design should be responsive to the needs of girls, learners with disabilities, and children from low-income backgrounds, including support services such as counselling and nutrition. <ul style="list-style-type: none"> • We note that this is already provided for under the Kenya Institute of Curriculum Development (KICD) Act. Specifically, section 4 of the Act which mandates KICD to develop curricula and curriculum support materials that are inclusive and tailored to meet the diverse needs of all learners, thereby embedding equity and responsiveness in education program design.
			Elimu Yetu Coalition	<ol style="list-style-type: none"> 1. Highlighted concern in devolution of education to the county level. Justification To safeguard APBET institutions from the National Government. <ul style="list-style-type: none"> • We note that APBETs include adult continuing education, non-formal education learning,

				<p>vocational training center and alternative basic education programs, therefore including devolved functions as per the Fourth Schedule of the Constitution and therefore properly provided for in this clause.</p>
5.	<p>Section 20 of the principal Act is amended</p> <p>(a) In subsection (1) by deleting the word “twelve” appearing immediately after the words “Chairperson and” and substituting therefore the word “fourteen”.</p> <p>(b) By inserting the following new paragraph immediately after paragraph (k) – “(l) two representatives of Alternative Provision of Basic Education and Training Schools.”</p>	<p>The effect of this amendment is to provide for inclusion of APBET schools in the membership of the County Education Boards.</p>	<p>Kenya Union of Post Primary Education Teachers</p>	<p>1. Amend 20(g) to state “two representatives of teachers’ unions representing the interest of teachers.”</p> <p>Justification To ensure representation of teachers’ interests.</p> <ul style="list-style-type: none"> • We note that the Act as it currently is provides for the representation of teachers’ interests through providing for a representative from the Teachers Service Commission (a professional regulatory body) in section 20(d) and two representatives of a trade union representing teachers in section 20(g).
			<p>Complimentary School Association of Kenya (CSAK)</p>	<p>1. In agreement but with amendment.</p> <p>Justification CSAK endorses broader representation and proposes capacity building for APBET appointees to contribute effectively to education planning.</p> <ul style="list-style-type: none"> • We note that is adequately provided for under the Mwongozo Code of Governance for State Corporations.

			<p>Gender Equality, Disability, and Social Inclusion (GEDSI)</p>	<p>1. One of the newly added members should ideally be a woman or a person with a disability to promote fair and inclusive governance structures.</p> <p>We note that these considerations are provided for by the Mwongozo Code of Governance for State Corporations.</p>
			<p>Kenya Private Schools Association</p>	<p>1. Amend clause 5 of the Bill and replace 20(1)(j) to include one representative each of an APBET institution and a private basic-education institution nominated by KPSA.</p> <p>Justification To secure a balanced consultation on fees, staffing ratios and infrastructure planning.</p> <ul style="list-style-type: none"> • We note that is already provided for under Section 20(f) of the Act— <i>“(f) a representative of the association of private Schools”</i>

			Elimu Yetu Coalition	<p>1. Do not agree with the amendment.</p> <p>Justification Unnecessarily increases the number of members in the County Education Board.</p> <ul style="list-style-type: none"> • We note that the amendment provides for representation of APBET schools in the County Education Board.
			Ministry of Education-State Department of Basic Education	<p>1. Do not agree with the amendment.</p> <p>Justification The additional provisions have a financial implication.</p> <ul style="list-style-type: none"> • We note that the amendment will have a financial implication but allows for adequate representation as per principles of governance under the Constitution of Kenya.
6.	Section 26 of the principal Act is amended in subsection (1) by inserting the words “Alternative Provision of Basic Education and Training Schools” immediately after the word “polytechnics”.	The effect of this amendment is to provide for the inclusion of APBET schools in the mandate of the County Government.	National Treasury	<p>1. Amend the clause.</p> <p>Justification The proposed amendment is aimed to ensure that there are no duplication of roles by specifying that the County Government are to provide funding for pre-primary education and that which falls within its mandate under the Fourth Schedule of the Constitution.</p> <ul style="list-style-type: none"> • We note that APBETs include adult continuing education, non-formal education learning, vocational training center and alternative basic

				<p>education programs, therefore including devolved functions as per the Fourth Schedule of the Constitution and is therefore appropriately provided for under this clause.</p>
			<p>Elimu Yetu Coalition</p>	<p>1. Do not agree with the amendment.</p> <p>Justification</p> <p>County Governments do not have capacity to enforce a right and that the role and duty of APBET should be within the realms of the National Government.</p> <ul style="list-style-type: none"> • Refer to the response to the National Treasury above.
			<p>Ministry of Education-State Department of Basic Education</p>	<p>1. Do not agree with the amendment.</p> <p>Justification</p> <p>That this is already provided for under the Education Cap. 211 and the Registration Guidelines for Education Institutions 2021.</p> <ul style="list-style-type: none"> • We note that the Fourth Schedule provides explicitly the devolved sectors of education and should therefore be adequately provided for under this clause.

7.	<p>Section 39 of the principal Act is amended—</p> <p>(a) by deleting paragraph (c) and substituting therefor the following new paragraph—</p> <p>‘(c) provide infrastructure for all schools, including Alternative Provision of Basic Education and Training Schools, learning and teaching equipment and appropriate financial resources;’</p> <p>(b) by inserting the following new paragraphs immediately after paragraph (j)—</p> <p>‘(k) advise the national government on the financing of infrastructure development in Alternative Provision of Basic Education and Training schools; and</p> <p>(l) advise the national government on the waiver of registration requirements, including documents of title, for Alternative Provision of Basic Education and Training schools as the circumstances may demand.’</p>	<p>The effect of this amendment is to provide for additional responsibilities to the government which includes the provision of infrastructure to APBET schools, advice on financing of infrastructure development in APBET schools, and the waiver of registration requirements for APBBET schools.</p>	<p>Kenya Union of Post Primary Education Teachers</p>	<p>1. Amend section 39(d) to state—</p> <p>“(d) ensure adequate human resources which includes teaching and non-teaching staffing basic education institutions according to the prescribed staffing norms;”</p> <p>Justification</p> <p>It is the mandate of the Teachers Service Commission to recruit teachers and of the Cabinet Secretary to ensure adequate staffing.</p> <ul style="list-style-type: none"> • We note that APBET schools, while recognised under the Basic Education Act, are non-state institutions and therefore do not fall under the staffing mandate of the Teachers Service Commission. The TSC’s role is limited to registering teachers in these schools, with recruitment and remuneration being the responsibility of the school owners or managers. Consequently, APBET schools cannot access government-funded teachers unless formally integrated into the public education system or provided for through a specific legal framework.
			<p>National Treasury</p>	<p>1. Not in agreement with this amendment.</p> <p>Justification</p> <p>The clause provides for allocation of infrastructure learning equipment and appropriate financial resources to all schools.</p>

				<ul style="list-style-type: none"> • We note the concern is that such funding and support is provided to public institutions of basic education. We further note that there are no audit guidelines provided to audit public funds allocated to private institutions as is required by Article 226(3) and section 7 of the Public Audit Act, <i>Cap. 531</i>. We therefore recommend that this clause be deleted.
			<p>Office of the Attorney General and the Department of Justice.</p>	<p>1. Not in agreement.</p> <p>Justification</p> <p>The proposal to amend section 39 of the Act aims to assign additional responsibilities to the Cabinet Secretary, including providing infrastructure, equipment, financial resources and waiving registration requirements for Alternative Provision of Basic Education and Training. However, section 39(e) of the Act already covers these provisions, making the amendment unnecessary. Therefore, the recommendation is to delete clause 8.</p> <ul style="list-style-type: none"> • We note that the amendment to paragraph (c) and (k) on provision of infrastructure is already provided for under paragraph (e) of the Act for public institutions. We further note that the amendment to waive registration requirements goes against Registration Guidelines for Alternative Provision of Basic Education and Training Institutions, 2015 which waives the strict requirements for registration provided for

				<p>under this Act and is provided for under these guidelines. Registration is however important as it is a pre-requisite for access to government services such as quality assurance, staffing and registration for examination.</p>
			<p>Unified APBET Schools Association</p>	<p>1. In agreement.</p> <p>Justification Supports infrastructure funding for APBET schools.</p> <ul style="list-style-type: none"> • We note that there are no audit guidelines provided to audit public funds allocated to private institutions as is required by Article 226(3) and section 7 of the Public Audit Act, <i>Cap. 531</i>.

			World vision	<p>1. In agreement but with amendment.</p> <p>Justification Amend clause 7 by adding the word “inclusive” before learning and teaching to accommodate all learners including those living with disabilities and those from marginalized communities.</p> <ul style="list-style-type: none"> • We note that the proposed amendment to insert word “inclusive” before learning and teaching strengthens the Basic Education Act by emphasizing the need to cater for all learners, including those with disabilities and from marginalized communities. This aligns the Act with constitutional provisions on equality, non-discrimination, and the right to education for vulnerable groups under Articles 54 and 56 of the Constitution.
			Gender Equality, Disability, and Social Inclusion (GEDSI)	<p>1. In agreement.</p> <p>Justification Funding and registration policies should prioritize institutions serving girls, children with disabilities, and vulnerable communities. Infrastructure development should be inclusive and safe for all learners.</p> <ul style="list-style-type: none"> • We note that infrastructure development in basic education is a constitutional obligation under Article 43(f) and Article 27 of the Constitution. All learners, including girls, children with disabilities, and those from vulnerable

				<p>communities, have the right to non-discriminatory, inclusive, and safe educational facilities. Funding and registration policies must therefore ensure equal access for all, not selective prioritization.</p>
			<p>Kenya Private Schools Association</p>	<p>1. In agreement but with an amendment.</p> <p>Justification Amend clause 7 of the Bill to read “for all public schools, private basic-education institutions serving low income learners and APBET institutions.</p> <ul style="list-style-type: none"> • We note that amendment attempts to include “private basic-education institutions serving low income learners” to receive funds from from the county government being public funds, there are no audit guidelines provided to audit public funds allocated to private institutions as is required by Article 226(3) and section 7 of the Public Audit Act, <i>Cap. 531</i>.
			<p>Bridge International</p>	<p>1. Agree but with an amendment.</p> <p>Justification</p>

			Academies Foundation	<p>To accommodate different circumstances. Proposal, "...advise the national government on the waiver of registration requirements, including documents of title land size for APBET schools as circumstances may demand."</p> <ul style="list-style-type: none"> • Refer to response in clause 3.
			Elimu Yetu Coalition	<p>1. Not in agreement with the amendment.</p> <p>Justification That APBET education remains in the ambit of the national government.</p> <ul style="list-style-type: none"> • We note that this contradicts Schedule Four of the Constitution on devolution of functions.
8.	<p>Section 41 of the principal Act is amended by inserting the following new paragraph immediately after paragraph (d)— '(e) Alternative Provision of Basic Education and Training Schools.'</p>	<p>The effect of this amendment is to provide for the inclusion of APBET schools in the promotion of education and training in Kenya.</p>	Kenya Private Schools Association	<p>1. Agree but with an amendment.</p> <p>Justification Amend section 41 by adding the following words—"Nothing in this section shall be construed to convert private basic education institutions into public institutions." To avert potential land-tenure and asset-owner disputes at county level.</p> <ul style="list-style-type: none"> • We note that the amendment clarifies that the provision of government support—such as subsidies, vouchers, or public-private partnerships -- does not alter the legal status of private basic education institutions or convert

				<p>them into public schools. It preserves the autonomy and proprietary rights of private institutions while encouraging their participation in government programs aimed at enhancing access to education. This safeguard ensures that private schools retain their independence despite receiving public funds, and it limits any unintended extension of state control over privately managed institutions.</p> <ul style="list-style-type: none"> ● We, however, note that this clause only seeks to provide that the Cabinet Secretary shall promote education and training in the various systems and structures of basic education.
9.	<p>Section 43 (1) of the principal Act is amended in paragraph (a) by inserting the words “Alternative Provision of Basic Education and Training Schools” immediately after the word "sponsored schools".</p>	<p>The effect of this amendment is to provide for formally recognition of APBET schools under the public schools category in basic educational institutions.</p>	<p>National Treasury</p>	<p>1. Review this clause as it seeks to include APBET schools in the category of public schools.</p> <p>Justification</p> <p>This creates a legal issue where some of the schools, currently owned by individuals and organizations, qualify for support as public schools.</p> <ul style="list-style-type: none"> ● We note that APBET institutions should be classified based on their ownership. If they are owned and run by private individuals or organizations, they remain private institutions, even though they contribute to the national goal

				of providing universal basic education. Public oversight and regulation do not convert them into public institutions. We therefore recommend the deletion of this clause.
			Gender Equality, Disability, and Social Inclusion (GEDSI)	<p>1. Monitoring Evaluation and Learning tools should include gender and disability inclusion indicators and provide pathways for community feedback and learner protection.</p> <ul style="list-style-type: none"> • We note that while the proposal to include gender and disability inclusion indicators and community feedback mechanisms is critical for advancing equitable education outcomes, it may not be appropriately placed under Section 43 of the Basic Education Act, which addresses the establishment and management of institutions. A more suitable placement would be under the provisions governing Quality Assurance and Standards, where monitoring and evaluation tools are more comprehensively addressed.
			Ministry of Education-State Department of Basic Education	<p>1. Not in agreement with the amendment.</p> <p>Justification That this amendment has a huge financial implication therefore the concurrence of the</p>

				<p>National Treasury is key to ensure proper implementation.</p> <ul style="list-style-type: none"> • Refer to the response to the comment to the National Treasury above.
			<p>Bridge International Academies Foundation</p>	<p>1. Not in agreement.</p> <p>Justification No appropriate way to classify APBET schools and institutions as public schools. As this may serve to lock out non-governmental organizations from providing education opportunities to underserved communities. Proposal, an amendment in this section to establish APBET Schools as a distinct category of schools established through community initiatives and private-public benefit organizations or other non-profit organizations.</p> <ul style="list-style-type: none"> • We note that the above comment does not fully capture the effect of the proposed amendment, as its intent is to provide formal recognition of APBET education within the national education system and structure as outlined under Section 41 of the Basic Education Act. This would integrate APBET institutions into the established framework for basic education, thereby distinguishing them from other private

				institutions and enabling their inclusion in planning, oversight, and support mechanisms under the law.
10.	<p>The principal Act is amended by inserting the following new Part immediately after Part VII</p> <p>PART VIIA-ALTERNATIVE PROVISION OF BASIC EDUCATION TRAINING AND CONTINUING ADULT EDUCATION.</p> <p>52A. Institutions of Alternative Basic Education, Training and Continuing Adult Education may utilize facilities of existing institutions of basic education or other public and private institutions or premises upon request and concurrence of the institutions of basic education.</p> <p>52B. Learners under the age of eighteen years in institutions to which this Part applies shall be eligible for capitation grants under the free and compulsory education programme.</p> <p>52C. Institutions of Alternative Basic, Adult and Continuing Education shall offer programmes in accordance with the curriculum approved by the Kenya Institute of Curriculum Development.</p>	<p>The effect of this amendment is to incorporate Part V of the Basic Education Regulations 2015.</p> <p>Clause 52A</p> <p>APBET schools to utilize facilities of existing schools.</p> <p>Clause 52B</p> <p>Learners under the age of 18 years to be eligible for capitation under the free and compulsory education programme.</p>	-	-
			National Treasury	<p>1. Not in agreement</p> <p>Justification</p> <p>The provision of capitation grants to learners under the age of 18 years in APBET schools under the free and compulsory education programme will occasion additional funding or re-prioritization of resources within the Ministry.</p> <ul style="list-style-type: none"> • We note that children are entitled to free and compulsory basic education under the Constitution, however, funding from the Ministry of Education is allocated to public schools in line with the provisions of the Basic Education Act, 2013 and the Public Finance Management Act, 2012. This can be inferred from section 29(1) of the Basic Education Act,

<p>52D. A learner above the age of eighteen years shall only be admitted into the institutions of alternative basic, adult and continuing education.</p> <p>52E. While admitting learners to institutions of alternative basic, adult and continuing education, the institution shall use the learner’s prior ability, knowledge and competencies in determining his or her placement at an appropriate level of education.</p> <p>52F. Institutions of alternative basic, adult and continuing education shall conduct their programs through accelerated and self-directed learning to cover the prescribed curriculum.</p> <p>52G. Public institutions of alternative basic, adult and continuing education may charge such levies as may be prescribed by the Cabinet Secretary.</p> <p>52H. The national government shall provide institutions of alternative basic adult and continuing education grants for infrastructure improvements.</p> <p>52I. Except with the approval of the Cabinet Secretary, no institution registered as public middle level institution shall be transferred or converted to any other use.</p>			<p>which “No public school shall charge or cause any parent or guardian to pay tuition fees for or on behalf of any pupil in the school.” Further, there are no audit guidelines provided to audit public funds allocated to private institutions as is required by Article 226(3) and section 7 of the Public Audit Act, Cap. 531.</p>
		<p>Kenya Human Rights Commission</p>	<p>1. Amend Clause 52B to allow all learners, regardless of age, to qualify for capitation grants and insert an equality safeguard to prohibit denial of basic education services,including funding, on the basis of age.</p> <p>Justification Ensures learners over the age of 18 are not excluded from financial support,promotes flexibility and inclusion for those who missed school at the regular age,and aligns the Bill with Article 27 and 43(1)(f) of the Constitution, as well as international obligations under ICESCR and SDG 4.</p> <ul style="list-style-type: none"> ● We note that the right to free and compulsory basic education in Kenya applies to all individuals, regardless of age, as long as they are seeking to access education at the basic level (i.e., pre-primary, primary, and secondary education). Article 53(1)(b) of the Constitution provides that “Every child has the right to free and compulsory basic education.” Article 43(1)(f)

	<p>52 J. (1) A middle level institution shall only offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary.</p> <p>(2) The Kenya National Examinations Council or a body prescribed by the Cabinet Secretary shall issue certifications for the courses offered under subsection (1).</p>			<p>further states that “every person has the right to education as part of socio-economic rights”. The Basic Education Act, section 28(1), reinforces this by stating that “The Cabinet Secretary shall implement the right of every child to free and compulsory basic education.” And Section 28(2) adds that “Every parent shall ensure that his or her child attends school regularly.” Further the courts have interpreted the term "child" in the context of education rights liberally—to mean that any person who has not completed basic education should not be denied access based on age alone. Therefore, age is not a barrier to accessing free basic education in public institutions in Kenya. Any person, regardless of age, who is pursuing or has not completed basic education is constitutionally entitled to do so free of charge. This aligns with the principles of inclusive, equitable, and lifelong learning. Further, the response issued to the comment by the National Treasury above applies.</p>
		<p>Clause 52C APBET institutions offer programmes in accordance with the curriculum approved by KICD.</p>	-	-
		<p>Clause 52D</p>	<p>WeCare Organization</p>	<p>1. Propose to amend section 52D to include youth below the age of 18.</p>

	<p>Learners above 18 years to be admitted only in alternative basic, adult, and continuing education.</p>			<p>Justification</p> <p>This provision by strictly limiting admission to learners above the age of eighteen years, fundamentally contradicts the constitutional right to free and compulsory basic education envisaged under article 53(1)(b) for all children and youth. Furthermore, this restriction undermines the very purpose of “Alternative Provision” which is formed to cater to diverse learning needs and bridge educational gaps for all that have fallen outside of the formal education system.</p> <ul style="list-style-type: none"> • We note that section 52 C provides for learners under the age 18 while section 52D provides for learners above the age of eighteen years therefore not discriminatory and is inline with some of the requirements in the section 32 of Basic Education Act which requires proof of age for admission.
			<p>Kenya Human Rights Commission</p>	<ol style="list-style-type: none"> 1. Revise Clause 52D to permit learners above 18 to access mainstream alternative basic education where appropriate and insert an equality safeguard to prohibit denial of basic education services, including funding, on the basis of age. <ul style="list-style-type: none"> • We note that The right to free and compulsory basic education in Kenya applies to all individuals, regardless of age, as long as they are seeking to access education at the basic level (i.e.,

				<p>pre-primary, primary, and secondary education). Article 53(1)(b) of the Constitution provides that “Every child has the right to free and compulsory basic education.” Article 43(1)(f) further states that “every person has the right to education as part of socio-economic rights”. The Basic Education Act, Section 28(1), reinforces this by stating that “The Cabinet Secretary shall implement the right of every child to free and compulsory basic education.” And Section 28(2) adds that “Every parent shall ensure that his or her child attends school regularly.” Further the courts, have interpreted the term "child" in the context of education rights liberally—to mean that any person who has not completed basic education should not be denied access based on age alone. Therefore age is not a barrier to accessing free basic education in Kenya. Any person, regardless of age, who is pursuing or has not completed basic education is constitutionally entitled to do so free of charge. This aligns with the principles of inclusive, equitable, and lifelong learning.</p>
		<p>Clause 52E Prior ability, knowledge and competence to be used in determining placement.</p>	-	-
		<p>Clause 52F</p>	-	-

		<p>Programmes to be self-directed learning model to cover prescribed curriculum.</p>		
		<p>Clause 52G Cabinet Secretary to determine levies charged by APBETS.</p>	<p>WeCare Organization</p>	<p>1. Amend by deleting clause 52G that provides that the Cabinet Secretary shall determine levies charged by APBETS as this provision limits the right to free and compulsory basic education provided for under Article 53(1)(b).</p> <ul style="list-style-type: none"> • <i>We note that section 29 (1) of the Act provides that “No public school shall charge or cause any parent or guardian to pay tuition fees for or on behalf of any pupil in the school.” It however limits the above and states that school fees are payable by persons who are not Kenyan Citizens, and that “...other charges may be imposed at a public school with the approval of the Cabinet Secretary in Consultation with the County Education Board provided that no child shall be refused to attend school because of failure to pay such charges.” Clause 52G provides for the same for APBET institutions. Providing a safeguard for parents not to be charged more than that which is approved by the Cabinet Secretary and the County Education Board in public APBET institutions. We may therefore provide an amendment to provide for a further safeguard as is provided in section 29(1) of the Act. Of note is, APBETS are not public</i>

				<p>institutions therefore such pronouncements do not apply.</p>
			<p>Kenya Private Schools Association</p>	<p>1. Amend this clause of the Bill by adding a new sub-clause 52G, that the Cabinet Secretary shall, before prescribing any levy affecting private institutions, conduct a regulatory impact assessment and consult the Kenya Private School Associations.” This is to ensure a stable consultative regulatory process safeguarding annual private capital investment and conforms to the Statutory Instruments Act, Cap. 201.</p> <ul style="list-style-type: none"> ● We note that this qualifies as a delegated legislative power as it authorizes the Cabinet Secretary to impose financial obligations through a legal instrument and must therefore comply with the Statutory Instruments Act, Cap 201, which includes being subject to regulatory impact assessment as per section 6. ● We note that because they are privately managed, the Cabinet Secretary does not prescribe or approve their fee structures. Like other private schools, APBET schools set their own fees based on their operational needs and available resources. The Cabinet Secretary’s role is limited to registration, quality assurance, and monitoring, not regulating or subsidising their fee levels.

	<p>Clause 52H Grants for infrastructure development shall be provided by the national government.</p>	<p>WeCare Organization</p>	<p>1. Amend this clause to ensure comprehensive government funding for alternative basic education infrastructure, covering both initial development and ongoing improvement to meet minimum standards for safe and conducive learning environments.</p> <ul style="list-style-type: none"> • We note that this clause deals specifically with grants for infrastructure and does not limit comprehensive government funding to APBET institutions. Section 39 (e) provides that it is the duty of the government to provide appropriate financial resources in public institutions, APBETS are privately owned institutions that do not qualify for such support.
	<p>Clause 52I No public middle level institution may be converted to any other use except with the approval of the Cabinet Secretary.</p>	<p>WeCare Organization</p>	<p>1. Amend this clause to empower the County Education Board for local educational institution conversions with the Cabinet Secretary oversight for policy compliance. This is because this would create centralized control, hindering efficient local planning.</p> <ul style="list-style-type: none"> • We note that this provides for a safeguard as is envisioned by section 43(2) of the Act, that provides for checks and balances by requiring that a public basic education institution be converted only with the consultation of the National Education Board, and by Approval by the Cabinet Secretary.

		<p>Clause 52J (1) Curriculum to be approved by Kenya Institute of Curriculum Development (KICD).</p>	<p>Kenya Union of Post Primary Education Teachers</p>	<p>1. In agreement but with amendment. To delete the words “or agency approved by the Cabinet Secretary.”</p> <p>Justification That KICD should be the body to develop and approve courses or programs for APBETS while CDAC is to develop courses and programs for teachers.</p> <ul style="list-style-type: none"> • We note that middle-level institutions have been defined to mean institutions that offer pre-service and in-service training courses that support provision of basic education and as such, fall under the mandate of basic education. Their curriculum is therefore rightly regulated by the Kenya Institute of Curriculum Development (KICD), which is mandated to prescribe curricula for all levels of Basic Education, including teacher training programs that support its delivery.¹
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¹ Section 4 of the Kenya Institute of Curriculum Development Act. And page 2 of the Presidential Working Party on Education Reforms.

		<p>(2) KNEC or any other body mandated by the Cabinet Secretary to issue certificates.</p>	<p>Kenya Private Schools Association</p>	<p>1. Amend the clause and add a clause on audit, safety and staffing directives, to read, “private basic education institutions shall comply in a risk based and proportionate manner and may satisfy these requirements through recognised third-party accreditation frameworks.”</p> <ul style="list-style-type: none"> • We note that the phrase <i>"private basic education institutions shall comply in a risk-based and proportionate manner and may satisfy these requirements through recognised third-party accreditation frameworks"</i> introduces flexibility in regulatory compliance by allowing institutions to meet standards based on their assessed risk level and, in some cases, through non-governmental accreditation bodies. However, the risk with this approach is that it may undermine uniformity and consistency in the quality assurance of basic education. Relying on third-party accreditation without a standardized, government-led oversight framework could result in uneven enforcement, varying quality standards, and reduced public accountability — especially where accreditation bodies differ in rigor or where oversight is weak. This could dilute the overall integrity of the education system and compromise learners' rights to quality basic education as guaranteed under Article 43(f) of the Constitution of Kenya.
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			Office of the Attorney General and Department of Justice	<p>1. Not in agreement.</p> <p>Justification</p> <p>This Part is already provided for under Part V of the Basic Education Regulations, 2015. It is therefore not necessary to provide for the same. This clause is recommended for deletion.</p> <ul style="list-style-type: none"> • We note that this part is indeed provided for under Part V of the Basic Education Regulations, 2015. The amendment seeks to incorporate its provisions into statute as they have more legal authority when compared regulations under the hierarchy of laws. However, may be deleted.

			World Vision Kenya	<p>1. In agreement.</p> <p>Justification Supports inclusive education and capitation.</p> <ul style="list-style-type: none"> • We note that KEMIS registration and financing frameworks are critical for sustainability. We however note that, APBET institutions are private institutions.
			Elimu Yetu Coalition	<p>1. Do not agree with this amendment.</p> <p>Justification That this amendment brings confusion in regulations.</p> <ul style="list-style-type: none"> • We note that it seeks to provide a detailed framework to govern ABPET governance in the Act.
			Gender Equality, Disability, and Social Inclusion (GEDSI)	<p>1. Ensure operational procedures accommodate learners with disabilities, displaced learners, girls, and other disadvantaged groups. Accelerated learning programs should be age-flexible and culturally sensitive.</p>

				<ul style="list-style-type: none"> ● We note that the Basic Education Act, 2013 already provides a strong legal foundation for inclusive and equitable access to education—particularly for marginalized and vulnerable groups. Specifically: <ul style="list-style-type: none"> ➤ Section 4(f) outlines the right of every child to basic education, without discrimination. ➤ Section 39 mandates the Cabinet Secretary to ensure that children with special needs have access to appropriate educational facilities and programs. ➤ Section 42(2) provides for flexible school systems and curriculum to accommodate learners in difficult circumstances, including accelerated programs. ➤ Section 46 provides for curriculum development and implementation to meet the needs of all learners, including those with special needs. <p>Therefore, while the proposal to accommodate learners with disabilities, displaced learners, girls, and other disadvantaged groups—as well as to offer age-flexible accelerated learning—is valid and in line with inclusive principles, these obligations are already embedded in the current legal framework.</p>
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11.	Section 76 of the principal Act is amended by inserting the following new clause immediately after clause 1— (1A) The Cabinet Secretary may, where appropriate, waive registration requirements for Alternative Provision of Basic Education and Training schools including the submission of title documents, to facilitate the registration of the schools.	The effect of this amendment is to provide for a waiver of registration requirements for APBET schools.	Office of the Attorney General and Department of Justice	<p>1. Not in agreement.</p> <p>Justification This provision is similar to clause 3 which has been addressed. And is therefore recommended for deletion.</p> <ul style="list-style-type: none"> • We note that the amendment to waive registration requirements goes against Registration Guideline Alternative Provision of Basic Education and Training Institutions, 2015 and is further addressed in response to clause 3
12.	Section 79 of the principal Act is amended in subsection (1) by inserting the following new paragraph immediately after paragraph (c) “(d) registered, accredited, licensed Alternative Provision of Basic Education and Training schools in the county.”	The effect of this amendment is to establish a data bank for ABPBET schools.	Kenya Private Schools Association	<p>1. Amend this provision by adding the following after the word “county”— “provided that any personal or proprietary information shall be redacted or anonymised in compliance with the Data Protection Act, 2019.”</p> <ul style="list-style-type: none"> • We note that this amendment is in line with the providing protection of data under the relevant law, however, it may be inferred that these protections apply as they are provided for under the Data Protection Act, CAP 411C.
13.	The principal Act is amended by inserting the new section immediately after section 82— 82A. The Cabinet Secretary may, where appropriate, waive registration	The effect of this amendment is to provide for waiver of registration requirements for APBET schools.	-	-

	requirements for requirements of Alternative Provision of Basic Education and Training schools, including the submission title documents. to facilitate the registration of the schools.		Office of the Attorney-General and the Department of Justice.	<p>1. Not in agreement.</p> <p>Justification</p> <p>The proposal suggests amending section 82 of the Act to allow the Cabinet Secretary to waive registration requirements, including the submission of title documents, for alternative provision of basic education and training schools. However, since this provision is similar to one addressed in clause 3, the recommendation is to delete clause 14.</p> <ul style="list-style-type: none"> • We note that the amendment to waive registration requirements goes against Registration Guidelines for Alternative Provision of Basic Education and Training Institutions, 2015.
14.	Section 86 of the principal Act is amended in subsection (2) by inserting the words “including Alternative Provision of Basic Education and Training” immediately after the word “education”.	The effect of this amendment is to include APBET schools under the financing of basic education.	Kenya Private Schools Association	<p>1. Amend this section 86 by inserting a new paragraph (d)— “Funds appropriated for public-private partnership subsidies, learner vouchers or infrastructure co-financing with registered private schools.”</p> <ul style="list-style-type: none"> • We note that the amendment proposes to formally recognize and enable the allocation of public funds to support private education providers through structured partnerships. This amendment raises accountability concerns as there are no set guidelines on auditing public funds that are channelled to private institutions.

			National Treasury	<p>1. Do not agree with this amendment.</p> <p>Justification Concern over the requirement that the Department of Education is to provide funds for the promotion of education in APBET Schools.</p> <ul style="list-style-type: none"> ● Refer to the response to the Kenya Private Schools Association above.
			Elimu Yetu Coalition	<p>2. Do not agree with this amendment.</p> <p>Justification That the amendment is unnecessary.</p> <ul style="list-style-type: none"> ● Refer to the response to the Kenya Private Schools Association above.
			Kenya Private Schools Association (KPSA)	<p>1. In agreement.</p> <p>Justification Supports inclusive funding and public-private partnerships.</p> <ul style="list-style-type: none"> ● Refer to the response to the Kenya Private Schools Association above.
			Ministry of Education-State Department for Technical, Vocational Education and Training	<p>1. Not in agreement (general comment on inclusion of "and Training").</p> <p>Justification Overlaps with SDTVET mandate per Executive Order No. 2 of 2023; recommends deleting "and Training" from the Bill.</p>

				<ul style="list-style-type: none"> • We note that this avoids duplication with TVET functions. Comprehensively discussed in clause 2.
			Complimentary School Association of Kenya	<ol style="list-style-type: none"> 1. CSAK recommends creating a digital registry for all APBET institutions and linking it to education sector performance tracking tools. <ul style="list-style-type: none"> • We note that this submission is not in line with the subject under this clause.
			Gender Equality, Disability, and Social Inclusion (GEDSI)	<ol style="list-style-type: none"> 1. Data systems should collect and report on gender, disability, and economic background to support inclusive policy formulation and funding decisions. <ul style="list-style-type: none"> • We note that this submission is not in line with the subject under this clause.
			Ministry of Education- State Department for Basic Education	<ol style="list-style-type: none"> 1. Not in agreement with this amendment. <p>Justification This is because APBET is already recognized as a form of basic education.</p> <ul style="list-style-type: none"> • Refer to the response to the Kenya Private Schools Association above.

NOTES:

1. Unified APBET Schools Association- agree with all the proposed amendments to the Bill and propose that its should be passed as it is.
2. Teachers Service Commission- agree with all the proposed amendments to the Bill and propose that its should be passed as it is.
3. APBET Complementary Schools Association of Kenya - agree with all the proposed amendments to the Bill and propose that its should be passed as it is.
4. Education Stakeholders Association of Kenya-submitted an amendment to section 10 of the Act which is not subject of the Bill.
5. Kenya Private Schools Association -submitted an amendment to section 41 which is not part of the Bill.

Further submissions by the APBET Schools Association of Kenya in support of the Bill–

1. Recognition and Registration: Conduct a comprehensive mapping of APBET schools, define their categories, and establish a streamlined registration process to formalise their status.
2. Equitable Funding: Allocate funds to support APBET schools, including access to school feeding programmes to promote equal opportunities for learners.
3. Capacity Building: Provide training and professional development for APBET teachers to enhance education quality.
4. Infrastructure Support: Invest in the development and improvement of infrastructure in APBET schools.
5. Financial Support: Offer grants or low-interest loans through the Ministry of Education to support the growth and sustainability of APBET schools.
6. Tax and Statutory Relief: Exempt APBET schools from taxes and statutory deductions (NHIF, NSSF, PAYE) or significantly reduce them, given their reliance on donations and limited financial capacity.
7. Access to Opportunities: Allow APBET learners to compete for and benefit from county and sub-county level opportunities to ensure equity and equal treatment.
 - **We note that while the proposal to exempt APBET schools from taxes and statutory deductions is well-intentioned, it must be balanced against constitutional obligations. Article 209 of the Constitution obliges all persons, including institutions, to contribute to the tax burden, while Article 43 guarantees socio-economic rights such as social security and healthcare—implemented through schemes like NSSF and NHIF. Exempting APBET tutors from these contributions would undermine these constitutional protections and their long-term welfare. Moreover, as APBET schools are not recognised as formal public education institutions, there are no established public financial management structures to audit and account for government funds channelled to them. Consequently, direct government funding or statutory exemptions would be legally unsound without first regularising and formalising these institutions within the national education framework. Further, since most county bursary,**

feeding, and co-curricular programmes are designed for public schools, APBET learners are typically excluded or only considered informally at the discretion of local administrators. The absence of a statutory obligation requiring counties or sub-counties to allocate resources to APBET learners has resulted in their inconsistent and inequitable access to such opportunities.

PART FIVE

5 COMMITTEE OBSERVATIONS

23. The Committee observed as follows on the proposed Bill:

1. The Proposed Bill is important as it will provide for mapping, recognition, registration and provision of equivalent benefits to Alternative Provision for Basic Education and Training (APBET) schools.
2. The Basic Education Act does not provide a definition of a school with regard to the total number of students.
3. APBET schools have not formally been recognized component of Kenya's education framework.
4. The proposed provision on funding of APBET schools would ensure sustainability of such schools.

PART SIX

6 COMMITTEE RECOMMENDATION

24. The Committee having reviewed the Basic Education (Amendment) Bill (National Assembly Bill No. 3 of 2025) recommends that the House approves the Bill with amendments as proposed in the Schedule in Part Seven of this report.

PART SEVEN

7 SCHEDULE OF PROPOSED AMENDMENTS


25. The Committee proposed the following amendments to be considered by the House in the Committee Stage:

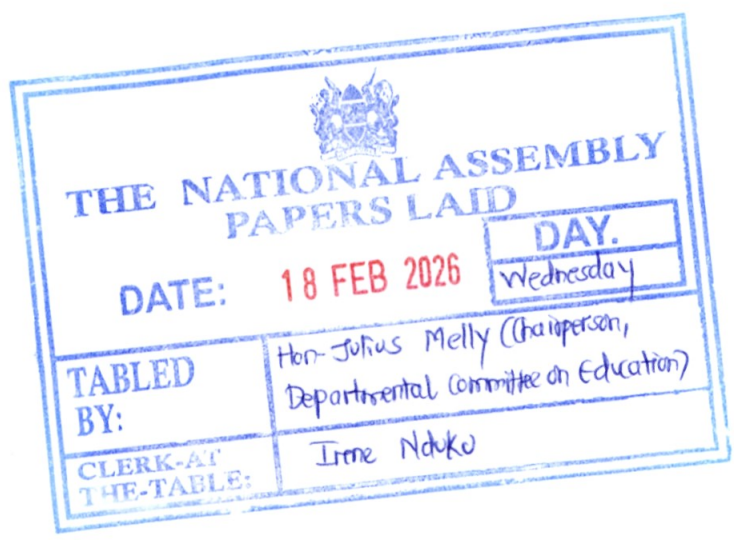
i) Clause 2

26. The definition should be aligned with the provisions of section 2 of the Basic Education Act which has defined 'non-formal education' to mean any organized educational activity taking place outside the framework of the formal education system and targets specific groups or categories of persons with life skills, values and attitudes for personal and community development.

ii) Clause 3

27. Amend the Clause by deleting Clause 3. The clause proposes waiving registration requirements for APBET schools. However, this exemption conflicts with Article 43(1)(f) of the Constitution, which guarantees everyone's right to education, and also conflicts with the 2009 Policy for Alternative Provision of Basic Education and Training, which requires institutions to meet minimum quality standards set by the Ministry of Education. The 2021 Registration Guidelines for Basic Education Institutions also specify procedures and requirements for establishing such schools, ensuring quality and regulation.

SIGNED.......... DATE.....18/2/2026.
HON. JULIUS K. MELLY, CBS, MP
CHAIRPERSON,
DEPARTMENTAL COMMITTEE ON EDUCATION





REPUBLIC OF KENYA
THE NATIONAL ASSEMBLY
13TH PARLIAMENT – FOURTH SESSION – 2025
DEPARTMENTAL COMMITTEE ON EDUCATION

ADOPTION SCHEDULE

AGENDA: CONSIDERATION OF THE BASIC EDUCATION (AMENDMENT) ACT, SPONSORED BY HON. ANTHONY OLUOKI

NO.	NAME	SIGNATURE
1.	Hon. Julius Melly, MP Chairperson	
2.	Hon. Eve Obara, MP Vice-Chairperson	
3.	Hon. Dr. Christine Oduor Ombaka, MP Member	
4.	Hon. Jerusha Momanyi, MP Member	
5.	Hon. Abdul Haro, MP Member	
6.	Hon. Mary Emaase, MP Member	
7.	Hon. Clive Gisairo, MP member	
8.	Hon. Dick Maungu MP Member	
9.	Hon. Julius Taitumu M'Anaiba, MP Member	
10.	Hon. Nabii Daraja, MP Member	
11.	Hon Peter Orero, MP Member	
12.	Hon. (Prof.) Phylis Bartoo, MP Member	
13.	Hon. Rebecca Tonkei, MP Member	
14.	Hon. Elijah Kururia, MP Member	
15.	Hon. Joseph Makilap, MP Member	

Accolades His home in Nairobi became a refuge of families of political prisoners during the one party rule

Celebrating Pheroze Nowrojee, a legal giant

The ashes of the lawyer, who died of pneumonia in the US, flown home months after he was cremated

BY ELVIS ONDIEKI

In events stranger than fiction, Senior Counsel Pheroze Nowrojee was the keynote speaker at an event in the United States to honour author Ngugi wa Thiong'o in June last year.

A year later, both have died in the US, and their bodies have been cremated. Nowrojee died on April 5 at the age of 85 while Prof Ngugi died on May 28 at the age of 85. They died 58 days apart.

They were creators of literature, with Ngugi writing across genres and Pheroze penning mostly poetry and short stories when not handling legal matters.

"They are now together in heaven," said Dr Saisi Marasa, the founding president of the Kenya Diaspora Alliance-USA that gave Prof Ngugi the Lifetime Achievement Award at Georgia State University on June 22, 2024, with Nowrojee being the keynote speaker.

Whereas Ngugi's Kenyan memorial was at the University of Nairobi on June 20, Nowrojee's was at the Louis Leakey Auditorium of the National Museums of Kenya yesterday.

Nowrojee's eldest child, Binaifer, said their father died of pneumonia while visiting the US.

"He was cremated and his ashes brought home," she said.

"The memorial is to celebrate him and welcome him back home."

Sia, the second child in the family, said: "The memorial moment was in waiting because we wanted to do something that would capture the love that we, as a family, have been receiving since he died."

Binaifer, Sia and their brother Elchi - who are

based in the US - are in Kenya for the memorial.

In separate interviews with the *Daily Nation*, the siblings painted a picture of a doting father whose influence shaped their lives.

Nowrojee's memorial page on the Internet is glowing with tributes from far and wide.

The people he taught, mentored or interacted with have been writing about their encounter with the man. Some still remember his submissions before the Supreme Court in the 2017 and 2022 presidential election petitions.

"Humble to a fault, the towering veteran of the courts was an intellectual who led a simple life and interacted respectfully with all, even the most junior members of the legal profession and the Judiciary," wrote Deputy President Kitururu Kindiki.

Said Chief Justice Martha Koome: "To many of us in the legal profession, Senior Counsel Pheroze Nowrojee was simply 'Mwalimu' - our teacher, our mentor, our conscience."

"His legacy lives on in the landmark cases he argued, the scholarly works he authored and - perhaps most enduringly - in the many advocates, judges and legal scholars whose thinking he shaped and whose careers he nurtured."

Law scholar Makau Mutua wrote: "In most eulogies, society valorises even villains. Rare is the person who speaks only the truth at a dead man's send-off. But with Mr Nowrojee, it's difficult to find fault with the man, although I am sure his family knows of some, as all our families do. I have scoured his public life and found none."

When the *Daily Nation* visited the Nowrojee family home on July 6, his children had fond memories for him.

Binaifer, the president of the Open Society Foundations (OSF), said one of the indelible memories is the fact that their house became a home for children of political prisoners being hounded by the government in the 1990s.

"After someone was taken from their home and disappeared, my father and some other lawyers would go from police station to police station looking for them," she said.

"The young children of these political families would come and stay at our house during that time."

Nowrojee's wife, Viloo, would spend time with those children.

"Our house became a house not just of a house for finding a lawyer but the sanctuary for families of political prisoners. He gave me the interest in justice and in wanting to uphold justice," said Binaifer, who is a human rights lawyer.

OSF is an advocacy organisation that works through grant making and investment strategies. It was founded by American philanthropist George Soros in 1979, with Binaifer being its first head from the Global South.

She said that in his final days, her father was working with young voices in the civic space to nurture the spirit of advocating for a just society.

"He was working with Gen Z... to ensure that the next generation of Kenyans continued the work he had done - to make sure that Kenya is a more just and equitable country," she said.

At the time of his death, she added, her father had published several books that included a family memoir and two short-story collections.

Posthumously, she noted, the family will gather the poems and publish them.

Sia, the second-born, said her father was not just a lawyer but also an artist, poet and writer.

"There were two sides to him. There was the legal side... and the poetry and writing side. He wrote short stories and about our family a lot. He also painted - doing watercolours," Sia said.

"He would paint the smallest details in things and I realised he was capturing the minutest beauty in the world," she added.

Sia said her father could see beauty in the smallest things.

"His art was an important part to me - almost the flipside of the legal mind was this beautiful artistic mind."

"He wrote poetry. He wrote poems for us - my brother, sister and I for his grandchildren; for my mother; and those were his gifts to us. These personal bits that reminded us to see the beauty in the world."

Sia is a women's rights advocate. Unlike her two siblings, did

not become a lawyer but went into social work like her mother.

Reminiscing about the moments with her father, she also mentioned a trait in Nowrojee that has been said in the tributes published online - being a good listener.

"He was never distracted. If he was talking to you, he was talking to you. If you were telling him your worries, he was listening. He was trying to find a way to take care of you," she said.

"I think that the part I miss the most is literally his face lighting up when any of us walked in a room."

Sia said Nowrojee worked hard, "all driven by love of this wonderful country that he knew could be better".

"He was a son of Kenya in every sense," she added.

The lastborn, Elchi, is a commercial lawyer based in New York.

"My father had a tangible sense of justice," he said.

"He viewed his professional responsibility not simply as being a technical practitioner, as someone who filed cases and drafted affidavits in the correct way, but something broader than that. He saw the purpose of the rule of law as bringing about the fulfilment of people's rights and really truly the fulfilment of the potential of the country through the rule of law."

Recalling the times his father defended "enemies of the State" when most lawyers could not dare do so, Elchi noted that Nowrojee contributed to the growth of the civil society in Kenya.

Nowrojee's work with Kenyan youth, said Elchi, was to keep that fire burning.

"He continued to engage in the struggles of the day. In the last few months of his life, this was centred around the Gen Z movement that we've witnessed. My father viewed the Gen Z movement as the next step," he said.

Elchi noted that one of the biggest lessons he picked from his father was how to push back against a system that assumes too much power.

"My father had a huge influence on me, my sisters and very many people. In terms of professional life, I have taken away a number of things from my father. One is that it is necessary to be technically excellent," he said.

"He was truly one of the best lawyers of his generation. I don't just mean in Kenya. He has lectured in many universities in Tanzania and even the US. As I became a lawyer, I recognised just how good he was. He truly was a technically excellent practitioner of the law."

Yesterday's memorial, according to an invite to the press, brought together the family, legal peers, civil society and the public.

"Across five decades, Nowrojee stood for constitutionalism, human rights, and civic courage. He defended political prisoners, taught generations of lawyers, and left behind a written legacy that shaped Kenya's public conscience," the invite said.

endieki@ke.nationmedia.com

85

The age of Pheroze Nowrojee at the time of his death in the United States on April 5, 2025



REPUBLIC OF KENYA
THIRTEENTH PARLIAMENT - FOURTH SESSION (2025)
THE NATIONAL ASSEMBLY

IN THE MATTER OF ARTICLE 118 (1) (b) OF THE CONSTITUTION
AND
IN THE MATTER OF CONSIDERATION BY THE NATIONAL ASSEMBLY OF THE BASIC EDUCATION
(AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO 3 OF 2025)

INVITATION TO SUBMIT MEMORANDA

WHEREAS Article 118 (1) (b) of the Constitution requires Parliament to facilitate public participation and involvement in the legislative and other business of Parliament and its Committees and Standing Orders 127 (3) of the National Assembly Standing Orders requires House Committees considering Bills to facilitate public participation;

AND WHEREAS, the **Basic Education (Amendment) Bill (National Assembly Bill No. 3 of 2025)** was read a First Time on **Wednesday 11th June 2025** and thereafter referred to the **Departmental Committee on Education** for consideration and reporting back to the House;

IT IS NOTIFIED that the Basic Education (Amendment) Bill (National Assembly Bill No. 3 of 2025) is a Bill sponsored by **Hon. Antony Tom Oluoch, M.P.**, and seeks to amend the Basic Education Act Cap. 211 to provide for mapping, recognition, registration and provision of equivalent benefits to Alternative Provision of Basic Education Training (APBET) schools in line with the APBET policy 2009 and the Basic Education Regulations 2015.

NOW THEREFORE, in compliance with Article 118 (1) (b) of the Constitution and National Assembly Standing Order 127 (3), the Clerk of the National Assembly hereby invites the general public and stakeholders to submit memoranda on the Bill to the **Departmental Committee on Education**.

Copies of the Bill are available at the National Assembly Table Office, Main Parliament Building and on www.parliament.go.ke/the-national-assembly-business/bills.

The Memoranda may be forwarded to the **Clerk of the National Assembly**, P.O. Box 41842 - 00100, Nairobi; hand-delivered to the **Office of the Clerk, Main Parliament Building, Nairobi**; or emailed to crn@parliament.go.ke to be received on or before **Friday 25th July 2025 at 5.00 pm**.

S. NJOROGE, CBS
CLERK OF THE NATIONAL ASSEMBLY
11th July, 2025

"For the Welfare of Society and the Just Government of the People"



**THE NATIONAL ASSEMBLY
OFFICE OF THE CLERK**

P. O. Box 41842-00100
Nairobi, Kenya
Main Parliament Buildings

Telephone: +254202848000 ext. 3300
Email: cna@parliament.go.ke
www.parliament.go.ke/the-national-assembly

When replying, please quote
Ref: **NA/DDC/EDU/2025/(073)**

23rd May, 2025

✓ **Hon. Dorcas Oduor, OGW, EBS**
The Attorney-General of the Republic of Kenya,
Sheria House, Harambee Avenue,
NAIROBI

FCPA Nancy Gathungu, CBS
Auditor General of the Republic of Kenya
Anniversary Towers, 3rd Floor, University Way
P.O. Box 30084-00100
NAIROBI

✓ **Amb. Prof. Julius Kibet Bitok, PhD., CBS**
Principal Secretary
State of Department of Basic Education
Ministry of Education
Jogoo House, Harambee Avenue
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✓ **Dr. Chris K. Kiptoo, PhD, CBS**
The Principal Secretary
The National Treasury
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P.O. Box 30007-00100
NAIROBI

✓ **Dr. Nancy Macharia, CBS**
Chief Executive Officer /Secretary
Teachers Service Commission
TSC House, Upper Hill
NAIROBI

✓ **Mr. Paul Famba, MBS**
Chief Executive Officer/Commission Secretary
Public Service Commission
Commission House,
Harambee Avenue
NAIROBI

Dr. Anne R. Gitau, PhD, EBS, MBS, CHRP

Chief Executive Officer/Commission Secretary
Salaries and Remuneration Commission
Williamson House 6th Floor, 4th Ngong Avenue

NAIROBI

Mr. Collins Henry Oyuu

Secretary General
Kenya National Union of Teachers (KNUT)
KNUT House Mfangano Street

NAIROBI

Mr Akelo M.T Misori

Secretary General
Kenya Union of Post-Primary Education Teachers (KUPPET)
NextGen Mall, 2nd Floor, Mombasa Road

NAIROBI

CHRP Quresha Abdullahi

Executive Director
Institute of Human Resource Management (IHRM)
Prism Towers, 24th Floor, Third Ngong Ave

NAIROBI

Dear *Am. Acs*

RE: INVITATION TO SUBMIT COMMENTS ON THE TEACHERS SERVICE COMMISSION (AMENDMENT) BILL, 2024 (NATIONAL ASSEMBLY BILL NO. 27 OF 2024)

The Departmental Committee on Education is established pursuant to Standing Order 216 of the National Assembly and is mandated, inter alia, to study and review all legislation referred to it.

The Teachers Service Commission (Amendment) Bill (National Assembly Bill No. 27 of 2024), sponsored by Hon. Abdul Haro, MP, is currently under consideration by the Committee for review and reporting back to the House. The Bill seeks to amend the Teachers Service Commission Act (Cap. 212) to provide for additional allowances beyond the basic pay for teachers, ensure fairness and structure in acting appointments, and promote predictability and certainty in managing allowances within the teaching profession.

Pursuant to Article 118(1)(b) of the Constitution and Standing Order 127(3) of the National Assembly Standing Orders, Parliament is required to facilitate public participation and involvement in the legislative and other business of Parliament and its Committees. In line with this requirement, the Committee placed a public notice in the local dailies on 18th April 2025.

Owing to the critical importance of the Bill to the education sector, the Committee has resolved to engage stakeholders through in-person meetings to deliberate on the Bill. You are therefore requested to send your representative to attend the scheduled meeting on **Thursday, 29th May 2025 from 10:00 am.** at a venue to be communicated in due course.


You are kindly requested to prepare and present your written submissions in a matrix format, clearly indicating the Section of the Act; specific clause in the Bill; proposed amendment; and the justification for amendment.

Please avail twenty (20) hard copies of your submissions at the meeting. A soft copy should also be submitted in advance to the Office of the Clerk, Main Parliament Building, or emailed to: cna@parliament.go.ke. Physical copies of the Bill are available at the Table Office, Main Parliament Building, while an electronic version can be accessed via the Parliament website at: www.parliament.go.ke/the-national-assembly/house-bills.

Your valued input will be instrumental in enriching the legislative process and ensuring the Bill reflects the needs and aspirations of the teaching profession

Our liaison officers for this activity are **Mr. Douglas Katho**, Tel No. **0722333145** or email: douglaskatho@gmail.com; and **Mr. Clive Onyancha**, Tel. No. **0725993500** or email: clive.onyancha@parliament.go.ke.

Yours

Sincerely,


Samuel Njoroge, CBS
CLERK OF THE NATIONAL ASSEMBLY



Mr. Kotho
pls TNA
Advance
25/8/25

004
25/08/25

Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Telegraphic address" EDUCATION," NAIROBI
Telephone: Nairobi 254-20- 3318581
E-mail: info@education.go.ke
Web: www.education.go.ke

Ref: MOE.GEN/31L/8/VOL.XVII (8A)

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

NAIROBI - KENYA Our
Date: 13th August 2025

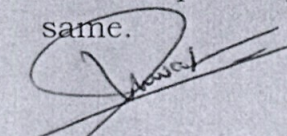
The Clerk of the National Assembly
Main Parliament Buildings
P.O. Box 41842 - 00100
NAIROBI

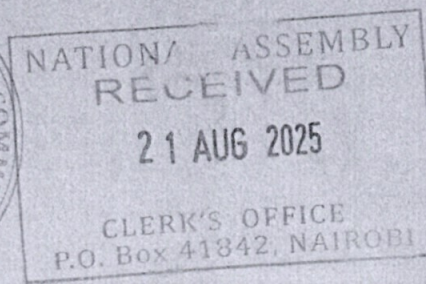
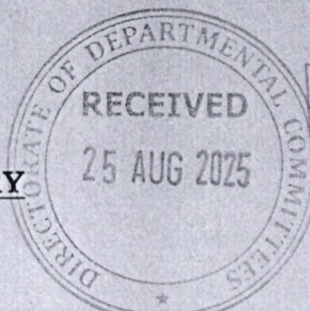
RE: THE PROPOSED BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO. 3 OF 2025)

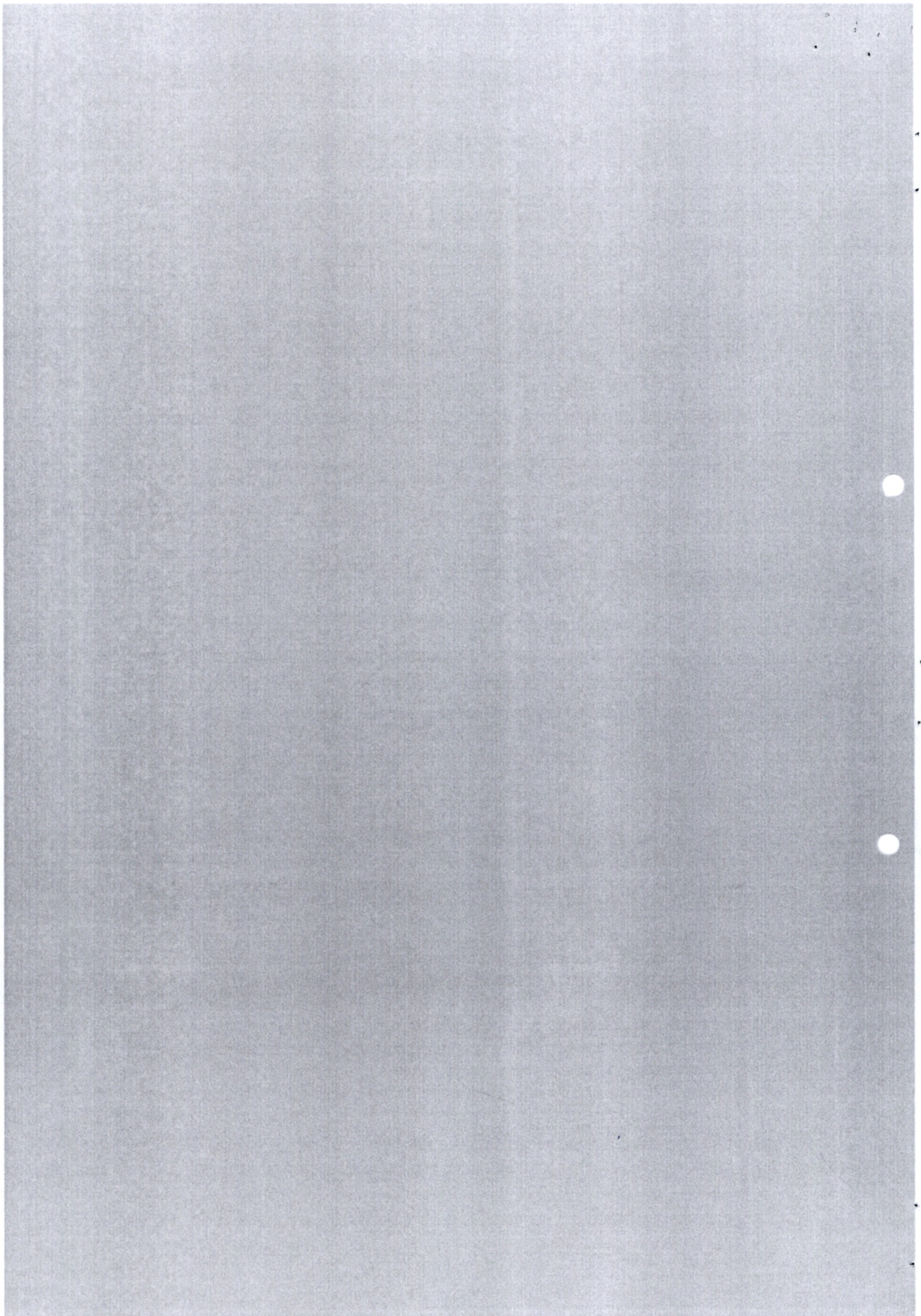
Reference is made to your letter under **Ref: NA/DDC/EDUC/2025/ (116)** dated **24th July 2025** requesting for our written submissions on the above proposed legislation.

We have reviewed the Bill and wish to state that as part of the ongoing education reforms which involves implementation of the recommendations of **Presidential Working Party on Education Reform (PWPER) Report**, the Ministry of Education has developed a draft **National Education Policy** and a draft **Basic Education Bill** which addresses Alternative Provision of Basic Education and Training. We note that some of the provisions proposed herein contradicts some of the proposals in the draft Policy and Bill developed by the Ministry of Education. The process of submitting the draft Policy and Bill to the National Assembly for approval and enactment is at an advanced stage therefore we recommend that the enactment of this Bill be paused so that the provisions can be looked at together with the Ministry's proposals to ensure a mutual way forward and ease of implementation.

On the specific provisions of the Bill, please find attached our comments on the same.


Fred Mwei
FOR: PRINCIPAL SECRETARY







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MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

COMMENTS ON THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO. 3 OF 2025)

No.	Section in the Act	Provision	Proposal in the Bill	Our Comment
1.	Section 1 Short Title		This Act may be cited as the Basic Education (Amendment) Act, 2025	
2.	Section 2 Interpretation	"Basic education" means the educational programmes offered and imparted to a person in an institution of basic education and includes Adult basic education and education offered in early childhood education centres.	Amend the definition of "basic education" by inserting the words "and Alternative provision for Basic Education and Training Schools" immediately after the word centres.	
			Insert new definition <i>"middle level institution" means an institution offering pre-service and in-service teacher training courses that support provision of basic education.</i>	The Ministry of Education has developed a draft Pre-Service Education and In-Service Training in Basic Education Bill to provide a framework for Pre-Service Education and In-Service Training in Basic Education.
			Insert new definition <i>"Alternative Provision for Basic Education and Training Schools" means institutions offering basic education curriculum in informal settlements.</i>	This provision refers or targets persons in informal settlements only thus inconsistent with Article 43 (1) (f) of the Constitution which provides that every person has a right to education and Article 53



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

				<p>(1) (b) of the Constitution which provides that every child has a right to free and compulsory basic education.</p> <p>Furthermore, the provision is inconsistent with the Alternative Provision for Basic Education and Training Policy 2009 objective, to ensure provision and access to quality basic education, training and related services to all learners outside the formal education system because of socio-economic factors.</p> <p>The provision should therefore be deleted.</p>
3.	Section 7 (1) Composition of the Board (National Education Board)	A person shall be qualified for appointment as the Chairperson of the Board if such person – (a) holds a degree in education from a university recognized in Kenya; (b) has knowledge and at least fifteen years' experience in	Amend by inserting the following new sub-section immediately after subsection (1) - <i>(1A) One of the members of the Board appointed under sub-section (1) shall be the National Chairperson of Alternative Provision of Basic Education and Training Schools in Kenya.</i>	The Ministry of Education has developed a draft Basic Education Bill which proposes the deletion of the whole of Part II, the First Schedule and Part II of the Fourth Schedule of the Basic Education Act to do away with the National Education Board which the



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MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

		<p>matters relating to education;</p> <p>(c) has had a distinguished career in their respective fields; and</p> <p>(d) meets the requirements of Chapter Six of the Constitution.</p>		<p>Presidential Working Party on Education Reform described as moribund and a duplication of the role of the Cabinet Secretary and staff in the Ministry of Education.</p> <p>We therefore recommend that the provision be deleted.</p>
4.	Section 18 (1) Functions of the County Education Boards	<p>The functions of the County Education Board shall be to –</p> <p>(a) oversee in consultation with the county government, the operation and management of youth polytechnics, early childhood education including early childhood care and education programmes in the county;</p>	<p>Amend paragraph (a) by inserting the following the words “<i>and Alternative Provision of Basic Education and Training Schools</i>” immediately after the word programmes.</p>	<p>Reference to Alternative Provision of Basic Education and Training herein should be limited to the basic education levels falling under County Governments.</p>
5.	Section 20 (1) Composition of the County Education Boards	<p>Every County Education Board shall consist of a Chairperson and twelve other members appointed by the Cabinet Secretary through an open and competitive process and shall include –</p>	<p>Amend sub-section (1) by deleting the word “<i>twelve</i>” appearing immediately after the words “<i>Chairperson</i>” and substituting therefor with the word “<i>fourteen</i>”.</p> <p>Amend sub-section (1) by inserting</p>	<p>These additional provisions have financial implication.</p>



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MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

	<p>(a) an educationist of at least five years' standing, based in the county;</p> <p>(b) the County Director of Education or his or her representative who shall be the Secretary to the County Education Board;</p> <p>(c) a representative of the county executive in charge of education;</p> <p>(d) a representative of the Teachers Service Commission;</p> <p>(e) where applicable, one person each representing –</p> <p>(i) jointly, the National Council of Churches of Kenya and the Evangelical Fellowship of Kenya;</p> <p>(ii) the Kenya Episcopal Conference; and</p>	<p>the following new paragraph immediately after paragraph (k) –</p> <p><i>“(l) two representatives of Alternative Provision of Basic Education and Training Schools”</i></p>	
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MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

		<p>(iii) the Muslims Education Council;</p> <p>(f) a representative of the association of private schools;</p> <p>(g) two representatives of a trade union representing the interest of teachers;</p> <p>(h) two representatives of parents' teachers' association; and</p> <p>(i) a representative of persons with disability;</p> <p>(j) two members nominated by the following bodies –</p> <p>(i) the Primary School Head Teachers' Association; and</p> <p>(ii) the Secondary School Principals Association.</p> <p>(k) a representative of a child rights organization.</p>		
6.	Section 26 (1) Role of	The roles of the county government shall include the provision of funds	Amend sub-section (1) by inserting the words "Alternative Provision of	Reference to <i>Alternative Provision of Basic Education and Training</i> herein



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

	County Government	required for the development of the necessary infrastructure for institutions of basic education and training used for conducting early childhood education, childcare facilities, home craft centres and village polytechnics.	<i>Basic Education and Training Schools</i> " immediately after the word polytechnic.	should be limited to the basic education levels falling under County Governments.
7.	Section 39 Responsibility of the Government	It shall be the duty of the Cabinet Secretary to – (a) provide free and compulsory basic education to every child; (b) ensure compulsory admission and attendance of children of compulsory school age at school or an institution offering basic education; (c) ensure that children belonging to marginalized, vulnerable or disadvantaged groups are not discriminated against and prevented from pursuing and completing basic education;	Amend by deleting paragraph (e) and substituting therefor with the following new paragraph – <i>(e) provide infrastructure for all schools, including Alternative Provision of Basic Education and Training Schools, learning and teaching equipment and appropriate financial resources,"</i> Amend by inserting the following new paragraphs after paragraph (j) – <i>(k) advise the national government on the financing of infrastructure development in Alternative Provision of Basic Education and Training Schools; and</i>	The proposed new paragraphs (e) and (j) are already provided for under section 39 (e) and (j) of the Basic Education Act which states that - (e) the Cabinet Secretary shall provide infrastructure including schools, learning and teaching equipment and appropriate financial resources. (j) the Cabinet Secretary shall advise the national government on financing of infrastructure development for basic education. Additionally, under the Basic



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

	<ul style="list-style-type: none">(d) provide human resource including adequate teaching and non-teaching staff according to the prescribed staffing norms;(e) provide infrastructure including schools, learning and teaching equipment and appropriate financial resources;(f) ensure quality basic education conforming to the set standards and norms;(g) provide special education and training facilities for talented and gifted pupils and pupils with disabilities;(h) ensure compulsory admission, attendance and completion of basic education by every pupil;(i) monitor functioning of schools;	<p><i>(l) advise the national government on the waiver of registration requirements, including documents of title for Alternative Provision of Basic Education and Training Schools as the circumstances may demand.</i></p>	<p>Education Act Cap 211 and the Registration Guidelines for Basic Education Institutions 2021, registration of all basic education institutions, including those operating under the Alternative Provision of Basic Education and Training (APBET) framework, is mandatory.</p> <p>These provisions should therefore be deleted.</p>
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MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

		<p>(j) advise the national government on financing of infrastructure development for basic education; and</p> <p>(k) provide free, sufficient and quality sanitary towels to every girl child registered and enrolled in a public basic education institution who has reached puberty and provide a safe and environmentally sound mechanism for disposal of the sanitary towels.</p>		
8.	Section 41 Promotion of Education	<p>The Cabinet Secretary shall in consultation with the relevant Cabinet Secretary and other relevant stakeholders promote education and training in Kenya under the following system and structure -</p> <p>(a) early childhood education;</p> <p>(b) primary education;</p> <p>(c) secondary education;</p>	<p>Amend by inserting the following new paragraph immediately after paragraph (d) -</p> <p><i>(e) Alternative Provision of Basic Education and Training Schools</i></p>	<p>As a way forward, the Ministry of Education proposes that the system and structure of basic education be specified in regulations and not in the substantive law to avoid a legal lacuna where there may be changes. Accordingly, in the Basic Education Bill developed by the Ministry of Education, the</p>



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MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

		(d) middle level institutions of basic education.		proposal is to have a provision making it a requirement for the Cabinet Secretary to prescribe the system and structure of basic education from time to time as necessary. We therefore recommend that the provision be deleted.
9.	Section 43 Categories of Schools	(1) Basic educational institutions shall be categorized as – (a) public schools which are schools established, owned or operated by the Government and includes sponsored schools; (b) private schools as those established, owned or operated by private individuals, entrepreneurs and institutions. (2) A public basic education institution shall not be converted to a private basic education institution	Amend paragraph (a) by inserting the words “ <i>and Alternative Provision of Basic Education and Training Schools</i> ” immediately after the word Sponsored schools.	This provision has huge financial implication therefore the concurrence of National Treasury is key to ensure proper implementation.



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

		or to any other private status without consultation with the National Education Board and approval by the Cabinet Secretary.		
10.			Amend the Principal Act by inserting the following new Part immediately after Part VII – PART VIIA – ALTERNATIVE PROVISION OF BASIC EDUCATION, TRAINING AND CONTINUING ADULT EDUCATION	Alternative Provision of Basic Education, Training and Continuing Adult Education is already provided for under Part V of the Basic Education Regulations 2015. The part provides for institutions of Alternative Basic Education, Training and Continuing Adult Education, grants, curriculum institutions of Alternative Basic and Continuing Adult Education among others. We therefore recommend that the provision be deleted.
11.	Section 79 County Education Board to maintain a databank	(1) The County Education Board shall establish and maintain a databank of all – (a) registered, accredited, licensed and incorporated institutions of education,	Amend sub-section (1) by inserting the following new paragraph immediately after paragraph (c) – <i>(d) registered, accredited, licensed Alternative Provision of Basic</i>	This is already covered under Section 79 (1) (a). We therefore recommend that the provision be deleted



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

		<p>training and or research in the County;</p> <p>(b) teachers in the County; and</p> <p>(c) pupils and students.</p>	<p><i>Education and Training Schools in the Country.</i></p>	
12.	Section 86 Financing of Basic Education	<p>(1) The funds of the Department of Education shall consist of –</p> <p>(a) monies provided by Parliament for the purposes of the Department;</p> <p>(b) any funds provided by bilateral or multilateral donors, for the purpose of the basic education;</p> <p>(c) monies that may accrue to or vest in the in the course of the exercise of its functions under this Act;</p> <p>(d) gifts, grants, donations or endowments as may be given to the Department;</p> <p>(e) monies that may be borrowed by the Department for the discharge of the functions of the Department;</p>	<p>Amend sub-section (2) by inserting the words “<i>including Alternative Provision of Basic Education and Training</i>” immediately after the word education.</p>	<p>Alternative Provision of Basic Education and Training is a form of basic education therefore this provision is not necessary.</p>



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR BASIC EDUCATION

		<p>(f) fees for services rendered to any designated institution in terms of a service agreement; and</p> <p>(g) monies from any other source provided for the Department or relevant educational institution or programme.</p> <p>(2) The funds shall be used to promote basic education.</p>		
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MINISTRY OF EDUCATION
State Department For Technical, Vocational
Education and Training

THE BASIC EDUCATION (AMENDMENT) BILL, 2025

1.0 INTRODUCTION

Pursuant to the Executive Order No 2 of 2023, the state department for Early Learning and Basic Education was mandated to;

- (i) Basic (Early childhood, primary and secondary education and Teacher Training) Education Policy Management;
- (ii) Primary and Secondary Education Institutions Management;
- (iii) School Administration and Programmes;
- (iv) Registration of Basic Education and Training Institutions;
- (v) Administration and Early Childhood and Pre-primary Education, Standards and Norms;
- (vi) Management of Education Standards;
- (vii) Management of National Examinations and Certification;
- (viii) Curriculum Development; Quality Assurance of Education;
- (ix) Special Needs Education Management;
- (x) Representation of Kenya in Africa UNESCO;
- (xi) Teacher Education, Training and Adult Education.

OBSERVATION(S)

- (a) A clear reading of this mandate bestows to the State Department for Early Learning and Basic Education the aspect of **training** that is limited to **teacher training** as opposed to the training envisaged in the TVET Act NO. 29 of 2013.
- (b) It therefore follows that any attempt to bestow to the State Department for Early Learning and Basic Education training functions similar to the ones described in the TVET Act NO. 29 of 2013, would not only be duplicity of functions and waste of public resources but also a recipe for a dysfunctional system.

1.2 In line with the Executive Order NO. 2 of 2023, the State Department for Technical and Vocational Education and Training (SDVET) was mandated to;

- (i) Development and Management of Technical and Vocational Education Policy;
- (ii) Management of Technical Vocational Education and Training;
- (iii) Management of Institutes of Science and Technology;
- (iv) Management of National Polytechnics;
- (v) Registration of TVET Institutions;
- (vi) Management of Technical Training Institutes;
- (vii) Development of Policy and Standards for Youth Polytechnics and Vocational Training;
- (viii) Management of Apprenticeship and Training of Technical and Vocational Training.

OBSERVATION(S)

- (a) A clear overarching Technical and Vocational **training** mandate is bestowed upon the State Department for TVET.
- (b) A clear overarching mandate for policy development for both the Technical and Vocational training including Youth Polytechnics and Vocational Training Centers is bestowed upon SDTVET.

2.0

SECTION	CLAUSE	PROPOSED AMENDMENTS	JUSTIFICATION
2	2(a)	In the definition of 'Basic Education' by inserting the Words 'and Alternative Provision for Basic Education and Training Schools' immediately after the word 'Centre'	-Amend by deleting the term 'and Training' immediately after the term Education because 'Training' is the mandate of the SDVET -All succeeding descriptions of the object of this amendment Bill 2025 should therefore read 'Alternative Provision for Basic Education Schools (APBES)
52D		-A learner above the age of 18 years shall only be admitted into the institutions of alternative basic adult and continuing education.	-The term 'Shall' is used in the clause making it mandatory that trainees above the age of 18 years be admitted only into APBET schools is not only unconstitutional but also misleading and should therefore be deleted.
Objects of the Bill		Includes Vocational Training Centres (VTC') and Non-Formal Education Learning Centre i.e. Homecraft Centre under Basic Education Act.	-All VTCs formerly called Youth Polytechnics are institutions set out in the TVET Act and defined as Institutions providing training leading to the awards below the level of Diploma -VTCs fall under section 26 (1)(a) as Institutions offering courses up to Artisan Certificate. -Nonformal Education Learning Centre are basically Homecraft Centres under the TVET Act responsible for imparting common user skills at village level

			<p>-All manner of skills training is the preserve of SDTVET hence placing it under Basic Education would be duplication of roles</p>
Def. of Adult and Continuing Education		<p>-Learning Process within the perspective of lifelong learning in which an adult or out of school youth is of granted an opportunity in an institution of basic education for purposes of developing abilities, enriching knowledge and improving skills</p>	<p>-Executive Order No. 2 of 2023 places the mandate of training in skills and competencies in the SDTVET</p> <p>-The training aspect under Basic Education is Teacher Training hence the proposed definition encroaches on the mandate of SDTVET.</p> <p>-The Policy of Recognition of Prior Learning (RPL) developed and being implemented by SDVET is already addressing lifelong learning, Non-formal Learning, Informal Learning and out of school youths in certifying their skills and enhancing their abilities and competencies. To do the same in Basic education institutions would be duplicating roles and thereby, spreading the already scarce resources thin.</p>
Def. of National Education Board		<p>-Means National Board for Education and Training established under Section 5 of the Act</p>	<p>-Delete the Term 'and Training' immediately after the word Education because it falls outside the mandate of Basic Education</p> <p>-The functions of the National Education Board do not include any aspect of training because the framers of the principal law knew training was not in the purview of Basic Education</p> <p>-The composition of NEB and CEB do not include any representation from TVET because their mandate does not include training.</p>

5	2(a)	-Putting measures to ensure where applicable, transition to the next level of education especially for the vulnerable and marginalized children	-Amend the clause by inserting the words 'in line with the KNQF' immediately after the word education because the Kenya National Qualification Authority is the only body mandated to define level of education and training and management of transition there within.
18	1(b) 1(g)	-Coordinate and monitor education and training in the county on behalf of the National Government and the County Government. -Register and maintain a databank of all education and training intuitions within the county.	-Delete the term 'and training' immediately after the word education because Training falls outside the mandate of Basic Education. ”
41		-The Cabinet Secretary shall in consultation with relevant Cabinet Secretary and other Stakeholders promote education and training in Kenya under the following system and structure	-Delete the term 'and training' immediately after education because Training falls outside mandate of Basic Education
43	1	-Categories of Schools	-Amend by adding clause 1© for 'Alternative Provision of Basic Education Schools (APBES).
76		-licensing, registration and accreditation of Persons and Institutions of education, training and research	-Amend by deleting the term 'training and research' immediately after the term 'education' because the two falls outside the mandate of Basic Education.
79	1(a)	-Registered, accredited licensed and incorporated institutions of education, training and or research in the county.	-Amend by deleting the terms 'training and or research' immediately after the term education because the two falls outside mandate of Basic Education
82	Title 2	-Licensing of an institution basic education and training -Without prejudice to the foregoing, the County Education Board shall license	-Delete the term 'and training' immediately after the term education because falls outside the mandate of Basic Education

		and register a basic education and training institution only if-	-Delete the term 'and training' immediately after the term education because it falls outside the mandate of Basic Education
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3.0 CONCLUSION

The conclusion of the Presidential Working Party on Education Reforms at 7.5.1 in its report underscores the importance of laws governing the Basic Education Sector to not only be complementary to each other but also in line with the constitution and conform to international best practices.

The report decreed inconsistencies in the framing of some laws, duplication of functions, ambiguities and disputes over mandates resulting to waste of public resources. The report further recommended the review of the Basic Education Act to correct these anomalies. It is therefore our considered opinion that issues raised in this amendment can be infused in the ongoing review of the Basic Education Act for proper coordination and articulation to avoid a situation of piecemeal amendments.


 Dr. Esther Thaara Muoria, PhD, CBS
PRINCIPAL SECRETARY



REPUBLIC OF KENYA

OFFICE OF THE ATTORNEY-GENERAL
&
DEPARTMENT OF JUSTICE

DOL
4/18/25

Our Ref: AG/LDD/199/1/86

31st July, 2025

Clerk of the National Assembly
Parliament Buildings
P. O. Box 41842-00100
NAIROBI

Akenayo Wasike
pls process
lawyer
4/18/25

NATIONAL ASSEMBLY
RECEIVED
01 AUG 2025
CLERK'S OFFICE
P.O. Box 41842 NAIROBI

RE: BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO 3 OF 2025)

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4/18/25

Reference is made to your letter under Ref: NA/DDC/EDUC/2025/ (116) dated the 24th July, 2025, and received on 28th July 2025 in which you requested for comments from this Office on the proposed Basic Education (Amendment) Bill (National Assembly Bill No. 3 of 2025) sponsored by the Hon. Anthony Oluoch, Member of Parliament for Mathare Constituency.

As requested, we have reviewed the said Bill in line with the Constitution, the Policy for Alternative Provision of Basic Education and Training, 2009, the Basic Education Act (Cap. 211) and all other relevant laws. We wish to comment as follows: -

Clause 2

Proposes to define "Alternative Provision for Basic Education and Training Schools" to mean institutions offering basic education curriculum in informal settlements in urban areas. This definition seems to target persons in informal settlements in urban areas only and therefore is inconsistent with the provisions of Article 43(1)(f) of the Constitution which provides that every person has the right to education.

Further, the proposed new definition is also inconsistent with the objective of the Policy for Alternative Provision of Basic Education and Training, 2009, which provides for access to quality basic education, training and related services to all learners who are outside the formal education system because of social-economic factors.

Consequently, we recommend that the definition should be aligned with the provisions of section 2 of the Basic Education Act which has defined "non-formal education" to mean any organized educational activity taking place outside the framework of the formal education system and targets specific groups or categories of persons with life skills, values and attitudes for personal and community development.



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DEPARTMENT OF JUSTICE
CO-OPERATIVE BANK HOUSE, HAILLE SELLASIE AVENUE P.O. Box 56057-00200, Nairobi-Kenya TEL: Nairobi 2224029/ 2240337
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The definition should also be aligned with the definition in the Policy for Alternative Provision of Basic Education and Training which has defined alternative provision to mean a provision that intentionally seeks to provide an option or choice that is responsive and relevant to the needs of the targeted population and the options must have parity of esteem and convey comparable chances.

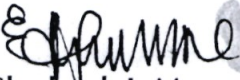
Clause 7

Proposes to amend section 39 of the Act to provide for additional functions of the Cabinet Secretary to provide for infrastructure for all schools, including alternative provision of basic education and training schools, learning and teaching equipment, appropriate financial resources and the waiver of registration requirements. This is already provided for by section 39(e) of the Act which provides that the Cabinet Secretary shall provide infrastructure including schools, learning and teaching equipment and appropriate financial resources and it is therefore not necessary to amend the Act to provide for the same. Consequently, we recommend that clause 7 be deleted.

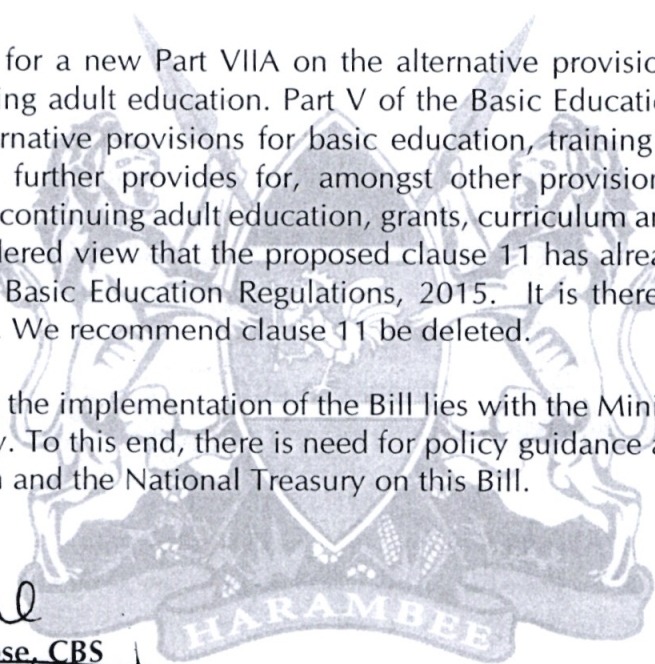
Clause 10

Proposes to provide for a new Part VIIA on the alternative provision of basic education, training and continuing adult education. Part V of the Basic Education Regulations, 2015, provides for the alternative provisions for basic education, training and continuing adult education. The Part further provides for, amongst other provisions, the institutions of alternative basic and continuing adult education, grants, curriculum and infrastructure grant. We are of the considered view that the proposed clause 11 has already been provided for under Part V of the Basic Education Regulations, 2015. It is therefore not necessary to provide for the same. We recommend clause 11 be deleted.

The policy informing the implementation of the Bill lies with the Ministry for Education and the National Treasury. To this end, there is need for policy guidance and feedback from the Ministry of Education and the National Treasury on this Bill.



Hon. Shadrack L. Mose, CBS
SOLICITOR GENERAL





REPUBLIC OF KENYA
THE NATIONAL TREASURY AND ECONOMIC PLANNING

DD
2
1/8/25

Telegraphic Address: 22921
FINANCE - NAIROBI
Fax No. 315779
Telephone: 2252299

THE NATIONAL TREASURY
P.O. Box 30007 - 00100
NAIROBI
KENYA

When replying please quote

Ref: ES 1/014 'E' (10)

③ Douglas Kathe
Pls bring to attention
of Committee
4/8/25

30th July, 2025

Mr. Samuel Njoroge, CBS
Clerk of the National Assembly
Parliament Building
NAIROBI

Abenayo Wasike
As Process
4/8/25

Dear *Clerk*

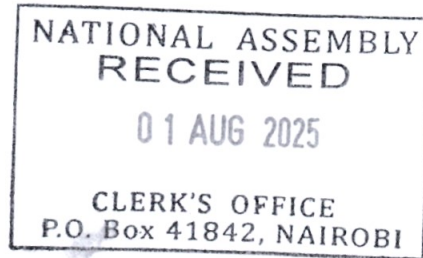
**RE: INVITATION BY THE DEPARTMENTAL COMMITTEE ON
EDUCATION TO SUBMIT VIEWS ON THE BASIC EDUCATION
(AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO. 3 OF
2025)**

Reference is made to letter Ref. NA/DDC/EDUC/2025/ (116) dated 24th July, 2025 inviting the National Treasury for a meeting with the Departmental Committee on Education to submit views on the above-mentioned Bill.

In view of this, please find attached herewith comments from the National Treasury on the Basic Education (Amendment) Bill (National Assembly Bill No. 3 Of 2025) for your necessary action in preparation for the meeting.

Yours *Sincerely*
[Signature]

**DR. CHRIS KIPTOO, CBS
PRINCIPAL SECRETARY/THE NATIONAL TREASURY**





REPUBLIC OF KENYA

THE NATIONAL TREASURY AND ECONOMIC PLANNING

COMMENTS BY THE NATIONAL TREASURY ON THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO. 3 OF 2025) ON EDUCATION MEETING

Purpose

1. This submission is further to a letter **Ref. NA/DDC/EDUC/2025/ (116)** dated **24th July, 2025** inviting the National Treasury for a meeting to submit views on the Basic Education (Amendment) Bill (National Assembly Bill No. 3 of 2025). Having reviewed the propose Bill, we wish to submit the following comments:

Background

2. The Bill proposes to amend the Basic Education Act, 2013 to ensure Alternative Provision of Basic Education and Training (APBET) schools are anchored under the definition of basic education and to provide for their mapping, recognition, registration, and provision of equivalent benefits;

3. We note that Alternative Provision of Basic Education and Training (APBET) schools aims to bridge the gap in access to education for children and adults who are otherwise excluded from or unable to participate in the formal education system specifically in the marginalized and underserved populations, including those in informal settlements and arid and semi-arid lands.

Policy And Legal Framework

4. Article 43(1)(f) of the Constitution guarantees the right to education for everyone while Article 53 of the Constitution and the Children Act further

including APBET school. This will occasion additional funding or reprioritization of the resources within the Ministry as they are not adequately covered in the existing financing arrangements for the Ministry;

- **Clause 9:** The Bill seeks to include APBET schools in the category of public schools. We note that Ministry of Education's '*Mapping of Basic Learning Institutions Operating in the Informal Settlements of Nairobi County*' report mapped 1,677 learning institutions in Nairobi's informal settlement, of which 41.1 % were individually owned, 38.8% communally owned, 11.2% owned by local faith-based organizations, and 2.5% by foreign non-governmental organizations. The Bill should therefore provide clarity on how some of these schools, currently owned by private individuals and organizations, will qualify for support as public schools;
- **Clause 10:** The Bill requires provision of capitation grants to learners under the age of 18 years in APBET schools under the free and compulsory education programme. This will occasion additional funding or reprioritization of the resources within the Ministry;
- **Clause 12:** The Bill requires that funds of the Department of Education be used to promote education in APBET schools. This will occasion additional funding or reprioritization of the resources within the Ministry.

8. If enacted, the Bill will in effect require the Government to increase the amount of funding for capitation under the Free Primary Education, Junior Secondary Schools and under the Free Day Secondary Education Programmes. Additionally, there will be additional costs to cater for infrastructure development in APBET schools as well as for provision of learning and teaching equipment.

emphasize that the government must take steps to make free and compulsory basic education available to every child. The Basic Education Act (No. 14 of 2013) regulates the provision of basic education, including the right to free and compulsory education and the duties of parents, headteachers, and the government.

5. The Government developed the APBET (Alternative Provision of Basic Education and Training) Policy which aims at ensuring access to quality basic education for marginalized and hard-to-reach communities. It acknowledges various institutions like Adult and Continuing Education Centers, Non-Formal Education Learning Centers, Vocational Training Centers, and Alternative Basic Education Programs (including complementary, mobile, night, and home schools). The policy framework was developed in 2009.

6. In this regard, the proposed Basic Education (Amendment) Bill, 2025, seeks to provide legal recognition for various APBET institutions and support their operations.

Financing Framework

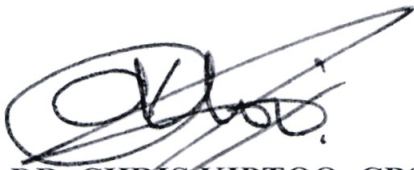
7. The proposed Bill has proposed financing framework to support APBET. These includes provisions for funding infrastructure developments, establishing capitation grants, and developing curriculum guidelines for APBET institutions. The specific financing framework proposed include:

- **Clause 6:** The Bill requires County Governments to provide funds required for the development of the necessary infrastructure including in APBET schools. We therefore recommend that this provision should be refined by requiring County Governments to provide funding for pre-primary education to avoid any duplication of roles with the National Government;
- **Clause 7:** The Bill requires the Cabinet Secretary (responsible for Basic Education) to provide infrastructure, learning and teaching equipment and appropriate financial resources for all schools

Recommendation

9. We recognize that APBET schools serves the most marginalized and underserved populations, including those in informal settlements and arid and semi-arid lands, who may not have access to formal schooling. In view of this, and the comments provided herewith, the National Treasury supports the enactment of the Bill having addressed the above-mentioned concerns.

10. This is therefore submitted for your further consideration.

A handwritten signature in black ink, appearing to read 'Chris Kiptoo', with a large, sweeping flourish extending upwards and to the right.

DR. CHRIS KIPTOO, CBS
PRINCIPAL SECRETARY/THE NATIONAL TREASURY

Tuesday, 29 July 2025



TEACHERS SERVICE COMMISSION

TELEPHONE: 020 2892000
EMAIL: info@tsc.go.ke
WEBSITE: www.tsc.go.ke

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Our Ref: CS/TSC/76/VOL.XII



TSC HOUSE, UPPERHILL
KILIMANJARO ROAD
OFF MARA ROAD
PRIVATE BAG - 00100
NAIROBI, KENYA.

Date: 30TH JULY, 2025

The Clerk of the National Assembly
Clerk's Chambers
Parliament Buildings
P.O. Box 41842-00100
NAIROBI

Douglas Katho
Pls bring to the
attention of
Committee
1/8/25

DDC
2
31/7/25

INVITATION BY THE DEPARTMENTAL COMMITTEE ON EDUCATION TO SUBMIT VIEWS ON THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO.3 OF 2025)

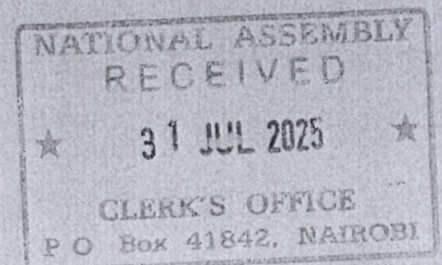
We refer to your letter referenced NA/DDC/EDUC/2025/(116) dated 24th July, 2025 inviting the Teachers Service Commission to submit views concerning the above-mentioned bill.

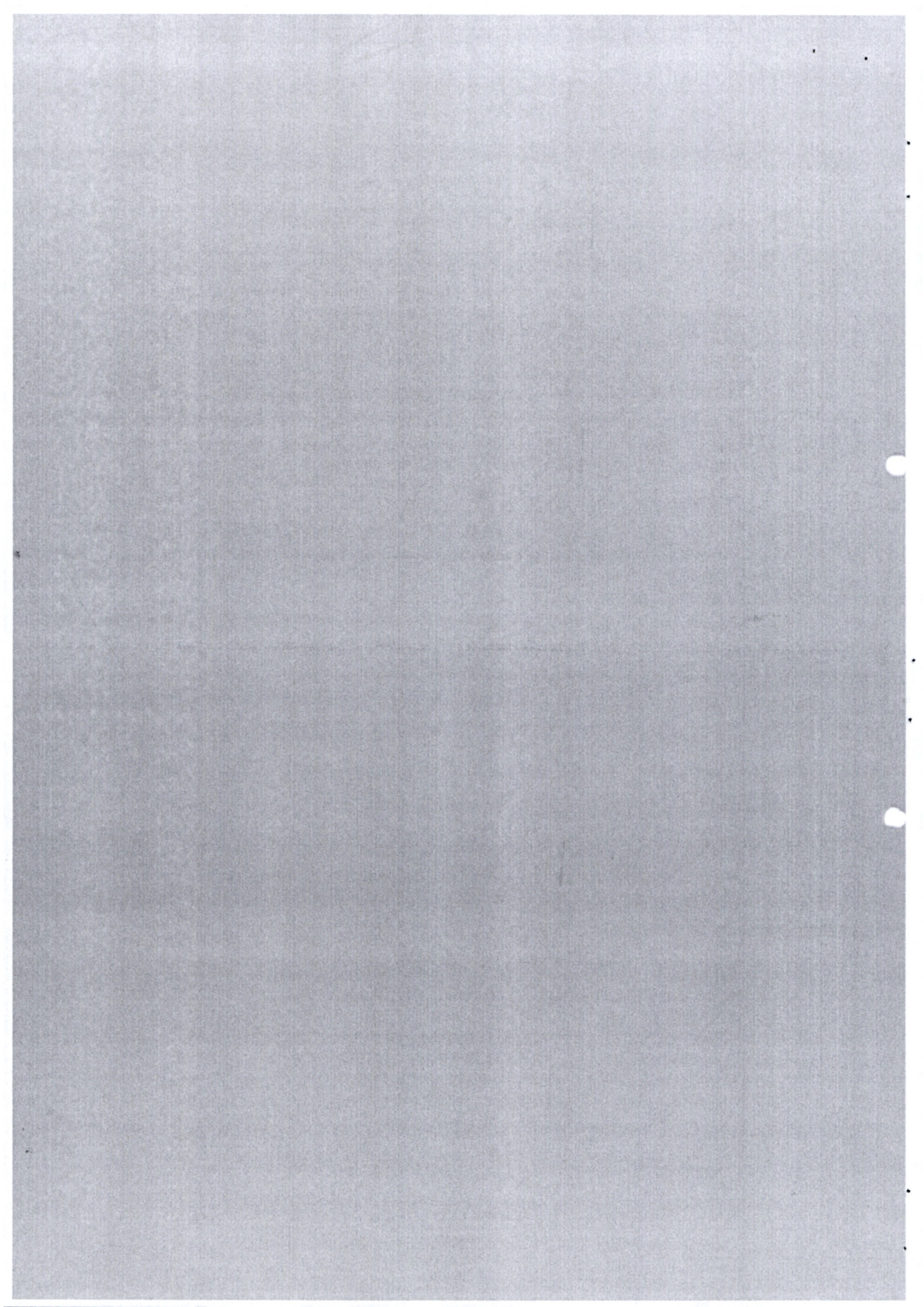
We appreciate the extended invitation to participate in the process.

However, we wish to inform you that we have carefully reviewed the said Basic Education (Amendment) Bill (National Assembly Bill No. 3 of 2025), and note that the proposed amendments are in order. The same may proceed to the next stage.

We remain committed to supporting the Committee on Education.

E. J. Mitei
E. J. MITEI (MS)
AG. COMMISSION SECRETARY/CEO





② Abenayo Wairike, HoD

To place before the Dept.
Committee on Education.

DM 21/07/25



① DDc
8
19/7/25

KENYA UNION OF POST PRIMARY EDUCATION TEACHERS

PROPOSED AMENDMENT OF THE BASIC EDUCATION (AMENDMENT) BILL, 2025

Clause	The Basic Education (Amendment) Bill 2025	Proposed amendments
PART VIIA- Curriculum in middle level institutions	A middle level institution shall offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary	<p>Amend the clause by deleting the words as proposed...</p> <p>A middle level institution shall offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary</p> <p>NOTE KICD should be the body to develop and approve courses or programs for teachers while other bodies like CDAC to develop curriculum for APBET. The statement should be distinct for KICD and other bodies.</p>

③ Katho
Please deal
21/07/25



20. Composition of the County Education Boards	(g) two representatives of a trade union representing the interest of teachers	Delete "a" in the clause: Two representatives of Trade Unions representing the interest of teachers.
39. Responsibility of the Government	a) Provide human resource include teaching and nonteaching staff according to the prescribed staffing norms.	Amend the clause to read; b) Ensure adequate human resource which includes teaching and non-teaching staff in basic education institutions according to the prescribed staffing norms; The mandate of TSC is to recruit teachers and the Cabinet Secretary's role should be to ensure adequate teaching staff;
76. Licensing, registration and accreditation of persons and institutions of education, training and research	A person shall not offer basic education in Kenya unless the person is accredited and registered as provided for under this Act	Retain the previous clause because a "Person" has not been defined by the Act and to deter institutions getting registered by organisation because the meaning of the "person" is vague. An institution shall not be registered to offer basic education under this Act, unless the institution -



KENYA UNION OF POST PRIMARY EDUCATION TEACHERS

PROPOSED AMENDMENT OF THE BASIC EDUCATION (AMENDMENT) BILL, 2025

Clause	The Basic Education (Amendment) Bill 2025	Proposed amendments
<p>PART VIIA-</p> <p>Curriculum in middle level institutions</p>	<p>A middle level institution shall offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary</p>	<p>Amend the clause by deleting the words as proposed...</p> <p>A middle level institution shall offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary</p> <p><u>NOTE</u> KICD should be the body to develop and approve courses or programs for teachers while other bodies like CDAC to develop curriculum for APBET. The statement should be distinct for KICD and other bodies.</p>



KENYA UNION OF POST PRIMARY EDUCATION TEACHERS

PROPOSED AMENDMENT OF THE BASIC EDUCATION (AMENDMENT) BILL, 2025

Clause	The Basic Education (Amendment) Bill 2025	Proposed amendments
<p>PART VIIA-</p> <p>Curriculum in middle level institutions</p>	<p>A middle level institution shall offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary</p>	<p>Amend the clause by deleting the words as proposed...</p> <p>A middle level institution shall offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary</p> <p>NOTE KICD should be the body to develop and approve courses or programs for teachers while other bodies like CDAC to develop curriculum for APBET. The statement should be distinct for KICD and other bodies.</p>

20. Composition of the County Education Boards	(g) two representatives of a trade union representing the interest of teachers	Delete “a” and “trade union” in the clause: Two representatives of Teacher Unions representing the interest of teachers.
39. Responsibility of the Government	a) Provide human resource include teaching and nonteaching staff according to the prescribed staffing norms.	Amend the clause to read; b) Ensure adequate human resource which includes teaching and non-teaching staff in basic education institutions according to the prescribed staffing norms; The mandate of TSC is to recruit teachers and the Cabinet Secretary’s role should be to ensure adequate teaching staff;
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KENYA NATIONAL UNION OF TEACHERS

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STANDARD CHARTERED BANK
EQUITY BANK (K)
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Mobile: 0710 600981, 0710 600983,
0733 600880, 0701 139446
SMS 22551
Email: knut@knut.or.ke
Website: www.knut.or.ke

Address all Correspondence(s) to:
The Secretary General
P.O. Box 30407, 00100
NAIROBI - KENYA.



KNUT/NA/197/10/2025

August 6, 2025

The Clerk of the National Assembly,
National Assembly of Kenya,
P. O. Box 41842-00100,
NAIROBI.

Dear Sir,

RE: THE BASIC EDUCATION (AMENDMENT) BILL, 2025

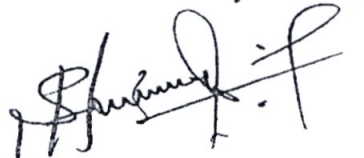
Kenya National Union of Teachers (KNUT) was invited to share its views on the Basic Education (Amendment) Bill, 2025, under the Kenya Gazette Supplement No. 20 (National Assembly Bills No. 3).

After reviewing the proposals to include the Alternative Provision for Basic Education and Training Schools outlined in the Bill, the Kenya National Union of Teachers agrees with these proposals.

We believe it promotes inclusivity and progression in the Basic Education Sector. Some of our opinions and proposals are as outlined in the matrix below.

Respectively, we have decided to send our written submissions instead of appearing in person.

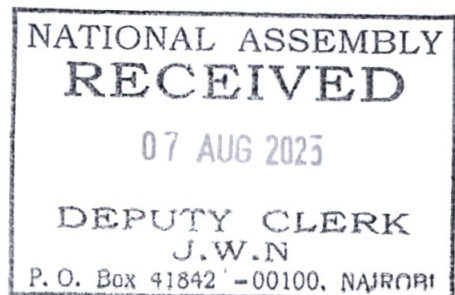
We wish to thank you most sincerely.


COLLINS HENRY OYUU
SECRETARY GENERAL
K.N.U.T.

Nr Katto
PLS TNA -
WASIKE
8/8/25

UDDC
8
7/8/25

(2) Abenayo Wasike, Hod
To place before the Dept. Committee
on Education.
DM 07/08/25



No.	Proposal	To read	Justification
1.	In the definition of “basic education,” by inserting the words “and Alternative Provision for Basic Education and Training Schools” immediately after the word “centres”.	"Basic education" means the educational programmes offered and imparted to a person in an institution of basic education, and includes Adult basic education and education offered in early childhood education centres and Alternative Provision for Basic Education and Training Schools;	This makes the definition complete.
2.	Inserting the following new definition in proper alphabetic sequence-	<p>“middle level institution” means an institution offering pre-service and in service teacher training courses that support provision of basic education.</p> <p>“Alternative Provision for Basic Education and Training schools” means institutions offering basic education curriculum in informal settlements.</p>	For the purpose of proper organisation.
3.	Section 7 of the principal Act is amended by inserting the following new subsection immediately after	(1 A) One of the members of the Board appointed under subsection (1) shall be the National Chairperson of Alternative Provision of	Inclusion of all stakeholders in Basic Education.

	subsection (1)-	Basic Education and Training Schools in Kenya.	
4.	Section 18(1) of the principal Act is amended in paragraph (a) by inserting the words “and Alternative Provision of Basic Education and Training schools” immediately after the word “programmes”	Oversee, in consultation with the county government, the operation and management of youth polytechnics, early childhood education, including early childhood care and education programmes, and Alternative Provision of Basic Education and Training schools in the county.	Inclusion of all stakeholders in Basic Education.
5.	Section 20 of the principal Act is amended (a) In subsection (1) by deleting the word “twelve” appearing immediately after the words “chairperson and” and substituting therefor the word “fourteen”	Every County Education Board shall consist of a Chairperson and fourteen other members appointed by the Cabinet Secretary through an open and competitive process and shall include-	Increase the number of members of the board by including representation from APBET.
	(b) By inserting the following new paragraph immediately after paragraph (k);	Two representatives of Alternative Provision of Basic Education and Training Schools.	Increase the number of members by including representation from APBET.

6.	Section 26 of the principal Act is amended in subsection (1) by inserting the words “Alternative Provision of Basic Education and Training schools” immediately after the word “polytechnics”	The roles of the county government shall include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training used for conducting early childhood education, childcare facilities, homecraft centres, village polytechnics, and Alternative Provision of Basic Education and Training schools.	Inclusion of the APBET program by the County governments.
7.	Section 39 of the Principal Act is amended; b) by inserting the following new paragraphs immediately after paragraph (J):	k) advise the national government on the financing of infrastructure development in Alternative Provision of Basic Education and Training Schools; and	Inclusion of APBET in the government provisions for free and compulsory education.
		l) advise the national government on the waiver of registration requirements, including documents of title, for Alternative Provision of Basic Education and Training schools, as the circumstances may demand.	Provide incentives to APBET institutions to facilitate easier registration.

8.	Section 41 of the principal Act is amended by inserting the following new paragraph immediately after paragraph (d)-	e) Alternative Provision of Basic Education and Training Schools.	Inclusion of APBET.
	The principal Act is amended by inserting the following new part immediately after Part VII.	PART VIIA – ALTERNATIVE PROVISION OF BASIC EDUCATION TRAINING AND CONTINUING ADULT EDUCATION.	
		52A. Institutions of Alternative Basic Education, Training and Continuing Adult Education may utilize facilities of existing institutions of basic education or other public and private institutions or premises upon request and concurrence of the institutions of basic education.	Integration into the Basic Education system.

		<p>52B. Learners under the age of eighteen years in institutions to which this Part applies shall be eligible for capitation grants under the free and compulsory education programme.</p>	<p>Inclusivity of all learners of the Republic of Kenya.</p>
		<p>52C. Institutions of Alternative Basic Adult and Continuing Education shall offer programmes in accordance with the curriculum approved by the Kenya Institute of Curriculum Development.</p>	<p>This is in accordance with the law's provisions, which outline the roles of the Kenya Institute of Curriculum Development.</p>
		<p>52D. A learner above the age of eighteen years shall only be admitted into the institutions of Alternative Basic, Adult and Continuing Education.</p>	<p>This is a limitation and discrimination against learners above the age of 18.</p> <p>KNUT's Proposal: Remove the word only so it is an option, not a limitation.</p> <p>52D. A learner above the age of eighteen years shall be admitted into the institutions of Alternative Basic, Adult and Continuing Education.</p>

	<p>52E. While admitting learners to institutions of Alternative Basic, Adult and Continuing Education, the institution shall use the learner's prior ability, knowledge and competencies in determining his or her placement at an appropriate level of education.</p>	<p>This is based on the Competence Based Education system.</p>
	<p>52F. Institutions of alternative basic, adult, and continuing education shall conduct their programs through accelerated and self-directed learning to cover the prescribed curriculum.</p>	<p>This is as per policy guidelines.</p>
	<p>52G. Public institutions of alternative basic, adult, and continuing education may be prescribed by the Cabinet Secretary.</p>	<p>This is in line with the mandate of the Cabinet Secretary.</p>
	<p>52H. The national Government shall provide institutions of alternative basic adult and continuing education grants for infrastructure improvement.</p>	<p>This will serve as an incentive to facilitate the growth of APBET institutions.</p>

		<p>52I. Except with the approval of the Cabinet Secretary, no institution registered as public middle level institution shall be transferred or converted to any other case.</p>	<p>This is in line with the mandate of the Cabinet Secretary.</p>
		<p>52J.</p> <p>(1) A middle level institution shall only offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or an agency approved by the Cabinet Secretary.</p> <p>(2) The Kenya National Examinations Council or a body prescribed by the Cabinet Secretary shall issue certifications for the courses offered under subsection (1).</p>	<p>This is in line with the mandates as provided by Law as duties of the Kenya Institute of Curriculum Development and the Kenya National Examinations Council.</p>

EDUCATION STAKEHOLDERS ASSOCIATION OF KENYA



TRANS NATIONAL PLAZA,
7TH Floor, City Hall Way

P.O BOX 7508-00100,
NAIROBI

+254 726 123 339

educationstakeholdersofkenya
@gmail.com

24TH JULY 2025

TO:
THE CLERK
NATIONAL ASSEMBLY
P.O BOX 41842-00100
PARLIAMENT BUILDINGS
NAIROBI

(i) Abenayo Wasike
to facilitate
28/7/25
DOL
&
28/07/25

Dear Sir,

RE: THE BASIC EDUCATION (AMENDMENT) BILL, 2025

Education Stakeholders Association of Kenya (**ESAK**) is legally registered federation through corporate membership under Section 10 of the Societies Act CAP 108, bringing together all associations and organizations in the education sector in Kenya under one umbrella, for the betterment of education standards of our country.

In line with National Assembly Standing Committee on Education invitation to public and stakeholders to submit views on The Basic Education (Amendment) Bill, (**National Assembly Bill No. 3 of 2025**) we hereby submit thus:

As the federation we have no objection to the principal object of the bill of introduction of Alternative Provision for Basic Education and Training (APBET) within Basic Education. We also note the bill will affect the composition of National Education Board (NEB) and County Education Board (CEB).

As much as ESAK do not oppose ALBET representative in these two bodies we further propose the following:

- 1) THAT National Education Board is a very important organ if well constituted. We propose it to should have a reflection of County Education Board. As it's currently constituted the stakeholders only submit the names of the selection panel of the NEB Chairman and members as provided for under Section 10 of The Basic Education Act where Cabinet Secretary in Charge appoint them and the selection panel recruit Chairman and members of NEB. We propose the composition of NEB to be a replica of CEB as provided for under Section 20 of The Basic Education Act where key stakeholders proposes names to the Cabinet Secretary for appointment to NEB. This will ensure regular consultation, independent thinking and contribution of ideas to help advance education standards in Kenya.

(iii)
Mr. Katho
please deal
28/07/25

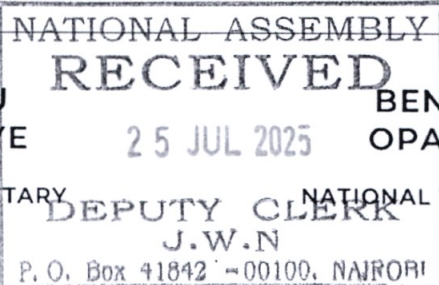
FUAD
ALI

NATIONAL CHAIRMAN



NDUNG'U
WANGENYE

NATIONAL SECRETARY



BENTER
OPANDE

NATIONAL TREASURER

EDUCATION STAKEHOLDERS ASSOCIATION OF KENYA



TRANS NATIONAL PLAZA,
7TH Floor, City Hall Way

P.O BOX 7508-00100,
NAIROBI

+254 726 123 339

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@gmail.com

-
- 2) THAT members of NEB should not occupy full time job since they are drawn from sector groups of all inclusive stakeholders. The Principal Secretary in Charge of Education should be the Secretary to the NEB and to provide the secretariat services to NEB from the Ministry of Education officials.
- 3) ESAK is a collection of all other education stakeholders scattered across the country some of whom may not get a platform to present their views in national or county platforms of NEB or CEB on important education issues. In order to make sure all views are always incorporated even from the little known bodies we propose the inclusion of ESAK representative in both National Education Board (NEB) and all 47 County Education Board (CEB) in Kenya. Thank you.

Yours Sincerely,

NDUNG'U WANGENYE
NATIONAL SECRETARY

**FUAD
ALI**

NATIONAL CHAIRMAN

**NDUNG'U
WANGENYE**

NATIONAL SECRETARY

**BENTER
OPANDE**

NATIONAL TREASURER

UNIFIED APBET SCHOOLS ASSOCIATION - KENYA



MEMORANDUM

**SUBMISSION ON THE BASIC EDUCATION
AMENDMENT BILL NATIONAL ASSEMBLY BILL NO. 3
OF 2025:**

**RECOGNIZING AND REGULATING ALTERNATIVE
PROVISION OF BASIC EDUCATION AND TRAINING
(APBET) SCHOOLS IN KENYA**

**SUBMITTED TO THE NATIONAL ASSEMBLY'S
DEPARTMENTAL COMMITTEE ON EDUCATION BY
UNIFIED APBET SCHOOLS ASSOCIATION OF KENYA
(UASA-KENYA)**



0728 828 073 | 0722 314 777

0724 950 722

info@uasakenya.com | uasakenya@gmail.com

*"Equity, Quality, Access: UASA Kenya, Bridging Gaps,
Empowering All with Affordable Education for a
Future without Limits."*

INTRODUCTION

The Departmental Committee on Education, established under Standing Order 216 of the National Assembly, bears the constitutional and statutory mandate to study and review all legislation referred to it. The current legislation under review—the Basic Education (Amendment) Bill (National Assembly Bill No. 3 of 2025)—sponsored by Hon. Antony Tom Oluoch, MP, aims to amend the Basic Education Act (Cap 211) to better map, recognize, regulate, and ensure equitable benefits for Alternative Provision of Basic Education and Training (APBET) schools.

This submission underscores the urgent need to recognize APBET as a distinct sector of education in Kenya—a role that is not only supported by constitutional and legal frameworks but also vital for achieving inclusive, equitable, and quality education for all Kenyans. It draws upon Kenyan legal provisions, international conventions, policy directives, empirical data, and development commitments to argue convincingly for the formalization and regulation of APBET institutions.

CONTEXT

The Unified APBET Schools Association of Kenya (UASA-K) submits this memorandum in strong support of the Basic Education (Amendment) Bill, 2025. This Bill represents a critical legislative intervention necessary to address long-standing inequities and constitutional violations within Kenya's basic education sector, particularly concerning children residing in urban informal settlements within Nairobi County and across the nation.

An estimated **4,000,000** children (**2,080,000** female and **1,920,000** male) living in the urban informal settlements and semi-arid areas across Kenya are currently excluded from the target group entitled to receive the annual capitation for free and compulsory basic education. This pervasive exclusion directly contravenes **Article 53 (1)(b) of the Constitution of Kenya, 2010**, which unequivocally guarantees every child the right to free and compulsory basic education. Furthermore, it undermines the spirit of **Sustainable Development Goal 4 (SDG 4)**, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Close to **5,500** Alternative Provision of Basic Education and Training (APBET) schools are currently operating within these urban informal settlements and semi-arid areas in Kenya. These institutions serve as the primary, and often only, providers of basic education services to millions of children who lack access to public schools due to geographical proximity, infrastructural limitations, or the overstretched capacity of existing public institutions. Despite their crucial role in bridging this significant educational gap and their efforts to comply with the **Registration Guidelines for APBET Institutions (2015)** and the broader **APBET Policy (2009)**, these schools remain largely unrecognized and disproportionately unsupported by the government. Consequently, they depend almost entirely on the meager and often irregular fees paid by parents and guardians, many of whom live below the poverty line. This financial burden on vulnerable families creates a significant barrier to accessing the constitutionally guaranteed right to education.



It is important to note that between 2005 and 2018, APBET schools were formally incorporated into the Free Primary Education (FPE) capitation framework and received direct funding from the Ministry of Education. This financial support was governed by stringent accountability measures. Headteachers and members of the Boards of Management underwent comprehensive training to ensure compliance with government financial procedures and procurement standards. Disbursements were made through designated School Instructional Materials Bank Accounts (SIMBA-Accounts), with mandatory financial returns submitted regularly to the Ministry. These records were subject to systematic audits conducted by Ministry of Education officials, ensuring transparency, proper utilization, and adherence to public financial management standards. This recognition was largely informed by **Part V of Legal Notice No. 39 of 2015 (THE BASIC EDUCATION REGULATIONS)** explicitly recognizing the diversity of educational providers beyond public and private formal schools. It established the legal basis for APBET institutions through specific provisions Section 69: Provides for capitation grants for learners under 18 years, supporting equitable access in APBET schools and **Sessional Paper No. 1 of 2005 on Education, Training and Research**, which acknowledged the indispensable role of Non-Formal Education (NFE) providers in achieving Universal Primary Education (UPE).

The subsequent cessation of this funding, without clear justification or alternative support mechanisms, left millions of children in a precarious educational limbo, exacerbating educational disparities despite the existence of the **APBET Policy (2009)** that aimed to streamline their operations and support.

Given the rapid urbanization and the continuous expansion of informal settlements, coupled with the inherent challenges of establishing and maintaining adequate public-school infrastructure in these densely populated and often unplanned areas, it is our estimation that for at least the next 10 years, the Government of the Republic of Kenya will continue to face significant challenges in establishing and running sufficient public schools within these settlements. Therefore, APBET schools will continue to play an indispensable role in fulfilling the government's obligation to provide basic education. Legal and financial integration of these schools is not merely an option but a strategic imperative.

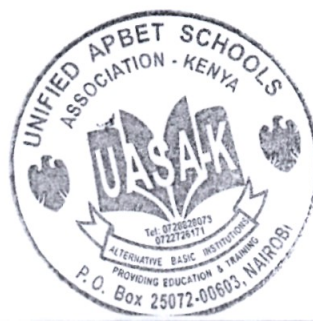


RECOMMENDATIONS AND JUSTIFICATION

CLAUSE	PROVISION	RECOMMENDATION	JUSTIFICATION
1	Short title	Retain and approve/ pass as it is the Amendment Bill	The proposed short title, "Basic Education (Amendment) Bill, 2025," is clear, concise, and accurately reflects the purpose and scope of the legislative changes. It adheres to standard legislative drafting practices and requires no alteration.
2	Amendment of Section 2 of the Basic Education Act No. 14 of 2023 on the definition of Basic Education to include APBET Schools	Retain and approve/ pass as it is the Amendment Bill	This amendment is fundamental. By legally anchoring the definition of APBET schools within the Basic Education Act, it eliminates ambiguity and provides a clear legal framework for their recognition and integration into the national education system. This aligns with the constitutional imperative of Article 53 (1)(b) and the Children Act, 2022 , which emphasize the right of every child to education. Furthermore, it operationalizes the intent of the APBET Policy (2009) and provides a solid legal basis for the Registration Guidelines for APBET Institutions (2015) , enabling APBET schools to be fully acknowledged as part of Kenya's educational landscape.
3	Amendment of Section 7 of the Basic Education Act No. 14 of 2023 to include the National Chairperson of APBET schools to be member of the National Education Board	Retain and approve/ pass as it is the Amendment Bill	Inclusion of the National Chairperson of APBET schools on the National Education Board (NEB) is crucial for ensuring participatory governance and policy relevance. This aligns with principles of stakeholder engagement emphasized in various education sector reforms, including the Kenya Education Sector Support Programme (KESSP) framework and the National Education Sector Strategic Plan (NESSP) , which advocate for broader representation in decision-making. Their presence will ensure that the unique challenges, needs, and perspectives of APBET schools, and the communities they serve, are directly represented and considered in national education policy formulation and strategic planning. This also directly supports the spirit of inclusivity central to the APBET Policy (2009) .



CLAUSE	PROVISION	RECOMMENDATION	JUSTIFICATION
4	Amendment of Section 18(1) of the Basic Education Act No. 14 of 2023 to include APBET schools	Retain and approve/ pass as it is the Amendment Bill	This amendment provides clarity regarding the oversight role of County Education Boards (CEBs) over APBET schools. Once legally recognized, APBET schools must be subject to the same oversight mechanisms as other basic education institutions to ensure adherence to quality standards, curriculum implementation, teacher professional development, and child protection policies. This promotes accountability and ensures that all children, regardless of the type of school they attend, receive quality education, consistent with the Ministry of Education's Quality Assurance and Standards Framework . This formal inclusion under CEB oversight will also facilitate better implementation of the Registration Guidelines for APBET Institutions (2015) at the county level.
5	Amendment of Section 20 of the Basic Education Act No. 14 of 2023 to include the representatives of APBET schools to be member of the County Education Board	Retain and approve/ pass as it is the Amendment Bill	Similar to the National Education Board, the inclusion of APBET school representatives on County Education Boards (CEBs) is vital for localized and responsive decision-making. CEBs are responsible for coordinating and promoting education at the county level, as outlined in the Basic Education Act, 2013 . Their representation will ensure that county-specific issues affecting APBET schools, such as infrastructure development, teacher deployment, and resource allocation, are adequately addressed and integrated into county education plans, aligning with the objectives of the APBET Policy (2009) . This strengthens devolved governance in education.



CLAUSE	PROVISION	RECOMMENDATION	JUSTIFICATION
6	Amendment of Section 26 (1) of the Basic Education Act No. 14 of 2023 to include APBET schools	Retain and approve/ pass as it is the Amendment Bill	This amendment is critical for unlocking county government support for APBET schools. The Fourth Schedule of the Constitution of Kenya, 2010 , devolves certain functions, including aspects of basic education, to county governments. By explicitly including APBET schools, county governments will be legally mandated to allocate funds for the development of necessary infrastructure (e.g., classrooms, sanitation facilities, water access) in these schools. This will significantly improve the learning environment, reduce overcrowding, and ensure equitable access to quality education for children in informal settlements, aligning with the National School Health Policy and WASH in Schools Guidelines . This clause operationalizes a key aspect of shared responsibility for education infrastructure development, which has historically excluded APBET institutions.
7	Amendment of Section 39 of the Basic Education Act No. 14 of 2023 to include provision of APBET schools with infrastructure, learning and teaching equipment, and appropriate financial resources	Retain and approve/ pass as it is the Amendment Bill	This is a pivotal amendment that aims to alleviate the financial burden on parents and guardians. Section 39(e) of the Basic Education Act, 2013 , already mandates the government to “provide infrastructure including schools, learning and teaching equipment and appropriate financial resources.” By explicitly including APBET schools in this section, the government will be fulfilling its obligation under Article 53 (1)(b) of the Constitution to provide free and compulsory basic education to <i>all</i> children. This will enable APBET schools to charge minimal and affordable fees, or ideally, no fees, making education truly accessible to the most vulnerable children. This aligns with the principles of the Free Primary Education (FPE) policy and the Free Day Secondary Education (FDSE) policy , extending their benefits equitably to all learners, as advocated by the APBET Policy (2009) .



CLAUSE	PROVISION	RECOMMENDATION	JUSTIFICATION
8	Amendment of Section 41 of the Basic Education Act No. 14 of 2023 to include APBET schools	Retain and approve/ pass as it is the Amendment Bill	This amendment ensures that the Cabinet Secretary for Education, in consultation with relevant Cabinet Secretaries and other stakeholders, is legally empowered and obligated to promote education and training in APBET schools. This will facilitate the development of specific policies, guidelines, and frameworks for their comprehensive integration, quality assurance, curriculum alignment, and support, ensuring a coherent and holistic approach to education provision across all recognized institutions. This fosters policy coherence and strategic planning for the entire basic education sector, building on the ground-work laid by the APBET Policy (2009) .
9	Amendment of Section 43(1) of the Basic Education Act No. 14 of 2023 to include APBET schools	Retain and approve/ pass as it is the Amendment Bill	This amendment provides the necessary legal formalization for APBET schools to be recognized as legitimate categories of basic educational institutions, alongside public and private schools. This inclusion is crucial for their integration into national education planning, data collection, monitoring, and evaluation frameworks, specifically through the Ministry of Education's Education Management Information System (EMIS) . It moves APBET schools from the periphery into the mainstream, ensuring they are accounted for in resource allocation and policy development, giving full effect to the Registration Guidelines for APBET Institutions (2015) which outline pathways for their formalization.

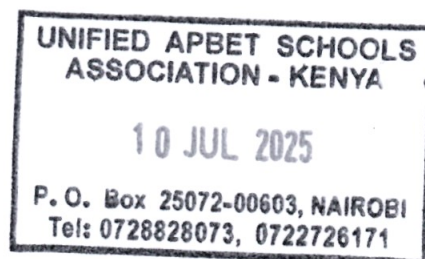
CLAUSE	PROVISION	RECOMMENDATION	JUSTIFICATION
10	Insertion of a new Section Part VIIA in the Basic Education Act No. 14 of 2023	Retain and approve/ pass as it is the Amendment Bill	The insertion of a new Part VIIA is the cornerstone of this Bill. It explicitly provides for APBET schools to access public grants and for children in APBET schools to receive capitation money under the free primary education program. This directly addresses the constitutional right to education (Article 53(1)(b)) and rectifies the historical injustice of excluding these children from government funding. This formalizes the intent of policies like the APBET Policy (2009) and provides the legal backing for ensuring equitable funding. It also aligns with Legal Notice No. 39 of 2015 (The Basic Education (County Education Boards) Regulations, 2015) by establishing clear mechanisms for the flow of resources to all recognized institutions. Capitation is not a privilege but a right for every child, regardless of the type of institution they attend, especially when public alternatives are non-existent or insufficient. This will ensure equitable resource distribution, significantly reduce the financial burden on vulnerable families, and contribute decisively to achieving universal basic education and the targets of SDG 4 . Furthermore, investing in the education of these children will yield long-term socio-economic benefits for the nation, reducing poverty and fostering human capital development.

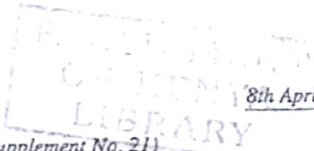
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DATE: 10TH JULY 2025





LEGAL NOTICE NO. 39

THE BASIC EDUCATION ACT

(No. 14 of 2013)

IN EXERCISE of the powers conferred by section 95 of the Basic Education Act, the Cabinet Secretary for Education, Science and Technology makes the following Regulations:—

THE BASIC EDUCATION REGULATIONS, 2015

PART I—PRELIMINARY

1. These Regulations may be cited as the Basic Education Regulations, 2015.

Citation.

2. In these Regulations, unless the context otherwise requires—

Interpretation.

“Board” has the meaning assigned to it under the Act;

“class mode” refers to the optimum number of learners in a classroom;

“Commission” means the Teachers’ Service Commission;

“Director” means the County Director of Education;

“head of institution” means a teacher, head teacher, or principal appointed by the Teachers’ Service Commission to head an institution and exercising delegated authority of the Cabinet Secretary, Ministry of Education as the Accounting Officer for the institution;

“institution” means an institution of basic education and training;

“institution of basic education and training” includes a pre-primary school, primary or a secondary school, an adult education institution and a middle-level college;

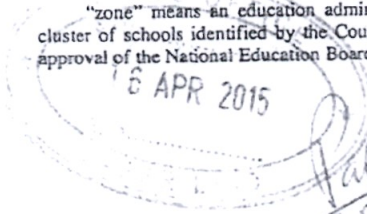
“KCSE” means the Kenya Certificate of Secondary Education;

“middle level college” means an institution offering pre-service and in-service teacher training courses that support basic education;

“Ministry” means the Ministry responsible for basic education;

“non-teaching staff” means all employees of the Boards of Governors who are not engaged in teaching or research;

“zone” means an education administrative area consisting of a cluster of schools identified by the County Education Board with the approval of the National Education Board.



Handwritten notes:
Paper filed
By Hon A. Duale (Leader of Opposition)
on 16.04.2015
Mim

(g) a science room or other rooms for specialized subjects.

65. (1) All institutions shall provide—

Guidance programs.

- (a) guidance services to all learners, distinct from counseling services;
- (b) counselling services as an essential corrective measure; and
- (c) spiritual development services focusing on moral values and character formation of the learners.

(2) Any person offering professional counselling services to institutions shall be duly qualified and registered as a counselor under the appropriate law, and approved by the Cabinet Secretary.

66. It shall be the responsibility of the Board of Management to make a report to the Teachers Service Commission and the County Education Board on matters related to staffing levels.

Report on shortfall of teaching staff.

67. (1) Every Board of Management of a public institution or manager of a private institution shall, in consultation with the respective Parents Association, develop a common dress code for learner, which shall have unique features for identification and branding.

Uniform.

(2) In the case of a sponsored school the concerned Board of Management shall develop the dress code in consultation with the Parents' Association and the sponsor.

(3) No institution shall prescribe a specific supplier of school uniforms or any other materials for the parent or guardian.

PART V—ALTERNATIVE PROVISIONS OF BASIC EDUCATION, TRAINING AND CONTINUING ADULT EDUCATION

68. Institutions of Alternative Basic Education, Training and Continuing Adult Education may utilize facilities of the existing institutions of basic education or other public and private institutions or premises on request.

Institutions of alternative basic and continuing adult education.

69. Learners under the age of eighteen in institutions to which this Part applies shall be eligible for capitation grants under the free and compulsory education programme.

Grants.

70. Only curricula approved by the Kenya Institute of Curriculum Development shall be offered by all institutions of Alternative Basic, Adult and Continuing Education.

Curriculum
Institutions of alternative basic and continuing adult education.

71. Learners above the age of eighteen years shall only be admitted into the institutions of alternative basic, adult and continuing education.

Learners above the age of eighteen years.

72. While admitting learners to institutions of alternative basic, adult and continuing education, the institution shall use the learner's prior ability, knowledge and competencies in determining placement at an appropriate level of education.

Placement at an appropriate level of education.

73. Institutions of alternative basic, adult and continuing education shall conduct their programs through accelerated and self-directed learning to cover the prescribed curriculum.

Conduct of program.

74. Public institutions of alternative basic, adult and continuing education may charge such levies as may be approved by the Cabinet Secretary in consultation with the County Education Board.

Levies to be charged.

75. Institutions of alternative basic adult and continuing education shall be provided with grants for infrastructure improvement by the national government through the relevant Ministries.

Infrastructure grant.

76. A middle level institution of basic education shall include an institution offering pre-service and in-service teacher training courses that support basic education.

Middle level institution.

77. No institution registered as a public middle level institution of basic education and training shall be transferred or converted to any other use other than that for which it was registered or established, except with the approval of the Cabinet Secretary.

Registered middle level institution.

78. (1) All private middle level institutions of basic education and training shall only offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum Development or by any agencies recognized by the Cabinet Secretary.

Curriculum in middle level institution.

(2) Certification of the courses referred to under paragraph (1) or programs shall be the responsibility of Kenya National Examinations Council or any other body recognized by the Cabinet Secretary.

PART VII—CATEGORIZATION OF INSTITUTIONS OF BASIC EDUCATION AND TRAINING

79. The institutions categorized as provided for under section 43 (1) of the Act shall be registered with reference to—

Classification of institutions.

- (a) the gender of learners admitted;
- (b) the catchment area of the school as either national, extra-county, county or sub-county;
- (c) boarding or day school;
- (d) low cost boarding school (in case of primary school); and
- (e) special needs education institutions.

80. No person or Board of Management shall change the status of a registered institution without re-registration.

Re-registration.

81. Matters of safety, security and hygiene in institutions of basic education and training shall be the responsibility of the Board of Management provided for under the Act.

Environment committee of the board of management.

82. The Board of Management of an institution shall put in place reasonable measures regarding the hygiene, security and safety of learners while in and outside the institution while travelling on the institution's business.

Security measures.

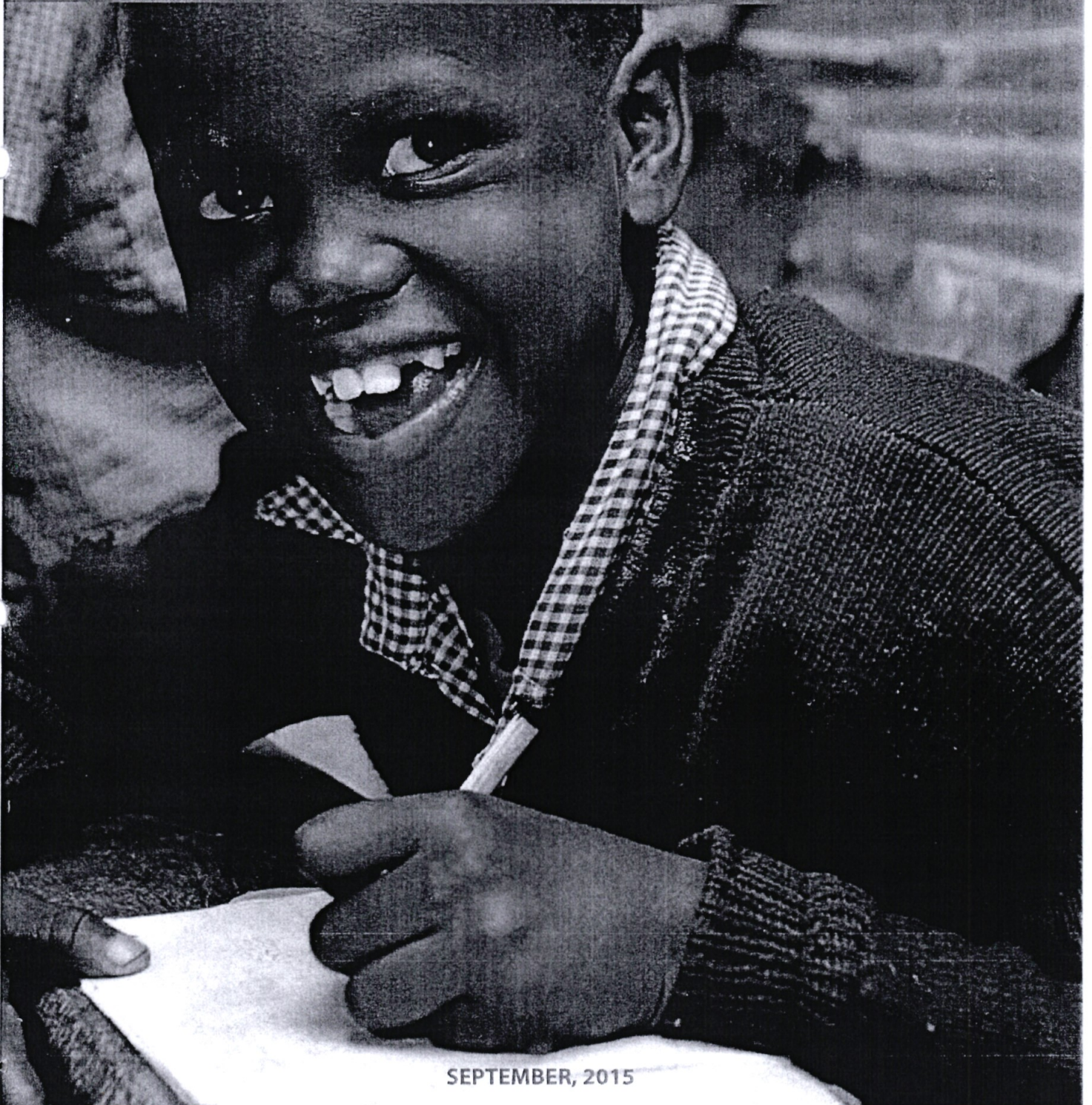
83. The Board of Management of an institution shall ensure that—

Board of Management to ensure adequate security.



**MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY**
STATE DEPARTMENT OF EDUCATION

**REGISTRATION GUIDELINES FOR ALTERNATIVE
PROVISION OF BASIC EDUCATION AND TRAINING (APBET)**



SEPTEMBER, 2015

REGISTRATION GUIDELINES
FOR ALTERNATIVE
PROVISION OF BASIC
EDUCATION AND TRAINING
(APBET)



SEPTEMBER, 2015

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SEPTEMBER, 2015

Contents

Foreword	3
Preface	4
Acknowledgements	5
Acronyms	6
Definitions of Operational Terms	7
1.0 Background Information	8
2.0 Justification	9
3.0 Registration procedure	9
3.1 Re-registration procedure	10
3.2 De-registration procedure	10
4.0 Basic standard requirements for registration	10
4.1 Curriculum organization and management	10
4.2 Standard Requirements for Teaching, Learning and Assessment	11
4.3 Education Standards and Quality Assurance	11
4.4 Standard Requirements for Leadership, Management and Community Involvement	11
4.5 Standard Requirements for Student Progression and Achievement (The Basic Education Act 2013, Sections 35, 73 and 75)	12
4.6 Standard requirements for learners' welfare	12
4.7 Standard Requirements for Physical Facilities (Basic Education Act 2013, Sections 82 (l)(b))	12
5.0 Requirements for the establishment of mobile and feeder schools	13
5.1 Establishment	13
5.2 Minimum requirements to establish mobile and feeder schools	13
5.3 Management	13
5.4 Registration	14
Appendix 1: Application form for registration of APBET institutions	16
Appendix 2: Check list for Registration of APBET institutions	18
Appendix 3: Mobile School checklist	19

Foreword

The introduction of Free Primary Education (FPE) programme in 2003 and Free Day Secondary Education (FDSE) in 2008 has resulted to phenomenon growth of children from 6.7 million in 2003 to over 12 million in 2015. Despite this, an estimated 1.9 million primary school children aged 6-13 years and 2.7 million children aged 14-17 years were out of school, according to the Kenya Household Population Census (KHPC) of 2009. In addition, the 2007 Kenya National Adult Literacy survey revealed that 7.8 million Kenyans are illiterate, with people aged 15-30 years constituting 35% of the illiterate population. The challenge of illiteracy is particularly acute in informal urban settlements, arid and semi-arid lands and in pockets of poverty across the country. It is mainly in these environs that Alternative Provision of Basic Education and Training (APBET) institutions have emerged as viable options of responding to educational needs of children, youth and adults who are unable to join formal educational institutions.

The government recognises the critical role that APBET plays in increasing access to basic education, especially in informal settlements and other marginalised areas. However, the Ministry of Education, Science and Technology (MoEST) in the past has not legally recognised these institutions since they do not meet schools' registration requirements inter alia acreage, staffing, facilities among others. As a result, over half a million children, youth and adults are receiving education in institutions that are operating informally.

The Constitution of Kenya (2010), Article 43, recognizes that every person has a right to education, and Article 53(b) states that every child has a right to free and compulsory basic education. This is effected by section 39(c) of Basic Education Act 2013, which mandates the Cabinet Secretary to ensure that children belonging to marginalised, vulnerable, or disadvantaged groups are not discriminated against or prevented from pursuing and completing their basic education. Section 95(3) (i) and (j) of the Act also mandates the Cabinet Secretary to make regulations with respect to the conduct and management of schools, prescribe how schools shall be classified, make provisions with respect to different classes or kinds of schools, impose conditions and make exemptions. It is on this basis that MoEST has developed these guidelines to provide for registration and regulation of APBET.

I wish to reiterate that these guidelines will mainly apply to service providers who support education in the informal settlements within the cities of Nairobi, Kisumu, Mombasa and urban areas as designated by law. The guidelines will also apply to APBET Institution as well as mobile and feeder schools in the Arid and Semi-arid nomadic counties. I urge all service providers to internalise and execute these guidelines as stipulated.



Fred Matiang'i PhD
CABINET SECRETARY
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Preface

The policy framework for Alternative Provision of Basic Education and Training (APBET) was developed in 2009 as an intervention to facilitate access to quality basic education and training services for the hard to reach communities. The Policy recognized different categories of APBET institutions, including Adult and Continuing Education Centres; Non Formal Education Learning Centres; Vocational Training Centres; and Alternative Basic Education Programmes (Non Formal Schools (NFS), Mobile Schools, Night Schools and Home Schools).

The objective of these guidelines is to operationalize APBET policy framework, provide guidance on regulations, and facilitate the establishment, registration and provision of quality education in these institutions.

The Basic Education Act of 2013 categorises basic educational institutions as either public or private. For a long time, APBET institutions have not met registration requirements. Registration of learning institutions is a pre-requisite for access to government services such as quality assurance, funding, staffing and registration for examinations among others. In addition, to effectively provide these services, comprehensive and reliable data is required for the purposes of planning.

It is in light of this that the guidelines have been developed. These guidelines define minimum standards and procedures for the registration of APBET institutions. The guidelines will facilitate the registration of APBET institutions and ensure recognition by the MoEST. It will also ensure integration of APBET into national education statistics, thus enabling the institutions attract funding from prospective partners. When the institutions meet government criteria, they will be supported accordingly.

It is expected that all Ministry staff, stakeholders and APBET service providers will adhere to these guidelines.



Dr. Belio R. Kipsang
PRINCIPAL SECRETARY
STATE DEPARTMENT OF EDUCATION

Acknowledgements

The Ministry recognises the input and contributions of all stakeholders in the development of these guidelines that will go a long way in facilitating the registration of APBET institutions.

The development of the guidelines was informed by extensive stakeholder consultation. Our gratitude goes to all Directors of Education; Concern Worldwide, the Aga Khan Foundation (EMACK), Plan International, ILO/IPEC, DFID, the USAID, The World Bank Group and various associations and individuals implementing APBET. These partners have made valuable contributions. Special thanks to Concern Worldwide and *Wasichana Wote Wasome* funded by DFID's *The Girls Education Challenge* for supporting the workshops, facilitating the writing panels, production and printing of the guidelines.

Acronyms

ABE	Adult Basic Education
ACEC	Adult Continuing Education Centre
APBET	Alternative Provision of Basic Education and Training
ASAL	Arid and Semi-Arid Lands
BOM	Boards of Management
CDE	County Director of Education
CEB	County Education Board
CMC	Centre Management Committee
CS	Cabinet Secretary
DFID	Department for International Development
DFRD	District Focus for Rural Development
ECD	Early Childhood Development
EMIS	Education Management Information System
ESQAC	Education Standard and Quality Assurance Council
FDSE	Free Day and Secondary Education
FPE	Free Primary Education
GOK	Government of Kenya
ILO	International Labour Organization
INSE	In-service Training
IPEC	International Programme on the Elimination of Child Labour
KHPC	Kenya Household Population Census
KNEC	Kenya National Examination Council
MDTI	Multipurpose Development Training Institute
MoEST	Ministry of Education, Science and Technology
NEC	National Education Board
NFE	Non-Formal Education
NFEC	Non-Formal Education Centres
NFS	Non Formal Schools
PBR	Pupil to Book Ratio
PS	Principal Secretary
PTR	Pupil to Teacher Ration
SAPs	Structural Adjustment Programmes
SMC	School Management Committee
TSC	Teachers Service Commission
USAID	United States Agency for International Development
VAP	Value Added Progress

Definitions of Operational Terms

For the purpose of this document, the following definitions shall apply;

Alternative Provision of Basic Education and Training (APBET)	APBET is an organised form of learning set up to deliver basic education and training to the disadvantaged persons who due to various circumstances cannot access formal schools.
Adult and Continuing Education	Learning processes within the perspective of lifelong learning during which an adult or out-of-school youth are given opportunities in an institution of basic education for the purposes of developing abilities, enriching knowledge and improving skills (Section 2, Basic Education Act, 2013).
Basic Education	Means the educational programmes offered and imparted to a person in an institution of basic education and includes Adult basic education and education offered in pre-primary educational institutions and centres.
Community Based Organisations	Institutions established by the community to support learning programmes for the community and managed by the community
Equitable Provision	It refers to fairness in the provision and distribution of educational opportunities.
Feeder schools	Schools where learners below the age of 10 years attend instruction before joining a bigger school.
Mobile Schools	Are formal flexible institutions specifically designed to suit the needs of the migrant communities which allow learners and teachers to re-locate as need arises.
Non-Formal Education	In Kenya Non-formal education will be a component within Alternative Provision of Basic Education and Training (APBET).
Non-Formal Educational centres	Institutions outside the formal education framework where specific categories of children, youth and adult learners acquire relevant knowledge, skills and attitudes.
Regular School	A school that absorbs learners from feeder schools.
School Management Committee	The body charged with responsibility of managing feeder schools.

1.0 Background Information

The period immediately after independence saw a large influx of rural-urban migrants seeking economic opportunities in the highly concentrated manufacturing and service industries in major towns. The migrations gave rise to unplanned settlements in towns and cities, which came to be referred to as 'slums', 'urban squatters' or 'informal settlements'.

The Kenya Government Policy on District Focus for Rural Development (DFRD) (1985) failed to address the situation, since resources remained concentrated in towns and cities. Unplanned settlements continued to grow to a level where the 'slum' populations exceeded 'non-slum' city populations. These settlements are characterised by the absence of adequate social amenities such as schools and hospitals.

The Structural Adjustment Programmes (SAPs) of the 1980s introduced cost-sharing policies that further marginalised disadvantaged children, resulting in a higher drop-out rate from formal schools. Some dropouts enrolled in adult classes which, despite their low cost, were not tailored to their needs. Limited availability of formal schools in the informal settlements coupled with the high indirect cost of education in government schools, contributed further to marginalisation.

In 2003, the Ministry of Education, Science and Technology (MoEST) in collaboration with development partners sought to provide broad policy frameworks to ease the participation of a wide variety of service providers. These providers were registered under different Government departments such as Office of the President, State Law Office, Social Services and the Ministry of Education. In addition to providing education, the institutions provided a variety of programmes such as health, nutrition, counselling and protective services. A number of the providers however operated without registration.

The various providers were instrumental in initiating APBET complementary schools (formerly known as Non-formal schools). However, because these provisions did not satisfy the formal schools regulations in terms of acreage, staffing, facilities and curriculum they came to be categorised as non-formal schools.

In 2009, the MoEST developed the policy for Alternative Basic Education and Training (APBET) to integrate the education and training institutions into the mainstream programme by ensuring that the 'non-formal' education sub-sector is included in the national education statistics. Such integration will ensure that the institutions benefit from MoEST services.

It is within this spirit that the current guidelines have been developed to operationalize the policy framework on APBET.

2.0 Justification

- a) Section 76 of the Basic Education Act of 2013 provides that a person shall not offer basic education in Kenya unless that person is accredited and registered as provided for under the Act.
- b) Owing to poverty, hardship and challenges in the urban informal settlements and other pockets of poverty, there exists a cadre of schools that cannot meet registration criteria for regular public or private institutions.
- c) The Basic Education Act of 2013, Section 95 (3)(i) and (j) provide that the Cabinet Secretary may, upon consultation with the National Education Board, prescribe regulations on how schools shall be classified, and make different provisions with respect to different classes or kinds of schools, impose conditions and make exemptions.
- d) The APBE&T Policy of 2009 requires all institutions providing alternative delivery of education and training to be registered with the MoEST.
- e) The APBE&T Policy provides for registration or attachment to a registered institution, as a pre-requisite for any alternative learning institution or provision to benefit from resource allocation from the government.
- f) In addition, registration of APBE&T institutions will enhance accuracy of Education Management Information System (EMIS) data, which is important for national planning.
- g) Registration with the MoEST is a requirement for schools entering candidates for national examinations.
- h) Once registered, the provision and coordination of support to the institutions will be enhanced.

All APBE&T institutions are established for the provision of basic education or vocational training to children and youth who, due to difficult circumstances, are unable to access public or private schools in informal settlements and other hard to reach areas. These institutions complement the government's efforts to provide education and training for all.

3.0 Registration procedure

The institution applying for registration shall have a contact and a physical address with clearly labeled administrative office at the time of application. Duly completed application forms shall be submitted to the relevant County Education Board (pursuant to section 76 (2);

- a) The person(s) wishing to register an institution for Basic Education shall submit dully filled prescribed application forms through the sub county education office.
The applicant(s) shall attach all the required supporting documents listed in the checklist for registration of the institution to the respective County Education Board.
- b) New sites of APBE&T Institutions outside the informal settlements in the prescribed cities and urban areas must be approved by the county education boards with concurrence of Cabinet Secretary.
- c) The receiving education office (sub-county), shall examine the application forms and ascertain that copies of all the required documents have been attached by the applicant(s) (provide the checklist for registration as an appendix 1).
- d) The receiving education office (sub-county), shall acknowledge receipt of the application in writing within 30 days.

- e) The CEB shall inform the applicant(s) within 14 days upon deliberation by CEB, reasons for deferring or rejecting the registration of the institution and the applicant(s) shall be accorded an opportunity within specific time frame to conform to the minimum registration requirement
- f) The County Director of Education shall issue a provisional registration certificate within 30 days after approval by the CEB.
- g) The CEB shall establish and maintain a register of all institutions that have applied and have either been approved, registered, re-registered, de-registered, deferred or rejected.
- h) The CEB on quarterly basis shall submit a list of all registered, re-registered, de-registered, deferred or rejected institutions to the NEB and copied to the Cabinet Secretary.
- i) NEB shall maintain an updated national register of all institutions offering Basic Education.

3.1 Re-registration procedure

An institution may seek re-registration under the following:

- a) If an institution's provisional registration certificate has expired
- b) If the institution re-locates to a new site
- c) If there is a change of the approved enrolment
- d) If a new curriculum is introduced
- e) If there is a change in the institution's name
- f) If there is change of ownership;
- g) If there is change of the institution's status.

3.2 De-registration procedure

An institution shall be de-registered under the following circumstances:

- a) Non-compliance with Basic Education Act, 2013 and any other applicable existing legal provisions, regulations and guidelines provided by MoEST.
- b) If a petition before a court of law has been heard and determined against the institution

4.0 Basic standard requirements for registration

4.1 Curriculum organization and management

- a) The institution shall at all times avail copies of the current approved syllabi for the curriculum offered at the institution.
- b) The institution shall adhere to time tabling guidelines for subjects and courses as provided by the MoEST, and must allow for flexibility. Any departure from recommended timing shall be authorised by the County Director of Education.
- c) The institution shall provide a variety of co-curricular and entertainment activities to enhance holistic development.
- d) Learners in the institutions shall sit for prescribed national examinations in the courses offered. The examinations shall be conducted as provided for under the Basic Education Act, 2013 and Kenya National Examinations Council (KNEC) Act 2012.

4.2 Standard Requirements for Teaching, Learning and Assessment

- a) The syllabus and timetable in use at any institution shall be as stated in standard requirements for curriculum organisation and management.
- b) All APBET teachers shall meet the minimum entry requirements in terms of teacher training for the level they will be teaching.
- c) A minimum 30% of the teachers at an institution of APBET shall have obtained a relevant teacher training certificate from a recognised teacher training institution at registration. The rest must be undertaking recognised in-service training and management of the institution shall progressively ensure that all their teachers are registered with the TSC by the third year of registration of the institution.
- d) The Pupil Teacher Ratio (PTR) in a primary or secondary school shall not exceed 55:1 and 45:1 respectively, or as approved by the MoEST.
- e) The minimum Pupil Text Book Ratio (PBR) in lower primary shall be 3:1, whereas in upper primary and secondary schools it shall be a minimum of 2:1
- f) APBET institutions may adhere to the vertical teaching policy.
- g) APBET institutions shall embrace use of innovative teaching approaches such as multi-grade and multi-shift as needs may arise.
- h) APBET shall ensure effective teaching of all subjects including non-examinable subjects as per the approved curriculum.
- i) APBET shall adhere to the testing policy of a minimum of two continuous assessment tests and one end term examination.
- j) There shall be summative evaluation administered by the KNEC or any other accredited bodies authorised by the MoEST to examine the course or subject.
- k) APBET institutions shall strive to identify and develop individual learner's talents and gifts as required.
- l) All APBET teachers shall prepare and maintain professional and administrative documents to ensure quality learning /teaching.
- m) APBET institutions shall only be established:
 - i) in the informal settlements within the cities of Nairobi, Mombasa and Kisumu and urban areas as designed by Law.
 - (ii) in pockets of poverty in arid and semi arid regions.

4.3 Education Standards and Quality Assurance

ESQAC shall carry out standards assessments, quality assure, monitor, evaluate and oversee the implementation of the APBET programmes for quality education.

4.4 Standard Requirements for Leadership, Management and Community Involvement

In this section, the requirements are as follows:

- a) APBET institutions shall be managed by a Board of Management (BoM);
- b) The BoM shall be nominated by the proprietor and for public institutions shall be appointed by the County Education Board; and
- c) The Provisions of Part VIII – Governance and Management of Basic Education and Training of the Basic Education Act,2013 shall apply to APBET institutions, except for:
 - (i) sections 56 on composition of Board of Management, which shall be governed by these guidelines and
 - (ii) section 59

- d) Administer and manage the resources of the institution;
- e) Receive, collect and account for any funds accruing to the institution;
- f) Recruit, employ and remunerate such number of non-teaching staff as may be required by the institution in accordance with this Act Shall only apply to APBET institutions that receive government funds.

The Board of Management shall consist of the following members:

- i. A manager.
- ii. A head teacher/adult education instructor/principals of MDTIs shall be secretaries.
- iii. Two persons elected to represent parents/guardians of the learners in the school or local community.
- iv. One person representing the County Education Board.
- v. One representative of the teaching staff of the school/centre, elected by teachers/instructors.
- vi. One person representing special interest groups in the community.
- vii. One person representing persons with special needs.
- viii. Representative of student's council who shall be an ex officio member.
- ix. Any other co-opted member as per the need.

4.5 Standard Requirements for Student Progression and Achievement (The Basic Education Act 2013, Sections 35, 73 and 75)

- a) APBET institutions shall establish and maintain the recommended administrative and professional records to reflect admissions, daily attendance, progression, transition, transfers and placement of learners accordingly.
- b) APBET institutions shall adopt value added progress (VAP) procedure to fast track individual learners' performance and achievements in class.

4.6 Standard requirements for learners' welfare

- a) APBET institutions shall create learner friendly environment that is in conformity with the minimum standards set by MoEST. In particular, the institutions shall strive to ensure that they are health supporting, rights upholding, safe and protective.
- b) Notwithstanding the preceding, APBET institutions shall maintain learners' welfare, in accordance to the relevant provisions of the Basic Education Act, 2013 and any other applicable law on the rights of the learners to basic education and training.

4.7 Standard Requirements for Physical Facilities (Basic Education Act 2013, Sections 82 (l)(b))

- a) APBET institutions shall have at least one of the following documents regarding land use by the institution:
 - i) A title deed/allotment letter that shall be in the name of the institution

OR

- ii) A tenancy agreement that provides for smooth transitions in case of change of use.

- b) APBET institutions shall make arrangements with neighbouring institutions for the use of their learning facilities, including playgrounds for co-curricular activities.
- c) APBET institutions shall provide adequate sanitation resources and facilities in line with the provision of Public Health.
- d) APBET institutions shall provide tuition facilities such as classrooms and libraries/ resource centre that may be smaller than the standard set for public schools but shall maintain a spacing of at least 0.3 metre aisles for pre-primary, primary and secondary schools, and comply with the guidelines on health and safety for all learners as per the School Safety Manual published by the MoEST.
- e) APBET institutions that have boarding facilities shall comply with guidelines on health and safety as per the School Safety Manual published by the Ministry of Education, Science and Technology.

5.0 Requirements for the establishment of mobile and feeder schools

5.1 Establishment

- a) Mobile and feeder schools may be established through partnerships between MoEST, local communities, NGOs, FBOs and other development partners.
- b) Involvement of the sub county education office is mandatory.
- c) The sub-county office recommends to the CEB which approves its registration and recommends to the MoEST headquarters for funding.

5.2 Minimum requirements to establish mobile and feeder schools

- a) Mobility of the community
- b) Availability of space
- c) Involvement of the local education office
- d) Minimum enrolment of 10 pupils to qualify for GoK support.
- e) Teacher availability, with a minimum of ECD certificate qualification.
- f) Funding for a mobile and feeder school kit (show funding commitment).

5.3 Management

- a) Mobile and feeder schools are to be managed by School Management Committee (SMC) elected by the community.
- b) Maximum number of members to be six (inclusive of the head teacher).
- c) Composition takes cognisance of the Basic Education Act, 2013 in terms of gender, and Chapter 6 of the Constitution of Kenya, 2010.

5.4 Registration

- a) Mobile and feeder schools shall operate as satellite learning centres of regular schools.
- b) Mobile and feeder schools must be registered under a regular institution whose location is within the migratory path of the community.
- c) All data of the mobile/feeder schools shall be reported/submitted by the regular school to which they are attached.

APPENDICES





REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY (MoEST)

Appendix 1

APPLICATION FORM FOR REGISTRATION OF APBET INSTITUTIONS

PART I - To be completed in TRIPLICATE by the applicant and forwarded to
Sub-County Education Officer/Sub-County Adult Education Officer

1. Name of Institution: _____
2. Address of Institution: _____
3. Situation of Proposed Institution:-
County _____ Sub-County _____
Ward _____
Plot No. (If any) _____
4. Management (BoM/SMC, CMC) _____
5. Sponsor (If any) _____
6. Address of Sponsor _____
7. Classification of Institution _____
e.g. Pre-School, Primary, Feeder, Mobile, Secondary, Adult Education Centre, MDTIs etc.
8. (a) Details of classes (e.g. 1-3, Form 1-4, Level 1-3) _____
(b) Number of Streams per class _____
9. Maximum number of learners/trainees to be accommodated _____
10. Nature of buildings (e.g. Permanent, Temporary, Semi-Permanent)
(a) Existing _____
(b) Proposed _____
11. In case of re-registration of existing institution:-
(a) Existing Registration Number _____
(b) Reasons for Re-registration _____
12. Declaration by the applicant:
I hereby declare that I have read the Basic Education Act 2013 (Education Standards and Regulations) and that the institution will be conducted in accordance with its provisions. I also understand that it is an offence punishable by Law to establish, manage, maintain or conduct an institution, which has not been registered in accordance with PART IV of the Basic Education Act 2013

Signed _____
Name _____
Designation of Applicant _____
Date _____

PART II - To be completed by the County Education Board

13. Date of the meeting when application was discussed _____

14. Recommended/Not Recommended

Minute Number _____

Date _____

Signed _____

Secretary, County Education Board

(STAMP)

15. Approved/Not approved _____

Reasons for Non-Approval: _____

16. a) Registration certificate issued on (Date) _____

b) Certificate Number _____



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY (MoEST)

Appendix 2

Check list for Registration of APBET institutions

Ref. _____

The Head of the Institution/ Centre

_____(Name of institution)

P.O. Box _____

You are advised to forward the following documents to facilitate the processing of your institution's/centre's registration.

S/NO.	Document	
1	Dully completed and signed application form for the institution	
2	Dully completed and signed application form for the Manager	
3	A recent (not more than six months old) full school assessment report from the sub- county or County Quality Assurance officer -Stamped and signed	
4	A detailed (not more than six months old) public health report -Stamped and signed	
5	Title deed/ Allotment letter or a valid Lease Agreement covering a period not less than five years for a secondary school or eight years for a primary school (Primary and secondary levels)	
6	Certified copies of professional and academic certificates of all teachers /Instructors and Manager	
7	Certified copies of certificates of the teachers with the Teachers Service Commission or instructors' certificates by the county Adult continuing Education Officer.	
8	Site plan/ Sketch of the institution showing the existing facilities and the future development extension plans.	
9	A copy of the institution's business name under the Business names Act, a certified copy of the organization as a society or limited Company and a copy of the Memorandum of Understanding.	
10	A Bankers Cheque payable to the Principal Secretary Ministry of Education Science and Technology as per charges indicated below.	
	Charges are as follows; 1. Public institutions (Provisional, full Registration, or Re-Registration) Ksh.1,000 2. Private institutions (Provisional) Ksh.10,000 3. Private institutions (full Registration, or Re-Registration) Ksh.5,000 4. Church or religious based institutions (Provisional Registration, or Re-Registration) Ksh.4,000	

NB ALL DOCUMENTS SHOULD BE FORWARDED BY THE SUB- COUNTY EDUCATION OFFICER OR SUB-COUNTY ADULT AND CONTINUING OFFICER.

FOR: PRINCIPAL SECRETARY

Appendix 3
Mobile School checklist

S/NO.	ITEM	MINIMUM QUANTITY
1	Large canvas tent (20 x 15 ft) for classroom	1
2	Portable collapsible chalk board	3
3	Solar lamps with 3 panels and solar chargers	3
4	Pack animal (camel, donkey)	1
5	Water containers (20 litres)	5
6	Large canvas bags	2
7	First Aid kit	1
8	Communication device, i.e. radio and mobile phone	1
9	Textbooks	15-30 per class
10	Stationery (charts, pencils, rubbers, manila papers)	Adequate number
11	Teacher's tent and mattress	1 each
12	Pocket Board Material (3 metres by 1.5m)	1
13	Exercise Books (48 pages)	Adequate number
14	Syllabi, teacher's guide books and learning aids	As determined by subject taught
15	Game kits (balls, tennis, nets)	As determined by class size
16	Class Attendance Registers	3
17	Teacher's salary (Ksh 15,000 x 12 months)	Ksh 180,000



MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

REGISTRATION GUIDELINES FOR ALTERNATIVE PROVISION OF BASIC EDUCATION AND TRAINING (APBET)

About this book

The policy framework for Alternative Provision of Basic Education and Training (APBET) was developed in 2009 as an intervention to facilitate access to quality basic education and training services for the hard to reach communities.

The objective of these guidelines is to operationalize APBET policy framework, provide guidance on regulations, and facilitate the establishment, registration and provision of quality education in these institutions.

The guidelines will facilitate the registration of APBET institutions and ensure recognition by the MoEST. It will also ensure integration of APBET into national education statistics, thus enabling the institutions attract funding from prospective partners.

SEPTEMBER, 2015

Defining APBET Schools in Kenya: Bridging Educational Gaps for Marginalized Communities

Abstract:

This paper provides a comprehensive and honest definition of Alternative Provision of Basic Education and Training (APBET) schools in Kenya. It explores the historical context, government policies, legal framework, challenges, and the crucial role APBET institutions play in providing education to marginalized communities, particularly those in informal settlements and hard-to-reach areas. The paper emphasizes the importance of recognizing and supporting these institutions in achieving Kenya's educational goals.

1. Introduction

The post-independence period in Kenya witnessed significant rural-urban migration, leading to the emergence of unplanned settlements, commonly referred to as 'slums.' These settlements lacked essential amenities, including schools and hospitals, posing a challenge to access to education.

2. Role of Structural Adjustment Programmes (SAPs)

The 1980s brought Structural Adjustment Programmes (SAPs) with cost-sharing policies that exacerbated the marginalization of disadvantaged children. The scarcity of formal schools in informal settlements and high indirect education costs further worsened the situation.

3. Emergence of APBET Schools

In 2003, the Ministry of Education, Science, and Technology (MoEST) partnered with development agencies to address this educational gap. Various service providers, including those offering education, health, nutrition, counseling, and protective services, came into play. However, some operated without registration.

4. Legal Framework for APBET Schools

- a) Section 76 of the Basic Education Act of 2013 mandates accreditation and registration as prerequisites for offering basic education in Kenya.
- b) Economic hardship led to the creation of schools that couldn't meet regular public or private institution criteria.
- c) The Basic Education Act of 2013 empowers the Cabinet Secretary to prescribe regulations for school classification, conditions, and exemptions.
- d) The APBE&T Policy of 2009 requires registration with the MoEST for all alternative learning institutions.
- e) Registration or attachment to a registered institution is a prerequisite for accessing government resource allocation.
- f) Registration enhances the accuracy of the Education Management Information System (EMIS) data, crucial for national planning.
- g) Only registered institutions can enter candidates for national examinations.
- h) Registered institutions receive enhanced support and coordination.

5. Purpose and Characteristics of APBET Institutions

APBET institutions provide basic education or vocational training to children and youth facing difficulties accessing public or private schools, primarily in informal settlements and hard-to-reach areas. They complement the government's efforts to provide inclusive education.

6. Transition from Non-Formal Schools

Various providers initiated APBET complementary schools, initially categorized as non-formal schools due to non-compliance with formal school regulations. The MoEST's APBE&T policy of 2009 aimed to integrate these institutions into the mainstream education system.

7. Impact of Free Primary and Secondary Education

The introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008 resulted in substantial growth in school enrollments. However, millions of children remained out of school, especially in informal settlements and marginalized areas, emphasizing the importance of APBET institutions.

8. Constitutional Recognition of Education Rights

The Kenyan Constitution of 2010 recognizes the right to education for every person, emphasizing free and compulsory basic education. The Basic Education Act of 2013 further reinforces these provisions, mandating equal access to education for marginalized and vulnerable children.

9. Policy Framework for APBET

The policy framework for APBET, developed in 2009, aimed to provide quality basic education and training services to hard-to-reach communities. It recognized various categories of APBET institutions, including Adult and Continuing Education Centers, Non-Formal Education Learning Centers, Vocational Training Centers, and Alternative Basic Education Programs.

10. Guidelines for APBET Registration

To ensure proper recognition and integration into the education system, the MoEST developed guidelines defining minimum standards and procedures for the registration of APBET institutions. These guidelines facilitate registration, data collection, and government support, aligning with the national education agenda.

11. Conclusion and recommendations

APBET schools in Kenya serve as a critical bridge to education for marginalized communities, particularly those in informal settlements and hard-to-reach areas. Despite initial challenges, government recognition and policy frameworks have legitimized their role in the education system. Recognizing the vital role these institutions play in improving access to education and addressing regional

disparities, the government continues to work towards their integration and support.

These schools are easily identified by the following factors among many others:

1. They all follow the stipulated guidelines in the education act
2. They are easily accessible to the communities they serve,
3. They are owned by the community to serve vulnerable and marginalized children who are excluded from and are not able to access public or private schools.
4. They charge very little levy, between shs. 3000 and shs. 11,000 per term depending on their locality. Note private schools charge fees of over shs. 50,000 per term

References:

1. Education act 2013
2. APBET policy 2009
3. APBET guidelines 2015
4. Education for all 2000-2015

Recommendation

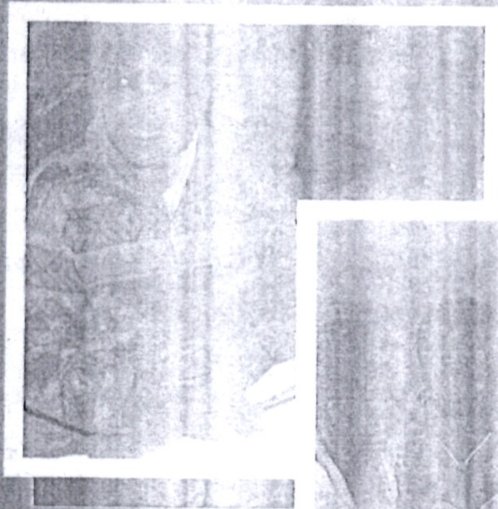
We seek government intervention to with speed take the following action and any other necessary actions for the sake of the Kenyan Child by:

1. Initiate a task force that will spearhead the process of review of the Basic Education Act No.14 of 2013 to fully recognize and APBET school in same breath as Public and Private Schools are recognized in the Act.
2. To provide the necessary recognition and support legally enshrined in the relevant policies and guidelines for Basic Education Institutions.
3. To adequately define APBET, and provide clear guidelines and frame of reference toward the Training component that will be easily adopted by the APBET institutions in Kenya.



Republic of Kenya
Ministry of Education

POLICY FOR ALTERNATIVE PROVISION OF BASIC EDUCATION AND TRAINING



MAY 2009

located in the ASALs and were identified by the flexible modes of delivery. The *Lchekuti* schools in Samburu District, for example, adapted the formal primary school curriculum to be offered on a part time basis for four years. Learners from such schools/centres were then expected to join formal primary schools in standard five. Other examples include the *Oviligi* schools of Laikipia district and Mobile schools in North Eastern Province. These institutions are predominant in ASAL, urban unplanned settlements and pockets of poverty across the country.

In an effort to systematise provisions, the Kenya Institute of Education (KIE) developed the NFE curriculum for use by these institutions. This curriculum comprises both academic and technical subjects. It is designed as a six year course with horizontal and vertical linkages and equivalencies with the formal education curriculum. The current scenario is such that institutions for OOS children, youth and adults offer any of the three curricula, namely, the NFEC-KIE curriculum, the official curriculum for formal primary schools or an institution based curriculum.

Alternative secondary schools have emerged as a natural sequel offering a flexible mode to those wishing to progress to secondary education. A needs assessment conducted by KIE in 2006 alerted the Ministry to their mushrooming. It was evident that there was need to systematise the provision. The KIE once again took the lead in designing an alternative secondary curriculum that had the aim of serving those unable to access mainstream secondary education.

In summary, four broad categories of alternative educational provisions have emerged to cater for out of school (OOS) children, youth and adults. The first type is NFS primary which follows the national primary education curriculum and enrolls school age children. The second type, referred to as Non Formal Education Centres (NFEC), includes all those flexible and complementary provisions that offer basic education and skills training to children and youth. The third, referred to as ACE, offers continuing education and training for out of school youth and adults. The fourth category is the NFS secondary which offers secondary education curriculum in a flexible manner. Despite the poor conditions in which some of these institutions operate, they accord many learners an opportunity to access education and are currently recognised as a viable option of reaching non-enrolled children youth and adults.

1.3 POLICY AND REGULATORY FRAMEWORK

The existing policy framework encourages all learners to enrol in the formal school system. However, it is acknowledged that some learners may continue to be excluded. It is these learners who are targeted by these non formal institutions operating outside the formal school system. Official recognition of NFS/NFEC/ACE is traced to the Non Formal Education project of 1994 that was launched within the framework of GOK-UNICEF programme cooperation 1994-1998. The preparation of two key documents; the Needs Assessment Survey and the Comprehensive Educational Sector Analysis (CESA) both of 1994 presented comprehensive data on the existence of OOS children, youth and adults and observed their exclusion in policy formulation and implementation. Thereafter, OOS children received more detailed attention in education planning. This was reflected in the Master Plan on Education and Training of 1997-2010 and several EFA assessment reports prepared in 2000. The National Conference on Education and Training (2003) which mandated the MoE to develop a new policy framework for the education sector further identified the importance of NFE in augmenting existing effort to provide Education for All. The Sessional Paper No. 1 of 2005 that emerged from the 2003 conference subsequently devotes attention to NFE, highlighting the low quality provision, lack of linkage to the formal education system and argues for an appropriate policy.

4. Alternative provision of secondary education for school age children and youth, aged over 14 years (NFS secondary) This policy legitimises alternative educational provisions as a diversified form that will ensure all learners, including those with special needs, access quality education.

1.5 PRINCIPLES

The guiding principles to this policy take cognisance of the international conventions, national laws, policies, guidelines and regulations espoused in the education sector (listed in Annex 4) that seek to ensure that the right to education for each person is upheld. The principles are:

a. Access to Education

All children, youth and adults have a right to education. However due to various socio-economic and cultural factors, they miss out on the formal school system. These groups shall be reached through flexible and responsive education provisions.

b. Inclusion

Responsive educational service delivery efforts have to be made to reach learners with special needs including those in marginalised areas and the most vulnerable.

c. Equity of Provision

For vulnerable learners to effectively participate in the education process, basic needs of food, clothing, shelter, health and psycho-social well-being shall be met by the government in collaboration with stakeholders.

d. The Alternative Education Provisions

The provisions shall seek to augment existing efforts in providing formal education to those currently excluded. The provisions shall be flexible and have linkages to the formal system to allow learners join the mainstream and progress through education.

e. Learning Environments

All learners shall have access to a safe, friendly and protective learning environment.

f. Quality Education

The education provided shall be, relevant and of quality in order to enhance abilities for productive gain and sustainable livelihoods.

1.6 GOALS

This policy is guided by the national goals of education. It is in accordance with the national development strategy projected by the government that seeks to achieve EFA, develop quality human resources, and protect democratic institutions and human rights. The following specific goals guide this policy formulation:

- a. To ensure that all children, particularly girls, those with special needs and /or in difficult circumstances have access to free and compulsory quality basic education.
- b. To ensure that all out of school youth and adults, particularly girls and women, those



30TH JULY, 2025

Public Participation Submission

Subject: 1. Stakeholder Input on the Basic Education (Amendment) Bill, 2025 - Clause by Clause

2. Message of Appreciation and general policy recommendation

Bill Reference: National Assembly Bill No. 3 of 2025

Submitted by: Complementary Schools Association of Kenya (CSAK)

To: The Clerk, National Assembly – Education Committee

Date: 30th July 2025

Clause-by-Clause Matrix of Amendments, Complementary Schools Association of Kenya[CSAK] Feedback & Gender Equality, Disability, and Social Inclusion[GEDSI] Recommendations

Clause / Section	Quoted Amendment	CSAK Comments & Suggestions	GEDSI Considerations & Recommendations
1. Short Title	<i>"This Act may be cited as the Basic Education (Amendment) Act, 2025."</i>	CSAK welcomes this formalization as a necessary step toward integrating non-traditional learning institutions into national education planning.	Future amendments and public communication should reflect inclusive and accessible language, sensitive to diversity and educational equity.
2. Section 2 – Definitions	<i>Insertion: "and Alternative Provision for Basic Education and Training schools"; Definition of "middle level institution" and "Alternative Provision..."</i>	CSAK supports the expanded scope and recommends accompanying implementation guidelines to ensure quality education delivery.	Definitions should affirm inclusive education principles and recognize institutions that support learners with disabilities and underserved populations.

<p>3. Section 7 – Education Board Composition</p>	<p><i>Insertion: “One of the members... shall be the National Chairperson of Alternative Provision...”</i></p>	<p>CSAK welcomes the inclusion of APBET leadership and encourages meaningful participation in decision-making processes.</p> <p>CSAK further suggests that the representative should be one of the APBET executive board member in the national office agreed upon by the same board not necessarily the national chairperson since the duration of service is three years renewable once.</p>	<p>Board composition should reflect gender equity, regional representation, and disability inclusion. Consider establishing selection criteria that promote balanced participation.</p>
<p>4. Section 18(1)(a) – Education Programmes</p>	<p><i>Insertion: “and Alternative Provision of Basic Education and Training schools”</i></p>	<p>CSAK supports the integration of APBET schools into official education programmes and recommends tailored interventions for learners in informal environments.</p>	<p>Program design should be responsive to the needs of girls, learners with disabilities, and children from low-income backgrounds, including support services such as counseling and nutrition.</p>
<p>5. Section 20 – County Education Board</p>	<p><i>Amendment: “twelve” to “fourteen”; Addition: “two representatives of Alternative Provision...”</i></p>	<p>CSAK endorses broader representation and proposes capacity-building for APBET appointees to contribute effectively to education planning.</p>	<p>One of the newly added members should ideally be a woman or a person with a disability to promote fair and inclusive governance structures.</p>
<p>6. Section 26 – Institutional Recognition</p>	<p><i>Insertion: “Alternative Provision of Basic Education and Training schools” after “polytechnics”</i></p>	<p>CSAK affirms the importance of formally recognizing APBET schools and encourages infrastructural and teacher deployment support.</p>	<p>School infrastructure should meet universal design standards, including wheelchair access, gender-responsive facilities, and child-safe environments.</p>

7. Section 39 – Infrastructure & Registration	<i>Deletion and substitution of paragraph (e); New insertions under (k) and (l) on infrastructure funding and registration waivers</i>	CSAK strongly supports public financing for APBET schools and recommends simplified registration guidelines to remove land title barriers.	Funding and registration policies should prioritize institutions serving girls, children with disabilities, and vulnerable communities. Infrastructure development should be inclusive and safe for all learners.
8. Section 41 – Institutional Categories	<i>Insertion: “Alternative Provision of Basic Education and Training Schools”</i>	CSAK supports this formal inclusion and proposes a national mapping exercise of APBET institutions.	Research processes should capture gender, disability status, and socioeconomic diversity to enable responsive planning.
9. Section 43(1)(a) – Oversight Mechanisms	<i>Insertion: “and Alternative Provision...”</i>	CSAK supports the inclusion of APBET institutions in oversight frameworks and recommends transparent financial audits and regular performance reviews.	Monitoring Evaluation and Learning tools should include gender and disability inclusion indicators and provide pathways for community feedback and learner protection.
10. New Part VIIA – APBET Operational Framework	<i>Insertions on facilities, grants, curriculum, learner placement, and infrastructure</i>	CSAK endorses this framework and urges collaborative roll out with county governments and APBET associations.	Ensure operational procedures accommodate learners with disabilities, displaced learners, girls, and other disadvantaged groups. Accelerated learning programs should be age-flexible and culturally sensitive.

11. Section 79 – Middle-Level Institutions	<i>Insertion: “registered, accredited, licensed Alternative Provision...”</i>	<p>CSAK supports the recognition of teacher training pathways for APBET institutions and calls for standards aligned with national frameworks.</p> <p>CSAK further propose that the in-service teacher training programs should be enhanced to enable the teachers get the experience during the term dates and receives the training over the holidays bearing in mind that the said teachers come from the same informal settlements and disadvantaged communities hence limiting their chances of attending Pre-service trainings.</p>	<p>Educators in APBET settings should receive induction on inclusive education principles, child safeguarding, and disability awareness.</p>
12. Section 86 – Education Data & Planning	<i>Insertion: “including Alternative Provision...” in planning responsibilities</i>	<p>CSAK recommends creating a digital registry for all APBET institutions and linking it to education sector performance tracking tools.</p>	<p>Data systems should collect and report on gender, disability, and economic background to support inclusive policy formulation and funding decisions.</p>

CSAK & GEDSI Priority Matrix with Referenced Sections

Priority Area	CSAK Advocacy	GEDSI Alignment	Relevant Sections of the Bill
Legal Recognition	Establish APBET schools in national law and policy	Ensure language reflects the diversity of learners and institutions	Section 2 (Definitions), Section 41, Section 43(1)(a), Part VIIA
Infrastructure & Funding	Support school development through capitation and grants	Infrastructure and resource allocation should be designed for inclusivity and accessibility	Section 39(e), 39(k), 39(l), Part VIIA (Clause 52H)

Teacher Development	Professionalize APBET educators through training and deployment	Teacher professional Development frameworks should include disability awareness and gender sensitivity	Section 79, Part VIIA (Clause 52J)
Registration & Regulation	Simplify registration processes and waive land title barriers	Ensure that institutions serving marginalized groups are prioritized	Section 39(I), Part VIIA (Clause 52G)
Curriculum & Exams	Standardize APBET curriculum and expand access to national exams	Learning materials should be adaptable and exam access should be equitable for all learners	Section 2, Part VIIA (Clauses 52C, 52F), Section 86
Oversight & Data	Introduce transparent oversight and establish national APBET data systems	Include disaggregated data and GEDSI-focused metrics to guide planning and accountability	Section 43(1)(a), Section 86, Part VIIA (Clause 52I)

STATEMENT OF APPRECIATION AND POLICY RECOMMENDATIONS ON THE BASIC EDUCATION (AMENDMENT) BILL, 2025

We extend our sincere appreciation to Kenyan lawmakers, particularly Hon. Anthony Tom Oluoch, for spearheading the Basic Education (Amendment) Bill, 2025, which seeks to recognize and integrate Alternative Provision of Basic Education and Training (APBET) institutions into the national education framework. We commend this vital legislative initiative and express our full support for its successful enactment and eventual assent by His Excellency, the President.

In the spirit of constructive engagement, we respectfully submit the following key observations and recommendations to further strengthen the Bill:

1. Distinction Between APBET and Adult Education Centres

APBET institutions serve school-age learners excluded from formal education, while Adult Education Centres cater to adult learners pursuing literacy and continuing education. These institutions differ significantly in curriculum, instructional methods, and learner needs. It is imperative that the Bill clearly distinguishes the two and champions their separation to ensure instructional integrity and policy clarity.

2. Instructional Separation Where Applicable

While some APBET institutions may serve both adults and children where community circumstances demand it, these groups must receive instruction separately to respect pedagogical standards and ensure relevant learning outcomes.

3. Maintain Oversight Under the Ministry of Education

Transferring APBET institutions to the Ministry of Labour risks misclassifying them as vocational centres, thereby jeopardizing their educational mandate and access to critical resources such as curriculum support, infrastructure funding, and capitation grants. We urge lawmakers to keep APBET under the Ministry of Education to uphold

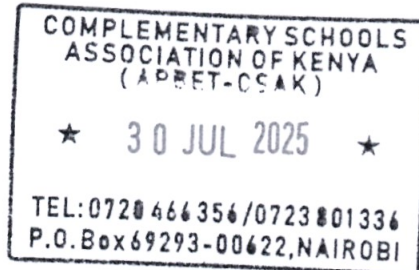
their role in delivering inclusive, quality basic education in line with constitutional guarantees.

In conclusion, we applaud this legislative milestone and hope our recommendations will guide its refinement for the benefit of all Kenyan learners.

Yours faithfully,



Meshack Adiedo
National Coordinator
Complementary Schools Association of Kenya (CSAK)
+254723801336





NCCK

NATIONAL COUNCIL OF CHURCHES OF KENYA

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7/8/25

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0721 388277, 0714 606971, 0733 758736

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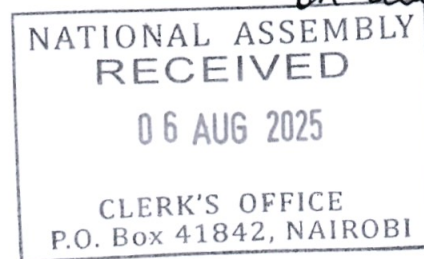
MEMORANDUM BY THE NATIONAL COUNCIL OF CHURCHES OF KENYA TO THE NATIONAL ASSEMBLY DEPARTMENTAL COMMITTEE ON EDUCATION ON THE BASIC EDUCATION (AMENDMENT) BILL 2025

JULY 31, 2025

Abenayo Wasike, HoD

To place before the Committee on Education.

DM 07/08/25



Mr. Katho
pls TWA
Awacice
8/8/25

To
Samuel Njoroge
Clerk of the National Assembly
P. O. Box 41842, 00100
NAIROBI

1. Preamble

Honourable Chair,

The National Council of Churches of Kenya (NCCK) is a family of Christian Churches and Communion that was established in June 1913. The NCCK is therefore the oldest and largest Christian Churches umbrella body in the country. Being a membership organization, the NCCK does through the member churches and organisations have a presence in all the Counties. This is through Ward Committee, County Coordinating Committee, Regional Committee (a region combines 4 – 6 counties), and at the national level. All the officials are elected by the members of NCCK at that level.

The Council endeavours to fulfill the Vision *“One Church; United in Faith and Mission witnessing to Jesus Christ and Transforming lives”*, being guided by the Mission: *“Holistic transformation of lives for a just, resilient and sustainable society”*.

Towards this, the Council has over the decades been at the forefront of providing education and health services to the citizens of Kenya within the scope of promoting wholesome human development that integrates physical, psychological and spiritual health.

As such, the NCCK, together with the Kenya Conference of Catholic Bishops (KCCB), are the major stakeholders in education sector having established and founded 69% of education institutions in the country. They also own about 56% of the health facilities in the country.

Through this memorandum, the NCKK is seeking to contribute to the improvement of the wellbeing and healthy living of learners in the nation, always being inspired by the words of our Lord Jesus Christ as recorded in John 10: 10

I have come that they may have life, and have to the full.

2. Proposed Restriction of Marketing of Unhealthy Foods

Honorable Chair,

Over the decades, the NCKK has designed and implemented health-related interventions at advocacy, community empowerment, and policy shaping levels. It is within this context that we are recommending that Parliament considers integrating legislative measures to protect children from Non Communicable Diseases (NCDs) by restricting marketing of unhealthy foods in and around schools and other child-gathering contexts. This recommendation arises from the recognition that unhealthy diets are the primary risk factor for Non-Communicable Diseases.

Quite notably, aggressive marketing of unhealthy foods and beverages costed at billions of dollars is undertaken each year targeting children. This is due to the pester power they hold with which they easily influence the food purchase decisions of their families. The result is documented increase in prevalence of obesity, heart diseases, diabetes, hypertension and other NCDs among the children and adults.

Unhealthy food marketing is reported to be high in settings where children gather including schools, sports clubs and shopping centers, and during children's typical television viewing times and channels, on digital spaces popular with young people, and in magazines targeting children and adolescents.

The NCKK is therefore proposing that the Basic Education (Amendment) Bill, 2025 be amended to include provisions that will enable the Cabinet Secretary responsible for Education to regulate food and nutrition matters affecting learners in schools, and also take regulatory measures to protect children from marketing of unhealthy foods. We are in addition proposing to mandate the County Education Boards to set up health committees to enhance promotion and protection of the health of the learners. A key expectation is that the Cabinet Secretary will be obliged to develop regulations on marketing of foods in and around schools.

3. Proposed Enhancement of the Role of the Sponsor in Schools

Honorable Chair,

The NCKK has been a major player in the provision of basic and tertiary education in our nation. In the continued evolution of the discharge of this mandate, we are making

proposals aimed at strengthening the role of the sponsor the governance of the education institutions.

In this regard, we do note that the Constitution of Kenya in Article 40 provides that *“subject to Article 65, every person has the right to either individually or in association with others, to acquire and own property of any description; and in any part of Kenya”*. Article 40 (2) protects the right to property from regulatory, arbitrary or any other form of deprivation of property by the state. Where deprivation occurs, the state is obligated to make *“prompt payment in full, of just compensation to the person.”* In this regard, it suffices to note that the state has been gradually nationalizing and depriving the church of some of its schools. Some school administrators in liaison with Ministry of Education officials have been pressing to acquire title deeds independent of the sponsoring churches. This is gross violation of the rights of the Christian Community who are the owners of the property and have invested billions in the education sector. It is therefore important that all Schedule two (2) Schools in the previous Education Act must be recognized as the property of the church offering a public service.

To remedy these concerns, the NCKK recommends that this Honorable Committee considers amending the Basic Education (Amendment) Bill 2025 in the following key areas: One, definition of Sponsor / Founder; Two, composition of School Boards of Management; Membership of the County Education Boards; and Transfer of Property, Assets, Liabilities and Staff.

Honorable Chair, the proposed we now share the proposed enhancements to the Basic Education (Amendment) Bill 2025:

Proposed amendments

S. No	Clause	Proposed amendment	Justification
1.	Amendment to Clause 2 of the Bill	<p>THAT the Bill be amended in Clause 2 by inserting a new paragraph (c) as follows:</p> <p>(c) in the definition of the word “sponsor” by inserting the words “that founded, owns the land or property where an institution is situated or” after the words “person or institution” and the words “and who promotes foundational objectives, religious traditions, core values and standards of establishment of the institution” after the words “basic education”</p>	<p>Inclusion of the reference to the founders of the institution is fundamental in strengthening the term sponsor. In addition, it is important to recognize the core and distinct identity of a sponsor or founder of an institution as one who promotes the foundational objectives that existed at the establishment of the institution. The church organizations in Kenya have played a leading role in establishment and development of schools and education. As a result, the definition of the term “sponsor” should include reference to the continued role played in promoting foundational objectives, traditions and core values.</p>
2.	Insertion of new Clause 3 of the Bill	<p>THAT the Bill be amended by inserting a new Clause 3 and renumbering the Bill accordingly as follows:</p> <p>Amendment 3. Section 4 of the principal Act is to section 4 amended of Cap 211. by inserting a new paragraph (v) as follows:</p> <p>(v) promotion and realization of the right of every child to health, to basic nutrition,</p>	<p>While receiving education, children spend most of their time in school throughout the year. Consequently, their health, food and nutritional needs should be integrated into the learning process. Part of the realization of the right to health and right to food of acceptable quality is protection children from aggressive marketing of unhealthy foods in schools. This will enable the Cabinet secretary to take the necessary</p>

		to be free from hunger and to adequate food of acceptable quality.	measures to prevent marketing of unhealthy foods in schools.
3.	Amendments to Clause 5 of the Bill	<p>THAT the Bill be amended in Clause 5 as follows:</p> <p>(a) in paragraph (a) by deleting the word “fourteen” and substituting therefor the words “the following” and adding the words “and deleting the words “and shall include” appearing after the words “competitive process”.”</p> <p>(b) by adding a new paragraph (c), (d) and (e) as follows –</p> <p>(c) in paragraph (e),</p> <p>(i) by inserting the word “nominated by and” before the word “representing” in the introductory legislative sentence</p> <p>(ii) in sub-paragraph (i) by deleting the words “jointly” and “Evangelical Fellowship of Kenya”</p> <p>(iii) by deleting sub-paragraph (ii) and substituting therefor the following – “Kenya Conference of Catholic Bishops”.</p> <p>(d) by inserting a new sub-paragraph (iv) as follows– “(iv) the Evangelical Alliance of Kenya”</p> <p>(e) in subsection (3) by inserting the word “post” before the words “education certificate”.</p>	<p>Since the membership of the County Education Boards is specified in a definite manner, there is no need to specify the number of the members. In addition, the membership of Board is more than 12 stipulated in the section.</p> <p>The National Council of Churches of Kenya, whose membership are major sponsors of schools in Kenya is distinct from the Evangelical Alliance of Kenya. Therefore, it is necessary to separate the two organizations in terms of nomination of representatives in the Board.</p> <p>The correct name of the “Evangelical Fellowship of Kenya” is “Evangelical Alliance of Kenya” while that of “Kenya Episcopal Conference” is “Kenya Conference of Catholic Bishops”.</p> <p>Since the County Education Board provides leadership on education matters in the county, the minimum education qualification should be post-secondary certificate. This will ensure there is suitable capacity in the board to deliberate on education matters</p>

4.	Insertion of new Clause 6 of the Bill	<p>THAT the Bill be amended by inserting a new clause 6 as follows and renumbering the Bill accordingly:</p> <p>Amendment 6. Section 25 of the principal Act is to section 25 amended in subsection (2) by inserting of Cap 211. a new paragraph (j) as follows– (j) child health and nutrition.</p>	<p>The County Education Board should provide leadership for health of learners in schools as part of holistic child development. Setting up a committee on child health in addition to the other committees prescribed under section 25 (2) will facilitate this. Among other results, this will lay the institutional structure for engagement on protection of the pupils from marketing of unhealthy foods in schools.</p>
5.	Insertion of new Clause 7 of the Bill	<p>THAT the Bill be amended by inserting a new Clause 7 as follows and renumbering the Bill accordingly:</p> <p>Amendment Section 27 of the principal Act is amended to section 27 of Cap 211. as follows– (a) in paragraph (a) by inserting the words “system of basic education” after the words “review of” (b) in paragraph (c) by inserting the words “and designation of teachers responsible for pastoral care” after the words “own expense” (c) by inserting a new paragraph (f) and (g) as follows – (f) to advice the Teachers Service Commission and the Ministry of Education on the appointment of a school principal, deputy principal, head teacher and deputy head</p>	<p>The sponsors of basic education institutions should have the opportunity to participate in the review of the system of education, appointment of heads of institutions and designation of teachers responsible for pastoral care. This will ensure that the institutions maintain the core objective and focus on core values and education</p>

		<p>teacher or such as person appointed as the head of an institution of basic education.</p> <p>(g) to promote academic performance of the institution.</p>	
4.	Amendment to Clause 7 of the Bill	<p>THAT Clause 7 of the Bill be amended by inserting a new paragraph (m) as follows–</p> <p>(Cap 254). (m) promote child health, access to basic quality nutrition and ensure protection of pupils from exposure to marketing of foods that may be classified as containing high thresholds of nutrients of concern under the Food Drugs and Chemical Substances Act or any other law regulating food and nutrition matters</p>	The proposed clause obligates the Cabinet Secretary to take the necessary measures to protect school going children from exposure to marketing of unhealthy foods that predispose them to non communicable diseases.
5.	Amendment of Clause 9 of the Bill	<p>THAT Clause 9 of the Bill be amended by numbering the provision as paragraph (a) and inserting a new paragraph (b) as follows–</p> <p>(b) Section 43 (1) of the principal Act is amended as follows –</p> <p>(i) in paragraph (a) by deleting the words “sponsored schools”</p> <p>(ii) by inserting a new paragraph (c) as follows–</p> <p>(c) public sponsored schools, which are established by faith based sponsors and operated by government.</p>	There is need to recognised public sponsored schools, most of which are sponsored by faith based organizations

6.	Insertion of new Clause 10 of the Bill	<p>THAT the Bill be amended by inserting a new clause 10 as follows and renumbering the Bill accordingly:</p> <p>10. (1) Section 56 (1) of the principal Act is amended as follows—</p> <p>(a) In paragraph (a) by deleting the word “six” and substituting therefore the word “three”, and inserting the words “one of whom shall be the chairperson of the parents teachers association” after the words “secondary schools”</p> <p>(b) By inserting a new paragraph (h), (i), (j) and (k) as follows:</p> <p>(h) two persons who are professionals with relevant qualifications appointed in consultation with the sponsor, in the case of a public sponsored school;</p> <p>(i) one officer of national government administrative officer;</p> <p>(j) an officer of county government representing county or subcounty administration or county education department;</p> <p>(k) the head of the school, who shall be the secretary of the board.</p>	<p>There is need to include professionals in the board of management, national government officers and county government. This would create synergy with other national government organs and the county government. By including the county government, it would create opportunity for county government to support education process in the school. In addition, county governments have set up education bursary funds, which create avenue for collaboration. Regarding primary schools, it would be important for county government to be part of governance since pre-primary schools are integrated with primary schools.</p> <p>The sponsor should have a responsibility in nominating the chairperson of the Board to ensure that the school leadership is aligned with vision and mission of the school.</p> <p>The role of the sponsor in appointing the chairperson of the board of management should not be pegged on contribution and impact of the sponsor. Section 56 (7) leaves the consultation of the sponsor by the county education board to the latter’s discretion. There is no mechanism of objectively determining what is “significant contribution and impact”. Whereas the sponsor</p>
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		<p>(2) Section 56 (5) of the principal Act is amended by inserting the words “nominated by the sponsor and” after the words “Board of Management shall be” and by deleting the words “in consultation with the sponsor”.</p> <p>(3) Section 56 (7) of the principal Act is deleted.</p>	<p>should make contribution and support the school, their right to nominate the chairperson of the board should not be derogated from as this would erode the role and position of a sponsor.</p>
7.	<p>Insertion of new Clause 13 of the Bill</p>	<p>THAT the Bill be amended by inserting a new Clause 13 as follows –</p> <p>Amendment to section 95 of Cap 211.</p> <p>13. Section 95 of the principal Act is amended:</p> <p>(a) in subsection (2) (e) by inserting the words “and catechism” after the word “instruction” and the words “in consultation with the relevant sponsors” after the words “as appropriate”</p> <p>(b) in subsection (3) by inserting a new paragraph (ca) as follows–</p> <p>(ca) provide for access to basic quality nutrition, food of acceptable quality and protection from exposure to marketing of foods that may be classified as containing high thresholds of nutrients of concern under the Food Drugs and Chemical Substances Act or</p>	<p>There is need to include other forms of early learning religious teachings that may be integrated in the formal education system. In addition, the relevant sponsors should be consulted when integrating such teachings or system.</p> <p>The proposed amendment grants the Cabinet Secretary powers to regulate food and nutrition matters affecting pupils in schools.</p>

		any other law regulating food and nutrition matters.	
8.	Insertion of new Clause 14 of the Bill	<p>THAT the Bill be amended by inserting a new Clause 14 as follows:</p> <p>Amendment to Fourth Schedule of Cap 211.</p> <p>14. The Fourth Schedule of the principal Act is amended as follows:</p> <p>(a) by inserting the words “or the sponsor where the institution is a public sponsored institution provided that the sponsor shall hold the property in trust for purposes of the institution” after the words “shall be in the name of the institution”, and by inserting the words “in consultation with the sponsor where the institution is a public sponsored institution” after the words “Board of Management may from time to time determine”</p> <p>(b) in the proviso by inserting the words “and the sponsor where the institution is a public sponsored institution” after the words County Education Board”.</p>	<p>This section relates to the power to deal with property that may be owned by the sponsor who founded the institution.</p> <p>Where the property is vested in the name of the sponsored school, such property should be held by the sponsor in trust, which is the right practice. This will ensure that the sponsor does not lose the property that they rightfully owned and also safeguarding the properties from being used for purposes other than those originally identified, that is, advancement of education.</p> <p>Failure to acknowledge the right of the sponsor to own school land that has been all along private property is unconstitutional. Besides, this seems to be a move to isolate the church from the same institutions she established and continues to nurture to the level they are at today. If this is not addressed then the Church may be forced to consider other options.</p>

4. Conclusion

Once again, Honorable Chair, we thank you for this opportunity to meet with you and share our recommendations. We assure you of our support and prayers.

We urge you to take into consideration the proposals we have made, treating them as coming from the multiplicity of Kenyans who are represented in and are part and parcel of the NCKK member churches.

On our part, we remain committed to supporting and working for the wellbeing of the nation, in line with our motto which is For Wananchi, being informed by our theme which is guiding us for the next four years *Dignified Livelihoods: Resilient Communities (Galatians 6: 9)*.

Let us all be inspired by the word of God recorded in Daniel 1: 12 and 19 – 20

Please test your servants for ten days: Give us nothing but vegetables to eat and water to drink.... The king talked with them, and he found none equal to Daniel, Hananiah, Mishael and Azariah; so they entered the king's service. In every matter of wisdom and understanding about which the king questioned them, he found them ten times better than all the magicians and enchanterers in his whole kingdom.

The Bible is clear that when good diet is combined with good education, the results are astounding.

Signed on this 31st day of July 2025 at Jumuia Place.


Rev Canon Chris Kinyanjui
GENERAL SECRETARY



MEMORANDUM BY WORLD VISION KENYA

**ON THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO
3 OF 2025**

**SUBMITTED TO
DEPARTMENTAL COMMITTEE ON EDUCATION**

SUBMITTED BY

**GILBERT KAMANGA
NATIONAL DIRECTOR
WORLD VISION KENYA**

P.O BOX 50816 - 00200 KAREN ROAD, OFF NGONG ROAD

E-MAIL: wv_kenya@wvi.org

31ST JULY 2025

1.0 About World Vision

World Vision Kenya (WVK) is a Christian relief, development, and advocacy organization dedicated to working with children, families, and communities to overcome poverty and injustice. In line with our commitment to ensure the well-being of children, WVK implements a wide range of education programs targeting vulnerable children across urban informal settlements, arid and semi-arid lands (ASALs), and other underserved regions of Kenya.

WVK welcome the opportunity to provide inputs on the Basic Education (Amendment) Bill, 2025, which seeks to amend the Basic Education Act (Cap 211) to provide for the mapping, recognition, registration, and provision of benefits to Alternative Provision of Basic Education and Training (APBET) institutions. This is a timely and necessary legislative step in actualizing the rights of children who access education through alternative and community-based mechanisms.

2.0 Purpose of this Memorandum

Pursuant to the Basic Education (Amendment) Bill (National Assembly Bill No 3 of 2025 which seeks to amend the Basic Education Act (Cap 211) to be in line with the policy framework for alternative Provision of Basic Education and training (APBET) 2009 and the Basic Education Regulations 2015 that recognizes the different categories of APBET institutions; and in response to the request for views from the members of the public and other sector stakeholders on the Basic Education amendment Bill, World Vision Kenya submits this memorandum for due consideration.

World Vision Kenya supports the intent of the amendment to enhance the status and support of APBET institutions. However, we believe that the Bill can be strengthened to ensure inclusivity, equity, accountability, and sustainability in the recognition and support of APBET schools.

The purpose of this Memorandum is to provide the Education committee with specific issues that World Vision Kenya considers to be priority areas of concern that should be addressed in order to ensure that all children in APBET institutions progressively realize their right to free and compulsory basic education.

In this Memorandum, we present specific issues, recommendations for each of the issues and related justification. The inputs are drawn from World Vision vast experience in supporting the most vulnerable children access basic education spanning over 50 years in Kenya.

Section	Proposed Amendment contained in the Bill	Additional suggestion	Justification
Section 7 (a)	(e) provide infrastructure for all schools including Alternative Provision of Basic Education and Training schools, learning and teaching equipment and appropriate financial resources	Add <i>Inclusive</i> ' before learning and teaching	To accommodate all learners including those living with disabilities and those from marginalized communities.
			<ul style="list-style-type: none"> Children living in informal settlement are being deprived of their right to free education funding (capitation). The government should budget for education for all children, including all children living in

			<p>informal settlement.</p> <ul style="list-style-type: none"> • APBET learners need to be integrated into the national education system, including registration in KEMIS,
Section 7(b)	(k) Advise the national government on the financing of infrastructure development in Alternative Provision of Basic Education and Training schools;	Add-by developing a APBET Financing framework /model	There is need to put in place financing framework to ensure that every child in the informal settlement gets their fair share of the capitation.
		AddEstablish a framework for public-private partnerships to strengthen APBET service delivery	APBET institutions receive no public funding, leading to inequality in infrastructure, teaching staff, and learning materials. The Framework will explicitly mandate equitable allocation of capitation grants, teaching/learning materials, and infrastructure support to eligible APBET schools.
Section 2 (b)	"Alternative Provision for Basic Education and training schools" Means institutions offering basic education curriculum in informal settlements	After settlements Add , urban slums, and remote areas.	There is need to partake comprehensive, inclusive, and transparent registration and licensing of all APBET institutions, including those operating in informal settlements, urban slums, and remote areas.



[JULY, 2025]

THIRTEENTH PARLIAMENT – (THIRD SESSION) THE NATIONAL ASSEMBLY
**IN THE MATTER OF CONSIDERATION OF THE BASIC EDUCATION (AMENDMENT) BILL
(NATIONAL ASSEMBLY BILL NO. 3 OF 2025)**

(Pursuant to Articles 1(2), 10(2)(a) And 118 of the Constitution)

Section A — Object of the Bill.

**THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL
NO. 3 OF 2025)**

The *Basic Education (Amendment) Bill, 2025*, seeks to amend the *Basic Education Act, No. 14 of 2013*, by formally recognizing Alternative Provision for Basic Education and Training (APBET) institutions. It seeks to integrate them into Kenya's formal education system, with adjustments to representation, financing, curriculum, registration, infrastructure, and adult education.

This memorandum by WeCare Organization presents an analytical review of the *Basic Education (Amendment) Bill, 2025*, in line with the Constitution of Kenya 2010, the Basic Education Act, No. 14 of 2013, the APBET Policy (2009), and the Basic Education Regulations (2015). This memorandum presents practical recommendations to enhance the impact, sustainability, and legal coherence of the Kenyan Education system.

Section B—Personal Information

1. Name: WeCare Youth Organization
2. Gender: N/A
3. Constituency: KISUMU WEST
4. County: KISUMU
5. Identification No. (National ID/Passport/Kenyan Driving Licence): NIL

Section C—Views on Bill

6. What are your views on the Bill?

S/No	Clause/Page of the Bill	Proposal	Justification

1.	<p>Clause 2 Proposes to include APBET in the definition of Basic Education.</p>	<p>Retain and pass as it is in the amendment Bill.</p>	<ul style="list-style-type: none"> - Legally anchoring APBET schools in the Basic Education Act eliminates ambiguity and provides a clear legal framework for their recognition. - It also aligns with the Constitutional imperative of <i>Article 53(1)(b) and the Children Act 2022</i>, emphasizing the Right of every Kenyan child to education. This rightfully gives a legal basis for <i>the Registration Guidelines for APBET Institutions 2015</i>, making them fully acknowledged as part of Kenya's education landscape.
2.	<p>Clause 3: Amendment to Section 7 of the Basic Education Act to include the National Chairperson of APBET schools to be members of the National Education Board.</p>	<p>Pass this proposal</p>	<ul style="list-style-type: none"> - Inclusion of the Chairperson of APBET Schools in the <i>National Education Board (NEB)</i> is essential to ensure participatory governance and policy relevance as well as equal representation. - This also aligns with the principles of stakeholder engagement emphasized in education sector reforms like the <i>Kenya Education Sector Support Programme (KESSP) and National Education Sector Strategic Plan (NESSP)</i>
3.	<p>Clause 5:Amendment to Section 20 to include the Representatives of APBET schools to be members of the County Education Board</p>	<p>Pass the proposal as it is</p>	<ul style="list-style-type: none"> -Just like the National Education Board, this representation is vital for localized & responsive decision-making as the County Education Boards are responsible for coordinating and promoting education at the county level. - Enhance public participation in board appointments to reinforce legitimacy and accountability to communities. -Their representation will ensure the APBET schools' county-specific issues, like infrastructure development, teacher deployment, and resource allocation, are adequately addressed and integrated into County Education Plans, aligning the objective of the APBET Policy 2009. This strengthens devolved governance in education.

4	<p>Clause 6: Proposes an amendment to Section 26(1) to provide that the County Governments shall be responsible for providing funds to APBET schools, among the other schools listed in that particular section.</p>	Pass as it is	<p>-The 4th Schedule of the Constitution of Kenya 2010 devolves some functions, including aspects of basic education, to county governments. By including Pre-Primary APBET schools, county governments will be legally mandated to allocate funds for the development of necessary infrastructure, e.g, classes, sanitation facilities, and water access to the schools.</p> <p>- We posit that this will significantly improve learning environments, reduce overcrowding, and ensure equitable access to quality education for children coming from Informal settlements. This aligns with the National School Health Policy and WASH in Schools Guidelines.</p> <p>- This clause operationalizes a key aspect of shared responsibility for education infrastructure development, which has historically been developed excluding APBET schools.</p>
5.	<p>Clause 10 (Section 52D); Age of Learners in Alternative Basic, Adult and Continuing Education Institutions is restricted to 18 years</p>	Amend Section 52D to include youths below the age of 18:	<p>This proposed amendment, by strictly limiting admission to learners above eighteen years, fundamentally contradicts the constitutional right to free and compulsory basic education (Article 53(1)(b)) for all children and youth. Many individuals under eighteen, defined as "child" in the principal Act, are forced out of formal schooling by socioeconomic factors and rely on APBET schools for education.</p> <p>Denying them access based solely on age is discriminatory, undermining the very purpose of Alternative Provision to bridge educational gaps for all out-of-school youth.</p> <p>Furthermore, this restriction undermines the very purpose of "Alternative Provision", which is to cater to diverse learning needs and bridge educational gaps for all who have fallen out of the traditional system, regardless of their chronological age. It effectively creates a legal barrier to education for a vulnerable demographic that the Bill purports to mainstream.</p>

6	<p>Clause 10 Section 52G - Levies in Public Institutions of Alternative Basic, Adult and Continuing Education</p>	<p>Amend the proposal to ensure free and accessible alternative basic education by robust government funding.</p>	<p>This provision allowing "levies" on public APBET institutions directly contradicts Article 53(1)(b) of the Constitution, which guarantees free and compulsory basic education. For marginalized communities relying on APBET schools, any charge, however prescribed, creates an insurmountable financial barrier, negating the positive impact of capitation grants. This effectively privatizes public alternative education and grants unchecked discretion to the Cabinet Secretary, fostering inequality and arbitrary charges inconsistent with equitable access to education.</p>
7.	<p>Clause 10 bSection 52I - Conversion of Middle Level Institution</p>	<p>Amend the section to empower County Education Boards for local educational institution conversions, with Cabinet Secretary oversight for national policy compliance.</p>	<p>This provision, requiring Cabinet Secretary approval for any conversion of public middle-level institutions, creates excessive centralized control hindering efficient local educational planning. It undermines devolved functions where County Education Boards are better positioned to approve beneficial adaptations, such as converting facilities for specialized vocational training or APBET expansion, in alignment with local needs. This over-restriction risks bureaucratic delays and prevents optimal use of public educational infrastructure.</p>

8.	<p>Clause 10 Section 52H - Infrastructure Grants for Alternative Basic, Adult and Continuing Education Institutions</p>	<p>Amend to ensure comprehensive government funding for alternative basic education infrastructure, covering both initial development and ongoing improvement, to meet minimum standards for safe and conducive learning environments</p>	<p>While the provision of infrastructure grants is a positive step, the term "infrastructure improvement" is vague and potentially insufficient. Many APBET schools, especially those newly recognized or operating in marginalized areas, lack basic infrastructure, safety standards, and conducive learning environments, rather than merely requiring "improvement." This phrasing might limit the scope of support to existing structures, neglecting the fundamental need for initial infrastructure development where it is absent or severely deficient.</p> <p>The Bill's "Memorandum on Objects and Reasons" explicitly aims to "provide infrastructure for all schools, including Alternative Provision of Basic Education and Training schools", implying initial provision, not just improvement.</p> <p>This ambiguity in the operative clause could lead to inadequate funding or narrow interpretations, failing to address the acute infrastructural disparities faced by many APBET schools. This would hinder the full mainstreaming of APBET schools and their ability to provide a safe and quality learning environment as required by the Basic Education Act.</p>
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SIGNED _____ DATE: 31st July 2025

Instructions:

**Fill this Template.*

**You may fill more than one form on a Bill.*

**Filled should be forwarded to the Clerk of the National Assembly, P.O. Box 41842-00100, Nairobi; hand-delivered to the Office of the Clerk, Main Parliament Buildings, Nairobi; to be received on or before 30th July, 2025 at 5.00 p.m.*

KENYA PRIVATE

Westlands, Crossway Road,
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Arcades/Fuji Plaza
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SCHOOLS ASSOCIATION

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(In Partnership with the Government to Provide a Holistic Quality Education for All)

MEMORANDUM

To:

Clerk of the National Assembly
Parliamentary Departmental Committee on Education

From:

Chief Executive Officer, Kenya Private Schools Association (KPSA)

Date:

31ST July 2025

Subject:

KPSA Comments on the *Basic Education (Amendment) Bill, 2025*

Purpose

The Kenya Private Schools Association (KPSA), as a legally registered umbrella body representing private education providers across the country, submits this memorandum in response to the Basic Education (Amendment) Bill, 2025. The Association appreciates the Bill's intention to expand access to education through formal recognition of Alternative Provision of Basic Education and Training (APBET) institutions. However, we wish to register the following concerns and proposals for amendment.

The comments are presented in matrix form for ease of reference.

KENYA PRIVATE



SCHOOLS ASSOCIATION

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Matrix of Proposed Amendments

Section of Principal Act (as amended)	Clause in the Bill	Proposed Amendment	Justification
Section 7 – National Education Board	7(1)(g) (adds Chairperson of APBET)	Insert new paragraph immediately after 7(1)(g): “(h) One representative of registered private basic-education institutions nominated by the Kenya Private Schools Association.”	Ensures equitable representation now that APBET gains a seat; mirrors the balanced public/private representation used in other education-sector boards.
Section 20 – County Education Boards	20(1)(j) & (k) (two APBET representatives)	Replace 20(1)(j) with: “one representative each of (i) APBET institutions and (ii) private basic-education institutions nominated by KPSA.”	Prevents resource-allocation debates from disproportionately favouring one non-state sub-sector; secures balanced consultation on fees, staffing ratios and infrastructure planning.

<p>Section 39 – Duties of Cabinet Secretary</p>	<p>Phrase “for all schools, including APBET”</p>	<p>Amend to read: “for all public schools, private basic-education institutions serving low-income learners and APBET institutions.</p>	<p>Acknowledges that 16 percent of primary learners in urban informal settlements attend low-fee private schools currently excluded from capitation support, advancing the constitutional right to free basic education.</p>
<p>Section 52G – Power of Cabinet Secretary to impose levies</p>	<p>Entire clause</p>	<p>Add new sub-clause 52G(3): “The Cabinet Secretary shall, before prescribing any levy affecting private institutions, conduct a Regulatory Impact Assessment and consult the Kenya Private Schools Association.”</p>	<p>A stable, consultative regulatory process safeguards annual private capital investment and conforms to the Statutory Instruments Act, 2013.</p>
<p>Section 52 – Obligations of Private Schools</p>	<p>New audit, safety and staffing directives</p>	<p>Amend opening sentence to read: “Private basic-education institutions shall comply in a risk-based and proportionate manner and may satisfy these requirements through recognised third-party accreditation frameworks.”</p>	<p>Prevents duplicative audits for schools already accredited (reducing administrative cost and freeing resources for learning materials).</p>
<p>Section 79 – Public Data Bank</p>	<p>Mandatory disclosure of learner and staff registers</p>	<p>Amend final sentence: “...provided that any personal or proprietary information shall be redacted or anonymised in</p>	<p>Protects child privacy and commercially sensitive data while maintaining transparency.</p>

		compliance with the Data Protection Act, 2019.”	
Section 86 – Financing of Basic Education	List of funding sources	Insert new paragraph (d): “funds appropriated for public-private partnership subsidies, learner vouchers or infrastructure co-financing with registered private schools.”	Leverages unused classroom places in private schools and can reduce exchequer spending on new construction by an estimated 25 percent.
Sections 41 & 43 – School Categories	APBET added to list of public schools	Add clarifying note: “Nothing in this section shall be construed to convert private basic-education institutions into public institutions.”	Averts potential land-tenure and asset-ownership disputes at county level.

KENYA PRIVATE

Westlands, Crossway Road,
Bekim House, Opposite Soin
Arcades/Fuji Plaza
2nd Floor Apartment 2B



SCHOOLS ASSOCIATION

P.O. Box 11404-00100, Nairobi, Kenya
Tel: +254 0708094746
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(In Partnership with the Government to Provide a Holistic Quality Education for All)

Closing Remarks

4. Conclusion

KPSA supports the government's vision of inclusive and equitable education but firmly believes that such progress must not come at the expense of quality, fairness, and stakeholder parity. We urge Parliament to revise the Bill accordingly to reflect these principles and safeguard the integrity of Kenya's education system.

We are available for further engagement, presentations, or technical input upon request.

Yours faithfully,

For and on behalf of Kenya Private Schools association

Rose Eteye

Chief Executive Officer

**MEMORANDUM BY BRIDGE INTERNATIONAL ACADEMIES FOUNDATION ON THE
BASIC EDUCATION (AMENDMENT) BILL 2025**

August 14, 2025

THE CLERK OF THE NATIONAL ASSEMBLY

The National Assembly
Parliament Buildings
P. O. Box 41842
00100
Nairobi.

1. PREAMBLE

- 1.1. Honourable Chair and Honourable Committee Members,
- 1.2. We respond to your invitation sent out by the Clerk of the National Assembly inviting the input of the public on the Basic Education (Amendment) Bill 2025.
- 1.3. Bridge International Academies Foundation is a non-profit organization operating community basic education primary schools in Kenya's underserved communities across Kenya. As stakeholders in providing education opportunities to underserved communities, we welcome the proposed amendment to the Basic Education Act and seek to contribute to the on-going discourse in the hope for better regulation that accommodates the best interests of the communities we serve.

2. OUR CONCERNS AND APPRECIATION OF THE BASIC EDUCATION (AMENDMENT) BILL.

- 2.1. We propose that the definition of "Alternative Basic Education and Training Schools" as defined in the Act should be expanded. It is our considered view that whilst most of the target schools for regulation are in informal settlements there are other communities in arid and semi arid areas and rural pockets of poverty that are underserved in terms of public and private schools, and such their inclusion would serve to bring those schools under regulation and to benefit from capitated funds. We therefore propose that the definition be expanded to read, "means institutions offering basic education curriculum in informal settlements and other underserved communities across Kenya."
- 2.2. Further we propose that to establish an objective criteria for what constitutes underserved communities, it may be necessary to define underserved communities as those communities where public and private school infrastructure is either lacking or inadequate to meet the demands of the local communities.
- 2.3. On the amendment to Section 43(1) of the Act, it is our considered view that it may not be appropriate to classify Alternative provision of Basic Education Schools as *per se public Schools*. As Honourable Members may perhaps recall,

in post colonial Kenya, most schools sprang up due to Parents led Harambee Initiatives and it is later that these schools were taken up as District Education Board Schools under the repealed Education Act. Most APBET Schools have been established by initiatives by community self help groups and private organizations. I think categorizing APBET Schools as strictly public schools may serve to lock out private organizations from providing education opportunities to underserved communities. There are private organizations that are not profit oriented. These organizations are able to tap into non-public donor funds, to supplement their budgets. Given the limited public resources, it may be essential to have a private component to APBET Schools provided such organizations are either established as public benefit organizations or non-profit limited by guarantee companies. Honourable Members will note that most sponsored schools in Kenya are operated by churches which are registered as companies limited by guarantee. We therefore recommend that the amendment under Section 43 of the Basic Education Act serves to establish APBET Schools as a distinct category of schools established through community initiatives and private public benefit organizations or other nonprofits.

- 2.4. On the amendment to Section 39 (l), we recommend an amendment to the proposed clause which in part reads, “advise the national government on the waiver of registration requirements, including documents of title for Alternative Provision of Basic Education and Training Schools as circumstances may demand”, by inserting the words “land size” immediately after the word “title”
3. We appreciate the efforts that the drafters of the Bill have made and continue to pledge our full support to Parliament In the performance your duties and onerous mandate in the interest of our democracy and progress as a country.

God bless Kenya!

We thank you,

A handwritten signature in black ink, appearing to read 'Reuben Wambugu Mwangi'. The signature is fluid and cursive, with a large initial 'R'.

Signed by Reuben Wambugu Mwangi,
Director, Bridge International Academies Foundation

Memorandum
To
The Committee on Education
National Assembly of Kenya
From
Community of Homeschooling Parents in Kenya
Submitted on the
25/7/2025

We, the community of homeschooling parents in Kenya, have noted with great satisfaction the initiative to amend the Basic Education Act 2013 by inserting into it the 2015 Regulations on Alternative Provision of Basic Education and Training (APBET). Those Regulations categorically and correctly acknowledge homeschooling as a mode of alternative provision of basic education and training. We therefore submit this memorandum in a bid to enhance the said amendments.

Background

Homeschooling is the implementation of a curriculum by the parents themselves and/or their own directly chosen delegates outside the traditional school setting. Several Kenyan parents have homeschooled their children from the early 1990s. Some of those children have been admitted to universities inside and outside Kenya, and several are already employed, while others have ventured into entrepreneurship.

There are a number of reasons why parents choose homeschooling. Some parents are in careers that require them to relocate frequently from town to town, or even from country to country - diplomats, sales people and some aid workers are cases in point. Changing schools is almost always a traumatic experience for children, as they must make new friends, and adapt to the new physical environment and the new teachers. For example, some parents choose it as a means to bring down the cost of education (transport, lunch, uniform, etc.). Often homeschooling adequately addresses this challenge. Besides, we have had private candidates registering for public exams, and some of them have done exceptionally well, yet such candidates are best categorised as having gone through Homeschooling.

The Constitution of Kenya recognises the right of the child to education. Article 43 (1) (f) lists education as one of the fundamental rights of every person. Furthermore, Article 53 (1) (b) states that every child has the right to free and compulsory basic education. Nevertheless, neither of the articles limits education to the school environment. Besides, several countries already acknowledge and facilitate homeschooling, including South Africa, Botswana, India, Thailand, the Philippines, Brazil, Argentina, Japan, South Korea, Singapore, UK, US, Canada, Australia, New Zealand, Italy, Austria and Norway.

Most crucially, there is really no essential difference between private schooling and Homeschooling: both models of learning are a move away from public schools. As such, allowing parents to freely take their children to private schools while denying others the right to educate theirs at home is discriminatory contrary to Article 27 of the Constitution.

Our Proposals

In view of the foregoing observations, we propose that the said amendments to the Basic Education Act (2013) be revised with a view to ensuring that Kenyans who wish to provide their children with high quality basic education at home can do so within the law and with adequate structures of facilitation and accountability. We therefore propose:

1. Inclusion into the proposed amendments of the following definition of “homeschooling”: “Homeschooling is the implementation of a curriculum by the parents themselves and/or their own directly chosen delegates outside the traditional school setting, while ensuring the delivery of high quality education.”
2. Definitive recognition of homeschooling as a legitimate mode of Alternative Provision of Basic Education and Training (APBET) which contributes to universal access to basic education alongside other modes of APBET.
3. Homeschools be included whenever categories of educational institutions are listed in the amendments.

4. Facilitation of homeschooling families through structures of registration and quality assurance developed with the full participation of homeschooling parents.

Prepared on behalf of the Homeschooling fraternity of Kenya by

Dr Reginald Oduor

Endorsed By

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31th July 2025

OUR REF: KNCHR/PL/AB/VOL.4(11)

Mr. Samuel Njoroge, CBS
Clerk of the National Assembly
P.O. Box 41842-00100
NAIROBI

Email: cna@parliament.go.ke

*② Douglas Kothu
Pls bring to the
attention of Committee DDC
31/08/25 31/7/25*

Dear Sir,

RE: INVITATION BY THE DEPARTMENTAL COMMITTEE ON EDUCATION TO SUBMIT VIEWS ON THE BASIC EDUCATION (AMENDMENT) BILL (NATIONAL ASSEMBLY BILL NO. 3 OF 2025)

Receive warm greetings from the Kenya National Commission on Human Rights.

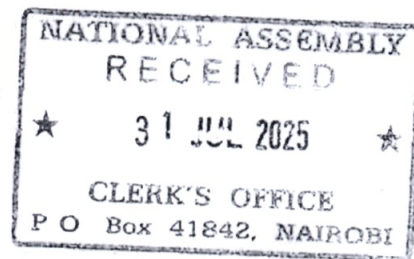
Reference is made to your letter Ref. NA/DDC/EDUC/2025/(116) dated 24th July 2025 on the above subject.

The Commission wishes to convey its apology as it would be unavailable to able appear before the Departmental Committee on Education as scheduled due to unavoidable circumstances. We have enclosed our submission sent earlier and hope that it will enable the Committee to successfully consider the proposed Bill.

Please accept the assurance of our highest regards.

Yours Sincerely,

Dr. Bernard Mogesa PhD, CPM
Commission Secretary/CEO



Encl:

An accredited "A" Status National Human Rights Institution
Vice Chair: Dr. Nyeris Raymond, PhD

Commissioners: Hon. Sara Bonaya, Dr. Dennis N. Wamalwa, PhD, Prof. Marion Mutugi, EBS
Commission Secretary / C.E.O: Dr. Bernard Mogesa, PhD, CPM





KENYA NATIONAL COMMISSION ON HUMAN RIGHTS

**ADVISORY ON
THE BASIC EDUCATION (AMENDMENT) BILL, 2025
SUBMITTED TO
THE CLERK OF THE NATIONAL ASSEMBLY**

DATED: 15TH July 2025

Kenya National Commission on Human Rights
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NAIROBI, KENYA
Tel: 254-20-2717908 /2717256/2712664
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A. INTRODUCTION

1. The Kenya National Commission on Human Rights (“KNCHR” or “National Commission”) is an independent National Human Rights Institution established under **Article 59** of the Constitution with a broad mandate to promote a culture of respect for human rights in the Republic of Kenya. The operations of the National Human Rights Commission are guided by the KNCHR Act and the United Nations *Paris Principles* on the establishment and functioning of independent national human rights institutions commonly referred to as the Paris Principles and as such enjoys an “A” status accreditation.
2. The National Commission under **Article 249** of the Constitution has a mandate to secure observance of all state organs of democratic values and principles and to promote constitutionalism. **Article 10** of the Constitution requires all state organs to uphold constitutionalism and the rule of law whenever they make public policy decisions or interpret the Constitution. One of the strategies pursued by the Commission to secure observance of all state organs of democratic values and principles is through human rights monitoring, review of new and existing laws and policies, and the issuance of advisories informed by the KNCHR’s analysis.
3. In this regard, the KNCHR submits its comments on the **Basic Education (Amendment) Bill 2025**, sponsored by Hon. Anthony Tom Oluoch. The advisory has three parts; Section A covers preliminary introduction, Section B provides General observations and recommendations, while Section C makes specific comments/observations on particular clauses of the **Bill**.

B. GENERAL COMMENTS

4. The Commission notes that basic education in Kenya is acknowledged as a fundamental human right under Article 43(1)(f) of the Constitution of Kenya, which affirms that every individual is entitled to education. In particular, the right to education for children is enshrined in Article 53(1)(b), which stipulates that every child is entitled to free and compulsory basic education.
5. The Commission reiterates that the Abidjan Principles (2019) provide that States are required to implement all necessary measures, particularly the establishment and enforcement of effective regulatory frameworks, to guarantee the realization of the right to education when private entities are engaged in delivering educational services.

6. The Commission would like to highlight that the Government of Kenya during the 4th Universal Periodic Review, accepted to bridge the gaps in access education in informal settlements, and address the shortage of schools in those settings. Furthermore, the State accepted to continue its efforts to improve access to quality education for all. The Commission thus welcomes **Clause 8 of the Bill** that seeks to amend Section 41 of the Basic Education Act to require the promotion of education in Alternative Provision of Basic Education and Training (APBET) schools.
7. The Commission welcomes the proposed **Basic Education (Amendment) Bill 2025** which if enacted will make provision for APBET schools to fall under the definition of basic education as provided under the Basic Education Act. This is vital since APBET schools will be recognized by the principal legislation governing education in Kenya, enhancing accountability as it will provide clear guidelines for the operation, management, and oversight of APBET schools, ensuring they adhere to the same accountability standards as formal educational institutions.
8. The Commission understands that the **2009 APBET Policy** and the **Registration for Alternative Provision of Basic Education and Training 2015** and the **Registration Guidelines for Basic Education Institutions 2021** have been the guiding documents on the management of APBET schools in Kenya. Enactment of the Bill will enhance the regulation and management of APBET schools including setting uniform standards for both formal and alternative education systems. This standardization ensures that all learners, regardless of the type of school they attend, receive quality education that meets the national standards set by the Ministry of Education.
9. The Commission appreciates Clause 5 of the Bill which proposes to amend the Principal Act by adding two representatives of APBET Schools to the County Education Boards. This will provide an inclusive institutional framework that governs APBET Schools, including facilitation of better resource allocation and funding for APBET schools towards progressive realization of education rights encapsulated under both the Convention on the Rights of the Child (Art 4) and the International Covenant on Economic, Social and Cultural Rights (Art 2 & 13).
10. The Commission wishes to highlight the importance of Clause 10 of the Bill which proposes to amend the Basic Education Act by inserting a new PART VIIA to incorporate part V of the **Basic Education Regulations 2015** into the Basic Education Act to operationalize the Regulations in order to fully embrace and mainstream APBET schools into the formal education structures or system. This will provide a robust legal framework that regulates and governs all aspects of basic education. Furthermore, this will foster inclusivity, as it guarantees that marginalized

and underprivileged populations, who frequently depend on alternative educational schools, can access the same educational resources, rights, and opportunities as their counterparts in formal schools.

C. SPECIFIC COMMENTS

No.	Clause & Title	Proposed Amendment	Rationale
1.	Clause 2 (b) - Interpretation	The Commission proposes the definition of “Alternative Provision for Basic Education and Training Schools” should be inserted with the following definition: ‘Alternative Provision for Basic Education and Training Schools’ means organized learning institutions offering basic education to disadvantaged persons’	The Registration Guidelines for Alternative Provision of Basic Education and Training 2015 defines APBET as an organised form of learning set up to deliver basic education and training to the disadvantaged persons who due to various circumstances cannot access formal schools. The proposed amendment will therefore align the definition of APBET schools with the registration guidelines ensuring uniformity.
2.	Clause 2 (b) Amendment of Section 2 of No. 14 of 2013	Use the terms “middle level college” instead of “middle level institution”.	The Basic Education Regulations, 2015 use the terms “middle level college”. Amending it will align the Act with the Regulations.
3.	Clause 52(b) and 52(d) – Under Part VIIA – Alternative Provision of Basic Education Training and Continuing	Amend Clause 52(b) to allow all learners, regardless of age, to qualify for capitation grants; revise Clause 52(d) to permit learners above 18 to access mainstream alternative basic education where appropriate; and insert an equality safeguard to prohibit denial of basic education services, including funding, on the basis of age.	Ensures learners over the age of 18 are not excluded from financial support, promotes flexibility and inclusion for those who missed school at the regular age, and aligns the Bill with Article 27 and 43(1)(f) of the Constitution, as well as international obligations under ICESCR and SDG 4.

	Adult Education		
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SIGNED BY:

A handwritten signature in black ink, appearing to read 'Bernard Mogesa', with a long horizontal flourish underneath.

Dr. Bernard Mogesa, PhD., CPM

Commission Secretary/Chief Executive Officer



Elimu Yetu Coalition

4/8/2025

MEMORUNDUM

THE BASIC EDUCATION (AMENDMENT) BILL NATIONAL ASSEMBLY BILL No 3 of 2025

ABOUT ELIMU YETU COALITION

Elimu Yetu Coalition (EYC) is Kenya's National Education Coalition, established in 1999 as a national platform for civil society organizations and other non-state actors in Kenya's education sector to lobby for the implementation of Education for All (EFA) goals as articulated in the Jomtien Declaration in 1990 and Dakar Framework of Action in 2000. At the moment EYC is at the forefront of supporting efforts towards the implementation of sustainable development Goal 4

Pursuant to an invitation by the Department Committee on Education to submit views on the Basic Education (Amendment) Bill No 3 of 2025, the Coalition presents the below views in a matrix as directed.

Section of the Act	Proposed Amendments	Justification
1. Amendment of Section 2 of the No 14 of 2013	<p>(a) in the definition of "basic education" by inserting the words "and Alternative Provision for Basic Education and Training schools" immediately after the word "centres".</p> <p>(b) by inserting the following new definition in proper alphabetic sequence-</p> <p>"middle level institution" means an institution offering pre-service and in-service teacher training courses that support provision of basic education."</p> <p>"Alternative Provision for Basic Education and Training schools" means institutions offering basic education curriculum in informal settlements.</p>	<p>In agreement with the proposed amendment in;</p> <ul style="list-style-type: none"> a) One could argue that if Adult Education can be enforced by the State as Basic Education, then it is possible to do so with regards to Alternative Provision of Basic Education and Training(APBET) b) On the definition of "middle level institutions" (why is this proposal being made. This is not clear.) c) The definition of Alternative Provision for Basic Education and Training is limited to informal settlements and hence goes against the spirit envisaged under the APBET ACT 2009. This is the same spirit that should be embraced.
Amendment of section 7 of No. 14 of 2013	<p>A new subsection immediately after subsection (1)- (1A)</p> <p>One of the members of the Board appointed under subsection (1) shall be the National Chairperson of Alternative Provision of Basic Education and Training Schools in Kenya.</p>	<p>Disagree with the amendment. The Section does not provide for the appointing authority, the CS to make an appointment out of representation including that of Chairpersons of Institutions and only gives the Cabinet Secretary the power to appoint as per provisions of the Act. Therefore a special seat should not be set on the Board for the National Chairperson of Alternative Provision of Basic Education and Training.</p>
Amendment of section 18 of No. 14 of 2013.	<p>.Section 18(1)</p> <p>(a) by inserting the words "and Alternative Provision of Basic Education and Training schools" immediately after the word "programmes</p>	<p>In the context of Education Programmes within the County, this amendment makes sense at the County level. But if considered from the point of devolving this aspect of Education, it would not make sense because arguing that APBET is Basic Education as earlier proposed makes</p>

		it better suited in the hands of the National Government given that it is the only type of Government that can guarantee a Right.
Amendment of section 20 of No. 14 of 2013	Section 20 of the principal Act is amended (a) in subsection (1) by deleting the word "twelve" appearing immediately after the words "Chairperson and" and substituting therefore the word "fourteen". (b) by inserting the following new paragraph immediately after paragraph (k)- "(l) two representatives of Alternative Provision of Basic Education and Training Schools."	This amendment is not necessary. It blots the composition of the County Education Board. Since APBETS is about the Right of Education for Children, this can be done through the representation of the Child Rights organization which is provided for in K of the principal ACT
Amendment of section 26 of No. 14 of 2013	(1) by inserting the words "Alternative Provision of Basic Education and Training schools" immediately after the word "polytechnics".	This section is about the roles of the county government. The Amendment effectively devolves APBET to the counties. This, it can be argued out that county governments do not have the capacity to enforce a right hence the role and duty of APBETS should be within the realms of the National Government.
Amendment of section 39 of No. 14 of 2013.	Section 39 of the principal Act is amended- (a) by deleting paragraph (e) and substituting therefore the following new paragraph- '(e) provide infrastructure for all schools, including Alternative Provision of Basic Education and Training schools, learning and teaching equipment and appropriate financial resources; (b) by inserting the following new paragraphs immediately after paragraph (j)- (k) advise the national government on the financing of infrastructure development in Alternative Provision of Basic Education an Training schools; and (l) advise the national government on the waiver of registration requirements, including documents of title, for Alternative Provision of Basic Education and Training schools as the circumstances may demand	The proposed amendment in (e) can create a confusion: this section of the Act is written from the perspective the national government. Previously proposed amendment in section 26 of the act appeared to give this function to the County government. Since budget provisions are separate for the education sector and those targeted for devolved units, one has to make a decision which government shall be in charge of APBETS. As per our earlier proposal, it would be better of with the National Government. Amendment (k) and (l) only make sense if APBET are within the purview of the National Government.
Amendment of section 41 of No section 14 of 2013.	Section 41 of the principal act is amended by inserting the following new paragraph immediately after paragraph (d)--	This is accepted as it rightfully presents a different categories of schools.

	(e) Alternative Provision of Basic Education and Training Schools.	
Amendment of section 43 of No. 14 of 2013.	(a) by inserting the words "and Alternative Provision of Basic Education and Training schools" immediately after the word "sponsored schools".	This is acceptable as the argument is to make APBETS to be part of basic Education and public Institutions
Insertion of new Part VIIA in No. 14 of 2013.	. 52I. Except with the approval of the Cabinet Secretary, no institution registered as a public middle level institution shall be transferred or converted to any other use. 52J. (1) A middle level institution shall only offer courses or programs whose curriculum is developed or approved by the Kenya Institute of Curriculum institution Development or an agency approved by the Cabinet Secretary. (2) The Kenya National Examinations Council or a body prescribed by the Cabinet Secretary shall issue certifications for the courses offered under subsection (1).	The proposed amendment of a mid level institution complicates issues. APBET should be considered basic and should be addressed within the context of Basic Institutions not mid level institutions. The introduction of Mid- level institutions complicates the provision of the fundamental right to education for learners in APBET institutions..
Amendment of section 79 of No. 14 of 2013.	Section 79 of the principal Act is amended in subsection (1) by inserting the following new paragraph immediately after paragraph (c)- (d)" registered, accredited, licensed Alternative Provision of Basic Education and Training schools in the county	This is in order since the CEB has to keep track of Education programmes within the County
Amendment of section 86 of No. 14 of 2013.	Section 86 of the principal Act is amended in subsection (2) by inserting the words "including Alternative Provision of Basic Education and Training immediately after the word "education"	The amendment is unnecessary since through a previous amendment APBET is already proposed being part of Basic Education.
As to whether the Bill is a money Bill	It is stated that: the enactment of this Bill shall not occasion additional expenditure of public funds	Much as it may be argued that no further budgetary additions would be provided to the Education sector, one can justifiably expect a stretch on the Education budget if funding of the APBETS shall be implemented.

Concluding comments;

1. From a Basic Rights Perspective the proposal for the recognition and Inclusion of APBET is welcomed.
2. A decision however needs to be made as to whether this should be a role of the National Government of County Government. The proposed amendments appear to create a confusion.
3. Recognition and Inclusion does not however mean that the Chairperson of APBET Institutions should be a member of the National Education Board; since Institutional representation is not provided for by the relevant section of the Principal ACT.

Joseph Wasikhongo



National Coordinator, Elimu Yetu Coalition.



7. DANDORA

Learner from Dandora Wednesday, August 13, 2025

Good morning, esteemed Committee members. My name is [Learner's Name], and I am a student from Dandora. Living near the dumpsite means we face health problems, and many young people struggle to find jobs. Our schools are important, but sometimes they lack basic things like clean water and electricity, making it hard to learn. My parents pay fees, sometimes an average of

four thousand shillings per term, and it's very hard for them. This fee means they have to cut back on other essentials. Also, our teachers sometimes leave because they are not paid enough, which makes it hard for us to learn consistently and build trust. We want schools that are clean, safe, and help us learn skills for future jobs. We ask you to pass this Bill to improve our school environments, ensure we get school meals, and provide opportunities for skills training, so we can build a healthier and more prosperous future for Dandora, with stable teachers who can guide us.

Parent from Dandora Wednesday, August 13, 2025

Honorable Committee, my name is [Parent's Name], a parent from Dandora. We struggle with high unemployment and the environmental hazards of the dumpsite, which directly affect our children's health and ability to learn. Many of our children attend non-public schools because public options are inadequate, and we face financial strain from school fees, often around

four thousand shillings per term. This fee is a constant burden, often leading to debt. Our children are also cruelly excluded from school feeding programs, despite their desperate need for nutrition. Furthermore, teachers in these schools are poorly compensated, leading to high turnover and inconsistent learning for our children – how can they receive a quality education with constant disruption? We urge you, with profound conviction, to pass the Basic Education (Amendment) Bill 2024/2025. This Bill must ensure APBET schools receive government funding, are included in school feeding programs, and that resources are allocated for environmental remediation around schools. This will provide our children with a healthier, more stable learning environment and a pathway out of poverty, ensuring their future is not dictated by their zip code.

Teacher from Dandora Wednesday, August 13, 2025

Esteemed Committee, my name is, and I teach at an APBET school in Dandora. We are committed to educating youth in an area plagued by unemployment and environmental challenges, seeing their potential despite the odds. We often lack adequate teaching supplies and work in environments with inconsistent water and electricity. Our salaries are often very low, sometimes as little as

KES 5,000 a month, leading to high teacher mobility. This constant turnover means our students lose consistency in their learning and struggle to build strong relationships with educators, impacting their academic and emotional development. We need this Bill to pass to formally recognize APBET schools, which will enable us to access professional development, better remuneration, and resources for improved infrastructure. By supporting us, you empower us to provide quality education and vocational skills, offering hope and opportunity to the young people of Dandora, ensuring they have stable mentors to guide them.

School Manager from Dandora Wednesday, August 13, 2025

Honorable Committee members, my name is [Manager's Name], and I manage an APBET school in Dandora. Our schools play a crucial role in providing education where public provision is insufficient, and many children from the poorest households attend non-public schools. However, we struggle with inadequate funding, lack of awareness of aid opportunities, and the constant challenge of poor environmental conditions due to the dumpsite. Parents struggle desperately to pay even the

average four thousand shillings per term, making it incredibly difficult to cover operational costs and pay teachers adequately. This directly leads to high teacher turnover, directly impacting the quality of education. It's a devastating cycle that leaves our children vulnerable. The Basic Education (Amendment) Bill 2024/2025 is vital. It must streamline our registration, provide capitation grants, and offer infrastructure improvement funds to mitigate environmental impacts. With formal recognition and consistent resources, we can stabilize our operations, attract and retain qualified staff, and ensure our schools are beacons of hope and learning in Dandora, providing the stability our children desperately need.

Kiongozi wa Jamii kutoka Dandora Wednesday, August 13, 2025

Habari za asubuhi, Waheshimiwa Wajumbe wa Kamati. Jina langu ni [Jina la Kiongozi wa Jamii], na ninawakilisha jamii ya Dandora. Jamii yetu inakabiliwa na changamoto za kipekee, ikiwemo dampo la Dandora, ukosefu mkubwa wa ajira kwa vijana, na kupuuzwa kwa utoaji wa huduma za msingi, yote haya yakiathiri sana elimu. Familia zetu zinalazimika kulipa karo, mara nyingi wastani wa

shilingi elfu nne kwa muhula, ambalo ni mzigo mkubwa, na walimu huondoka kwa sababu ya malipo duni, jambo linalodhoofisha ubora. Tuna mashirika yanayoongozwa na jamii kama Maono Africa Centre for Transformation ambayo hutoa msaada muhimu na ushauri. Tunawahimiza kupitisha Mswada huu ili kutambua rasmi na kufadhili shule za APBET, kuhakikisha zinapata rasilimali sawa. Hii itawezesha jamii yetu kuunganisha elimu na mipango ya afya ya mazingira, mafunzo ya ufundi, na programu za kujikimu, na hivyo kuhakikisha mabadiliko kamili na mustakabali mzuri kwa vijana wa Dandora. Hili ni jukumu letu la pamoja kwa vizazi vijavyo.

3. MUKURU

Learner from Mukuru Wednesday, August 13, 2025

Good morning, esteemed Committee members. My name is [Learner's Name], and I am a student from Mukuru. In Mukuru, fires often destroy our homes and even our schools, making us scared and disrupting our learning. Many of us go to private preschools and APBET schools because there aren't enough public ones. My parents pay fees, sometimes an average of

four thousand shillings per term, which is very difficult for them. This fee means they have to sacrifice other basic needs. Even then, our teachers sometimes leave because they are not paid enough, and it affects our learning because we have to get used to new teachers all the time. We want schools that are strong and safe, where we don't have to worry about fires, and where we have clean toilets and enough food. We ask you to pass this Bill to make our schools safer, provide us with meals, and ensure we have good facilities and stable teachers, so we can learn without fear and build a better future for Mukuru.

Parent from Mukuru Wednesday, August 13, 2025

Honorable Committee, my name is [Parent's Name], a parent from Mukuru. We rely heavily on private preschools and APBET schools for our children's education, with 94% of our preschool children attending them – they are our only option. However, these schools are vulnerable to frequent fires, lack proper sanitation, and are often overcrowded, putting our children's lives and health at risk. We pay fees, often around

four thousand shillings per term, which is a significant burden for families living on \$1.90-\$3.50 a day. This fee often means going without food or other essentials. Our children are also cruelly excluded from school feeding programs, despite their desperate need for nutrition. Furthermore, teachers in these schools are poorly compensated, leading to high turnover and inconsistent learning for our children – how can they learn if their teachers constantly change? We urge you, with a desperate plea, to pass the Basic Education (Amendment) Bill 2024/2025. This Bill must provide infrastructure grants for resilient school construction, ensure access to clean water and sanitation, include our children in school feeding programs, and address teacher remuneration. This will protect our children and ensure they receive a stable, quality education in a safe environment, giving them a real chance in life.

Teacher from Mukuru Wednesday, August 13, 2025

Esteemed Committee, my name is, and I teach at an APBET school in Mukuru. We teach in challenging, often dangerous conditions, in overcrowded classrooms that are vulnerable to devastating fires. Many of us are underqualified and lack consistent professional development, especially for the CBC, because there are no resources for it. Our salaries are often very low, leading to high teacher mobility. When teachers constantly leave, it creates immense instability for our students and severely compromises the quality of their learning. Imagine trying to teach a new concept when your students are constantly adjusting to a new face. We need this Bill to pass to formally recognize APBET schools, which will enable us to access training, better remuneration, and resources for safer infrastructure. By supporting us, you empower us to provide consistent, quality education and a sense of stability for children who face immense trauma from their living conditions. Their future, and the stability of our community, rests on your decision.

Recognition.
Registration.
Why Isolation!
We are beaten & punished with policies.

School Manager from Mukuru Wednesday, August 13, 2025

Honorable Committee members, my name is [Manager's Name], and I manage an APBET school in Mukuru. Our schools have 'mushroomed' to fill the critical shortage of public schools, serving thousands of children, but we operate largely unregulated and often in unsafe conditions, constantly battling the threat of fire. We struggle with rent arrears, and the threat of closure is constant, a sword hanging over our heads. Parents struggle desperately to pay even the

average four thousand shillings per term, making it incredibly difficult to cover operational costs and pay teachers adequately. This directly leads to high teacher turnover, directly impacting the quality of education. It's a devastating cycle: without stable funding, we cannot retain qualified teachers, and without qualified teachers, our children's education suffers. The Basic Education (Amendment) Bill 2024/2025 is vital. It must streamline our registration, provide capitation grants, and, crucially, offer infrastructure improvement grants for fire-resilient buildings and better sanitation. With formal recognition and consistent resources, we can provide a safe, stable, and quality learning environment for the children of Mukuru, ensuring their right to education is not just a promise, but a reality.

Kiongozi wa Jamii kutoka Mukuru Wednesday, August 13, 2025

Habari za asubuhi, Waheshimiwa Wajumbe wa Kamati. Jina langu ni [Jina la Kiongozi wa Jamii], na ninawakilisha jamii ya Mukuru. Jamii yetu ina rasilimali nyingi, ikiwemo mtandao wa shule na vituo vya jamii, lakini tunakabiliwa na hatari kubwa za kimazingira kama vile moto wa mara kwa mara na usafi duni unaoathiri moja kwa moja elimu ya watoto wetu. Familia zetu zinalazimika kulipa karo, mara nyingi wastani wa

shilingi elfu nne kwa muhula, ambalo ni mzigo mkubwa sana kwa wale wanaoishi katika umaskini uliokithiri. Mzigo huu wa kifedha, pamoja na walimu kuondoka kwa sababu ya malipo duni, unadhoofisha moja kwa moja ubora na uthabiti wa elimu watoto wetu wanayopata. Hii inasababisha watoto wetu kukosa fursa muhimu na kuendelea kubaki nyuma. Tunawahimiza kupitisha Mswada huu ili kutambua rasmi na kufadhili shule za APBET, kuziunganisha katika mpango wa Mukuru Special Planning Area (SPA). Hii itaruhusu maendeleo jumuishi, kuhakikisha kuwa miundombinu ya elimu ni imara na kwamba watoto wetu wanapata elimu bora katika mazingira salama na yenye afya, kuwawezesha kuvunja mzunguko wa umaskini. Hili ni jukumu letu la pamoja kwa vizazi vijavyo.

8. GITARI MARIGU

Learner from Gitari Marigu Wednesday, August 13, 2025

Good morning, esteemed Committee members. My name is [Learner's Name], and I am a student from Gitari Marigu. Our community faces many challenges, like housing insecurity and lack of basic services, which make it hard to learn and even attend school consistently. Many of us go to APBET schools because there are not enough public schools, and sometimes the conditions are not good. My parents pay fees, sometimes an average of

four thousand shillings per term, and it's very hard for them. This fee means they have to sacrifice other basic needs. Also, our teachers sometimes leave because they are not paid enough, which makes it hard for us to learn consistently and build trust. We want schools that are safe, have clean water, and enough books, so we can learn well and build a better future for ourselves and our community. We ask you to pass this Bill to support our schools and ensure we get the quality education we deserve, with stable teachers who can guide us.

Parent from Gitari Marigu Wednesday, August 13, 2025

Honorable Committee, my name is [Parent's Name], a parent from Gitari Marigu. We live with housing insecurity and inadequate services, which directly affect our children's ability to attend and thrive in school. We rely on APBET schools for our children's education, but these schools often struggle with poor conditions and lack of government support. We pay fees, often around

four thousand shillings per term, which is a significant burden for families in poverty, pushing us deeper into debt. Furthermore, teachers in these schools are poorly compensated, leading to high turnover and inconsistent learning for our children – how can they receive a quality education with constant disruption? We urge you, with profound conviction, to pass the Basic Education (Amendment) Bill 2024/2025. This Bill must formally recognize APBET schools, provide them with equitable funding, and ensure resources for improved infrastructure and basic amenities like water and electricity. This will alleviate our financial burden and ensure our children receive a stable, quality education in a conducive environment, giving them a real chance at a brighter future.

Teacher from Gitari Marigu Wednesday, August 13, 2025

Esteemed Committee, my name is, and I teach at an APBET school in Gitari Marigu. We are committed to providing education in an underserved community, often with limited resources and challenging working conditions. Our schools are crucial for providing accessible and flexible learning opportunities, a lifeline for many children. Our salaries are often very low, sometimes as little as

KES 5,000 a month, leading to high teacher mobility. This constant turnover means our students lose consistency in their learning and struggle to build strong relationships with educators, impacting their academic and emotional development. We need this Bill to pass to formally recognize APBET schools, which will enable us to access professional development, better remuneration, and essential teaching materials. By supporting us, you empower us to create nurturing and effective learning environments for all children in Gitari Marigu, ensuring they have stable, dedicated teachers to guide them.

School Manager from Gitari Marigu Wednesday, August 13, 2025

Honorable Committee members, my name is [Manager's Name], and I manage an APBET school in Gitari Marigu. Our schools fill a critical gap where public provision is limited, offering affordable and accessible education to thousands of children. However, we struggle with lack of formal recognition, inadequate funding, and the challenges of operating in an environment vulnerable to climate impacts like fires and floods. Parents struggle desperately to pay even the

average four thousand shillings per term, making it incredibly difficult to cover operational costs and pay teachers adequately. This directly leads to high teacher turnover, directly impacting the quality of education. It's a devastating cycle that leaves our children vulnerable. The Basic Education (Amendment) Bill 2024/2025 is vital. It must streamline our registration, provide capitation grants, and offer infrastructure improvement funds to build resilient facilities. With formal recognition and consistent resources, we can stabilize our operations and enhance the quality of education for the children in Gitari Marigu, fulfilling our promise to them.

Kiongozi wa Jamii kutoka Gitari Marigu Wednesday, August 13, 2025

Habari za asubuhi, Waheshimiwa Wajumbe wa Kamati. Jina langu ni [Jina la Kiongozi wa Jamii], na ninawakilisha jamii ya Gitari Marigu. Jamii yetu inakabiliwa na changamoto za kimfumo za makazi yasiyo rasmi, ikiwemo utoaji duni wa huduma, ukosefu mkubwa wa ajira, na mazingira magumu kutokana na mabadiliko ya hali ya hewa. Shule zetu za APBET ni muhimu sana katika kutoa elimu katikati ya matatizo haya. Familia zetu zinalazimika kulipa karo, mara nyingi wastani wa

shilingi elfu nne kwa muhula, ambalo ni mzigo mkubwa, na walimu huondoka kwa sababu ya malipo duni, jambo linalodhoofisha ubora. Hii inasababisha watoto wetu kukosa fursa muhimu na kuendelea kubaki nyuma. Tunawahimiza kupitisha Mswada huu ili kutambua rasmi na kufadhili shule za APBET, kuhakikisha zinapata rasilimali sawa. Hii itawezesha jamii yetu kushughulikia ukosefu wa huduma za msingi, kuboresha hali ya shule, na kukuza maendeleo kamili, kuhakikisha kuwa watoto wote Gitari Marigu wanapata elimu bora na fursa ya maisha bora ya baadaye. Hili ni jukumu letu la pamoja kwa vizazi vijavyo.

6. KOROGOCHO

Learner from Korogocho Wednesday, August 13, 2025

Good morning, esteemed Committee members. My name is [Learner's Name], and I am a student from Korogocho. Life in Korogocho is tough, with relentless noise, insecurity, and the dumpsite nearby, making it hard to concentrate. We only have two public schools for thousands of children, so many of us go to APBET schools. Our classrooms are often crowded, unsafe, and lack fresh air, which makes us sick. My parents pay fees, sometimes an average of

four thousand shillings per term, and it's very hard for them. This fee means they have to sacrifice other basic needs. Also, our teachers sometimes leave because they are not paid enough, which makes it hard for us to learn consistently and build trust. We ask you to pass this Bill to build more public schools, make our APBET schools safer and healthier, and ensure we get school meals. We want to learn in peace, go to secondary school, and have a chance to build a better future away from the dumpsite, with stable teachers who care.

Kiongozi wa Jamii kutoka Korogocho Wednesday, August 13, 2025

Habari za asubuhi, Waheshimiwa Wajumbe wa Kamati. Jina langu ni [Jina la Kiongozi wa Jamii], na ninawakilisha jamii ya Korogocho. Jamii yetu inakabiliwa na changamoto kubwa: ukosefu mkubwa wa ajira, uhalifu, na mzigo wa kimazingira wa dampo la Dandora, yote haya yakiathiri sana elimu ya watoto wetu. Kwa shule mbili tu za umma kwa maelfu ya watoto, shule za APBET ni muhimu sana. Familia zetu zinalazimika kulipa karo, mara nyingi wastani wa

shilingi elfu nne kwa muhula, ambalo ni mzigo mkubwa, na walimu huondoka kwa sababu ya malipo duni, jambo linalodhoofisha ubora. Hii inasababisha watoto wetu kukosa fursa muhimu na kuendelea kubaki nyuma. Tunawahimiza kupitisha Mswada huu ili kutambua rasmi na kufadhili shule za APBET, kuhakikisha zinapata rasilimali sawa. Hii itawezesha jamii yetu kushughulikia viwango vya juu vya kuacha shule za sekondari, kuboresha miundombinu ya shule, na kutoa msaada kamili, kuhakikisha kuwa watoto wote Korogocho wanapata elimu bora na fursa ya maisha bora ya baadaye. Hili ni jukumu letu la pamoja kwa vizazi vijavyo.

School Manager from Korogocho Wednesday, August 13, 2025

Honorable Committee members, my name is [Manager's Name], and I manage an APBET school in Korogocho. Our schools are a 'hidden gem' providing education where public provision is severely lacking, serving thousands of children who would otherwise be out of school. However, we struggle with poor infrastructure, overcrowding, and a crippling lack of resources. Parents struggle desperately to pay even the

average four thousand shillings per term, making it incredibly difficult to cover operational costs and pay teachers adequately. This directly leads to high teacher turnover, directly impacting the quality of education. It's a devastating cycle that leaves our children vulnerable. The Basic Education (Amendment) Bill 2024/2025 is vital. It must streamline our registration, provide capitation grants, and, crucially, offer infrastructure improvement grants to build safer, healthier, and more spacious learning environments, away from the dumpsite's hazards. With formal recognition and consistent resources, we can ensure the sustainability of our schools and provide quality education for the children of Korogocho, fulfilling their right to learn.

Teacher from Korogocho Wednesday, August 13, 2025

Esteemed Committee, my name is, and I teach at an APBET school in Korogocho. We work in challenging, often hazardous environments, with overcrowded classrooms and poor ventilation, which poses serious health risks to both us and our students. Despite our dedication, we lack adequate resources and professional development, hindering our ability to implement the CBC effectively. Our salaries are often very low, sometimes as little as

KES 5,000 a month, leading to high teacher mobility. This constant turnover means our students lose consistency in their learning and struggle to build strong relationships with educators, impacting their academic and emotional development. We need this Bill to pass to formally recognize APBET schools, which will enable us to access training, better remuneration, and resources for improved infrastructure. By supporting us, you empower us to create inspiring, stable learning environments and provide the quality education that can transform the lives of children in Korogocho, giving them a real chance at a brighter future.

Parent from Korogocho Wednesday, August 13, 2025

Honorable Committee, my name is [Parent's Name], a parent from Korogocho. Our community faces extreme poverty, pervasive insecurity, and the severe health risks from the Dandora dumpsite, which directly impact our children's well-being and ability to learn. With only two public schools for 10,000 school-age children, 43% of our children attend APBET schools – they are our only hope. Yet, these schools often have poor infrastructure, and our children are cruelly excluded from school feeding programs, despite their desperate need for nutrition. We pay fees, often around

four thousand shillings per term, which is a significant burden, pushing us deeper into poverty. Furthermore, teachers in these schools are poorly compensated, leading to high turnover and inconsistent learning for our children – how can they learn if their teachers are always changing? We urge you, with profound urgency, to pass the Basic Education (Amendment) Bill 2024/2025. This Bill must increase public school provision, provide infrastructure grants for safer APBET schools, include our children in school feeding programs, and address teacher remuneration. This will ensure our children receive quality education and a chance to transition to secondary school, breaking the cycle of poverty and despair.

MEMORANDUM ON THE BASIC EDUCATION (AMENDMENT) BILL 2014

By NCKK and KCCB

To: National Assembly Committee on Education

1.0. PREAMBLE

A consultative meeting of Kenya Conference of Catholic Bishops (KCCB) and National Council of Churches of Kenya (NCKK) who are the major stakeholders in education sector with 69% of education institutions and provides continuous spiritual services makes further proposals for consideration by the Senate before the Bill goes back to the National Assembly and Presidential Assent.

The Church appreciates the government's and Parliament efforts to provide the law and policy for the streamlining of education in the country. Noting that the National Assembly passed Basic Education (Amendment) Bill 2014, we are concerned that the said Bill has been kept in abeyance at the senate for consideration since 17th March 2016.

2.0. SPONSORS LAND OWNERSHIP AND ATTENDANT RIGHTS

The Church appreciates the Presidents Directive on the 13th November 2018. The new Constitution has provided a very robust Bill of Human Rights. One of these rights is the right to private property. Article 40 provides that "*subject to Article 65, every person has the right to either individually or in association with others, to acquire and own property of any description; and in any part of Kenya*". Article 40 (2) protects the right to property from regulatory, arbitrary or any other form of deprivation of property by the state. Where deprivation occurs, the state is obligated to make "*prompt payment in full, of just compensation to the person.*" In this regard, it suffices to note that the state has been gradually nationalizing and depriving the church of some of its schools. Some school administrators in liaison with Ministry of Education officials have been pressing to acquire independent title deeds of sponsored schools without the approval of sponsoring churches. This is gross violation of the rights of the Christian Community who are the owners of the property and have invested billions in the education sector. All Schedule two (2) Schools in the previous Education Act must be recognized as the property of the church offering a public service, that is, Education for all.

3.0. PROPOSALS FOR AMENDMENTS

The amendments we propose fall broadly into the following five areas:

1. Definition and role of the sponsor / founder
2. Establishment of a Teacher –Chaplain Cadre by TSC
2. Composition of School Boards of Management
3. Membership of County Education Boards
4. Transfer of Property, Assets, Liabilities and Staff

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale
Basic Education (Amendment) Bill of 2014. Section 2 on: c. Definition of Sponsor / founder	"sponsor" means a person or institution that owns land or property on which an institution of basic education is instituted, and who provides foundational objectives to the institution and ensures that the educational and non curricular objectives of the institution of basic education are met.	Definition of sponsor/founder Amend Section 2 (c) by deleting the definition of "sponsor" and substituting therefor the following new definition: 'A person or institution that owns or has been entrusted with land or property on which the educational institution is instituted and who provides foundational objectives of its establishment and ensures that the educational objectives, religious traditions, core values and standards of basic education are met'.	The term founder is more inclusive than sponsor since most schools were founded and owned by the church which plays a significant role.
Basic Education Act of 2013	(e) where applicable, one person each representing- (i) jointly, the National	Delete 'jointly' in 20(1) e (i) Replace (ii) with Kenya Conference of Catholic Bishops (KCCB)	KEC legally changed to KCCB These are different

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale
Section 20 (1) e (i)	Council of Churches of Kenya and the Evangelical Fellowship of Kenya;	Insert (iv) Evangelical Alliance of Kenya.	umbrella faith based organisations and should be substantively represented.
Basic Education (Amendment) Bill of 2014. Section 27 Role of Sponsor / founder	<p>Section 27 of the principal Act is amended by-</p> <p>(a) deleting the words 'at their own expense' immediately after "Chaplains" appearing in paragraph (c).</p> <p>(b) inserting the following new paragraphs immediately after paragraph (e)-</p> <p>"(f) participate in the decision making process leading to change of status of a public sponsored school to a category of National, Extra-county or be a government school.</p> <p>(g) be consulted by the Teachers Service Commission on persons to be appointed as head teachers, principals, deputy head teachers and deputy principals in public sponsored schools.</p>	<p>Section 27 (b) of the Bill is amended by:</p> <p>Deleting section (g) and substituting with the following new section:</p> <p>(g) For public schools sponsored / founded by a faith based organization, the head teachers, principals, deputy head teachers and deputy principals shall be appointed appointed by the Teacher Service Commission in consultation with MoE and the sponsor .</p> <p>Inserting the following new paragraph immediately after paragraph (g)-</p> <p>(h) Establishment of a Teacher-Chaplain cadre by TSC</p>	<p>This is to ensure that the original intentions of the sponsor / founder are safeguarded through the person who is appointed head teacher / deputy head teacher</p> <p>This is to ensure effective delivery of Chaplaincy programme in schools</p>

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale
Section 43 (1) – Categories of schools	<p>(1) Basic educational institutions shall be categorised as -</p> <p>(a) public schools which are schools established, owned or operated by the Government and includes sponsored schools;</p> <p>(b) private schools as those established, owned or operated by private individuals, entrepreneurs and institutions.</p>	<p>Amend the sub section (1)(a) by deleting the words “and includes sponsored schools”</p> <p>Renumber sub section (1)(b) to read (1)(c)</p> <p>Insert a new sub section to read as follows</p> <p>(1)(c) public sponsored schools which are schools founded by faith based institutions</p> <p>(1)(d) private sponsored</p>	<p>To provide an identity for schools sponsored / founded by religious organizations</p>
<p>Basic Education Act of 2013</p> <p>Section 56 (1) d</p> <p>Composition of BOM</p>	<p>56. (1) The Board of Management established under section 55 shall consist of the following members appointed by the County Education Board:</p> <p>(a) six persons elected to represent parents of the pupils in the school or local community in the case of county secondary schools;</p> <p>d) three representatives of the sponsors of the school;</p>	<p>Amend Section 56 of the Basic Education Act to revise the composition of the school’s BOMs as follows:</p> <p>(a) For Senior School, there shall be 10 members as follows:</p> <p>(i) The chairperson of the PTA;</p> <p>(ii) Three representatives of the sponsor(s) of the school, where applicable;</p> <p>(iii) One person with disability;</p> <p>(iv) Two persons with relevant professional qualifications;</p> <p>(v) Three ex-officio members;</p>	<p>To rationalize the representation of parents.</p> <p>The sponsor / founder being a major stake holder and who should play a more effective role in governance should have majority slots.</p>

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale
		<ul style="list-style-type: none"> • One nominee of NGAO; • The SCDE or their nominee who shall be an employee of MoE. • The head of the institution shall be the Secretary of the BOM. <p>(b) For comprehensive school, there shall be 13 members as follows:</p> <ul style="list-style-type: none"> (i) Three persons from among the parents in the school, one of whom shall be the chairperson of the PTA; (ii) Three representatives of the sponsor(s) of the school, where applicable; (iii) One person with disability; (iv) Two persons with relevant professional qualifications; (v) Four ex-officio members: <ul style="list-style-type: none"> • One nominee of NGAO; • The SCDE or their nominee who shall be an employee of MoE; • Ward administrator or their nominee who shall be an employee of the County; and • The head of the institution who shall be the Secretary of the BoM. <p>(c) Delete Section 56 (3) of</p>	

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale
		the Basic Education Act to remove the option of co-option and delete Section 62, which provides for the Secretary of the Board.	
Basic Education Act of 2013. Section 56 (5) Chairperson of the Board in faith based organization	(5) For public schools sponsored by faith-based organisations, the Chairperson of the Board of Management shall be appointed by the County Education Board in consultation with the sponsor.	Deleting proposed recommendation (3) (c) of the PWPER and substituting therefor the following new sub-section: "In the first inaugural meeting, the members shall elect their chair". 'For public schools sponsored / founded by a faith based organization, the chairperson of Board of Management shall be nominated by the sponsor and appointed by the County Education Board'.	Sponsors / founders having vetted and nominated a person who meets the relevant qualifications and requirements according the Basic Education Act and regulations should be appointed without the need for further vetting or approval
Basic Education Act of 2013. Section 56 (7) Loss of sponsorship status	Section 56 (7) Despite subsection (5), a faith-based sponsor who does not make a significant contribution and impact to a school or institution as contemplated under section 2 of the Act shall	Delete section 56 (7)	It is an infringement of sponsors / founders rights

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale
	not be consulted in the appointment of the chairperson of the Board of Management of that school or institution.		
Basic Education Act of 2013. Section 95(2)(e)	(e) integration of the madrassa, Duksi and pastoral programmes of instructions into the formal education system as appropriate to improve access and retention;	<p>Replace the words "integration of the" with the words "provision of"</p> <p>Insert the words "in consultation with the relevant sponsors" immediately after "appropriate"</p> <p>To read as follows: (e) provision of madrassa, Duksi, pastoral programmes of instructions and catechism in the formal education system as appropriate in consultation with the relevant sponsors / founders to improve access and retention;</p>	The regulations must be made in consultation with the sponsors / founders to ensure equitable religious freedom
Basic Education Act of 2013. Section 100(1) (Transfer of property asset, liabilities and staff)	100. (1) All immovable and movable property and assets which immediately before the commencement of this Act were vested in, or possessed by the institutions established under the repealed Acts shall by virtue of this section vest in the respective institutions established under this Act	<p>Amend the subsection by inserting the words "or be possessed by" immediately before the word "respective" so as to read as follows:</p> <p>(1) All immovable and movable property and assets which immediately before the commencement of this Act were vested in, or possessed by the institutions established under the repealed Acts shall by virtue</p>	To retain status quo before the Basic Education Act 2013 in regard to the title of land held by the sponsors.

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale
	without further conveyance, transfer or assignment.	of this section vest in or be possessed by the respective institutions established under this Act without further conveyance, transfer or assignment.	
Basic Education Act of 2013. FORTH SCHEDULE Paragraph 19. Vesting of property.	19. All such immovable property, shares, funds and securities as may from time to time become the property of a public institution of basic education shall be in the name of the institution and shall be dealt with in such manner as the Board of Management of the institution may from time to time determine, subject to the conditions upon which any grants are made from public funds for capital or recurrent purposes and the conditions upon which any endowment, bequest or donation is made for any purpose connected with the Institution:	Insert the words “or a sponsor / founder” immediately after “in the name of the institution” To read as follows: 19. All such immovable property, shares, funds and securities as may from time to time become the property of a public institution of basic education shall be in the name of the institution or sponsor / founder and shall be dealt with in such manner as the Board of Management of the institution may from time to time determine, subject to the conditions upon which any grants are made from public funds for capital or recurrent purposes and the conditions upon which any endowment, bequest or donation is made for any purpose connected with the Institution:	This section relates to the power to deal with property that may be owned by the sponsor / founder. Failure to acknowledge the right of the sponsor to own school land that has been all along private property is unconstitutional. Besides, this seems to be a move to isolate the church from the same institutions she established and continues to nurture to the level they are at today. If this is not addressed then the Church may be forced to consider other options.

Section	Basic Education Amendment Bill of 2014 / Basic Education Act 2013	Proposed Amendment	Rationale

4.0 WAY FORWARD

- i. We recommend that Parliament fast tracks the passing of the Basic Education (Amendment) Bill 2014 with the above additional proposed amendments.

~~~~~ Ends ~~~~~

**Parent from Kayole-Soweto Wednesday, August 13, 2025**

Honorable Committee, my name is [Parent's Name], a parent from Kayole-Soweto. Our children often attend APBET schools because public facilities are overstretched and we struggle with the 'hidden costs' of education like uniforms, books, and lunch, even when tuition is supposedly free. We pay fees, often around

**four thousand shillings per term**, which is a significant financial strain, leading to high dropout rates, especially after Class Seven. The pandemic showed us how vulnerable our children are when schools close, increasing risks of dropout and exploitation. Furthermore, teachers in these schools are poorly compensated, leading to high turnover and inconsistent learning for our children – how can they receive a quality education with constant disruption? We urge you, with the utmost conviction, to pass the Basic Education (Amendment) Bill 2024/2025. This Bill must ensure APBET schools receive government funding, including capitation and school feeding programs. It should also provide resources for essential items like textbooks and sanitary pads, and address teacher remuneration, ensuring every child in Kayole-Soweto has a chance at a continuous, quality education, free from financial barriers and teacher instability.

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EVERLINE  
JAY. LIVING

### 3. MUKURU

**Learner from Mukuru Wednesday, August 13, 2025**

Good morning, esteemed Committee members. My name is [Learner's Name], and I am a student from Mukuru. In Mukuru, fires often destroy our homes and even our schools, making us scared and disrupting our learning. Many of us go to private preschools and APBET schools because there aren't enough public ones. My parents pay fees, sometimes an average of

**four thousand shillings per term**, which is very difficult for them. This fee means they have to sacrifice other basic needs. Even then, our teachers sometimes leave because they are not paid enough, and it affects our learning because we have to get used to new teachers all the time. We want schools that are strong and safe, where we don't have to worry about fires, and where we have clean toilets and enough food. We ask you to pass this Bill to make our schools safer, provide us with meals, and ensure we have good facilities and stable teachers, so we can learn without fear and build a better future for Mukuru.

---

Dorcas MIBEL

JAT LIVING HOPE EDUCATION CENTRE

Kayole.

#### 4. KAYOLE-SOWETO

**Learner from Kayole-Soweto Wednesday, August 13, 2025**

Good morning, esteemed Committee members. My name is [Learner's Name], and I am a student from Kayole-Soweto. During the pandemic, many of us faced hunger and even dropped out of school because our families struggled. Our schools, especially the APBET ones, are important because they are close by and help us learn. But sometimes, we don't have enough books, or girls miss school because they don't have sanitary pads – a simple thing that keeps us from learning. My parents pay fees, sometimes an average of

**four thousand shillings per term**, and it's very hard for them. This fee means they have to cut back on other essentials. Also, our teachers sometimes leave because they are not paid enough, which makes it hard for us to learn consistently and build trust with them. We ask you to pass this Bill to ensure our schools get enough resources, that we receive school meals, and that girls have access to hygiene products, so we can all stay in school, learn well, and build a brighter future for Kayole-Soweto, without these constant worries.

---

~~STEPHEN~~ LINSI MARIA  
KEC

76 DANDORA

starehe  
starehe

Shantal klambu  
Sharp Education Centre

Learner from Dandora - Wednesday, August 13, 2025

All protocols

observed  
Ladies & Gentlemen  
Learner South C P.E.C.A.

Good morning, esteemed Committee members. My name is [Learner's Name], and I am a student from Dandora. Living near the dumpsite means we face health problems, and many young people struggle to find jobs. Our schools are important, but sometimes they lack basic things like clean water and electricity, making it hard to learn. My parents pay fees, sometimes an average of

**four thousand shillings per term**, and it's very hard for them. This fee means they have to cut back on other essentials. Also, our teachers sometimes leave because they are not paid enough, which makes it hard for us to learn consistently and build trust. We want schools that are clean, safe, and help us learn skills for future jobs. We ask you to pass this Bill to improve our school environments, ensure we get school meals, and provide opportunities for skills training, so we can build a healthier and more prosperous future for Dandora, with stable teachers who can guide us.

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author details the various methods used to collect and analyze the data. This includes both manual and automated processes. The goal is to ensure that the information is both reliable and up-to-date.

The final part of the document provides a summary of the findings and offers recommendations for future improvements. It suggests that regular audits and updates to the data collection process are essential for maintaining the highest level of accuracy.



**Teacher from Kayole-Soweto Wednesday, August 13, 2025**

Esteemed Committee, my name is, and I teach at an APBET school in Kayole-Soweto. We are part of the 'Operation Come to School' project, tirelessly bringing thousands of out-of-school children back into learning. However, we face immense challenges with inadequate teaching materials, poor infrastructure, and a critical lack of professional development for the CBC. Our salaries are often low, leading to high teacher mobility. When teachers constantly leave, it creates profound instability for our students and severely compromises the quality of their learning. Imagine the impact on a child who sees their teacher change every few months. We need this Bill to pass to formally recognize APBET schools, which will enable us to access government programs, including teacher recruitment by TSC, and receive adequate textbooks. By supporting this Bill, you empower us to provide the stable, quality education our students need to thrive, ensuring that our efforts to bring them back to school are not in vain.

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T.T. Lavender.

Public Participation Statements for the Basic Education (Amendment) Bill  
2024/2025

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**1. MATHARE**

**Learner from Mathare Wednesday, August 13, 2025**

Good <sup>afternoon</sup> ~~morning~~, esteemed Committee members. My name is <sup>Shanice Chemtai</sup> [~~Learner's Name~~], and I am a student from Mathare. I stand before you today to speak for myself and thousands of children in my community. In Mathare, many of us attend APBET schools because there are simply no public schools nearby, especially in areas like Ngei and Mabatini, forcing us into private options. Our parents pay fees, sometimes an average of

**four thousand shillings per term**, which is a huge sacrifice for families like mine who struggle daily to put food on the table. This isn't just pocket change; it's a significant portion of our parents' meager earnings, often forcing them to choose between our education and putting food on the table. Even then, our classrooms are often unsafe, we lack clean water, and we don't have enough books. We dream of schools where we feel safe, where our classrooms are bright and clean, and where we get a nutritious meal every day, without our parents having to make impossible choices. We implore you to pass this Bill to make our schools safer, provide us with enough learning materials, and ensure we get school meals, so we can focus on learning and build a brighter future for Mathare, free from the constant worry of fees and hunger.

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THE STATE OF TEXAS

COMMISSIONERS OF EDUCATION

MEMORANDUM FOR THE COMMISSIONERS

DATE: [illegible]

TO: [illegible]

FROM: [illegible]

SUBJECT: [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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[illegible]



REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: PUBLIC PARTICIPATION VISIT TO RUARAKA CONSTITUENCY REGARDING THE BASIC EDUCATION (AMENDMENT) BILL - APBET

DATE: 11/9/2025 VENUE: STIMA SPORTS CLUB, RUARAKA

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|------------|-------------|------------------|-----------|
| 1   | Richard Opondo    |            | Director    | 0724458671       |           |
| 2   | Faith Gitau       |            | Director    | 0722681697       |           |
| 3   | Caren Odero       |            | Director    | 0799966278       |           |
| 4   | Caroline Njeri    |            | Director    | 0923141060       |           |
| 5   | Calvin O. Opondo  |            | DIRECTOR    | 0724122579       |           |
| 6   | CONDLAIN GIARI    |            | Director    | 0720955389       |           |
| 7   | Emily Auma        |            | Director    | 0723480248       |           |
| 8   | Gladys Goga       |            | DIRECTOR    | 0710605488       |           |

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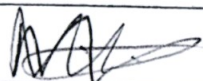
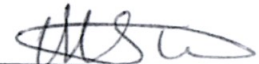
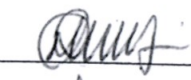
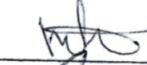



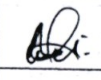
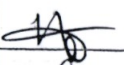
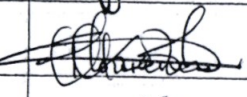
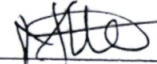
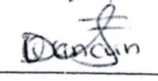
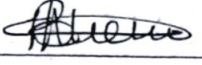
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| NO. | NAME<br>(IN FULL)    | DEPARTMENT                  | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                             |          |
|-----|----------------------|-----------------------------|-------------|------------------|---------------------------------------------------------------------------------------|----------|
|     | MOURINE WERE         | DIRECTOR                    | DIRECTOR    | 0718601619       |    | 39653279 |
|     | MESHACK OKOTH        |                             | DIRECTOR    | 0718961938       |    | 22138242 |
|     | RICHARD OROMO BISH   | APBET                       | DIRECTOR    | 0724458671       |    |          |
|     | OKIDI FRED           | myto sector<br>APBET        | DIRECTOR    | 0724108984       |    | 2328082  |
|     | BENARD OTAMU         | APBET-SAK                   | CHAIRMAN    | 0721294340       |    | 24584395 |
|     | LINET ORWA           | APBET                       | DIRECTOR    | 0746135161       |    | 25126976 |
|     | Michael Weche        | APBET                       | DIRECTOR    | 0723219989       |    | 12763857 |
|     | MARY NJOGU           | APBET<br>Kasarani chairlady | CHAIRLADY   | 0720245433       |    | 22184124 |
|     | MARY DNYANGO         | APBET                       | DIRECTOR    | 0713884445       |    | 13381873 |
|     | Flourence Adko Okoth | APBET                       | DIRECTOR    | 0727409806       |    | 24553183 |
|     | MART DNDOMDI         | APBET                       | DIRECTOR    | 0711472676       |   | 2258235  |
|     | DANCUN OCHIENG'      | APBET                       | HEADTEACHER | 0724375663       |  | 34430142 |
|     | BENTER A. ODUOR      | APBET                       | DIRECTOR    | 0705720120       |  | 1452828  |
|     |                      |                             |             |                  |                                                                                       |          |
|     |                      |                             |             |                  |                                                                                       |          |



REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT-FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: PUBLIC PARTICIPATION VISIT TO RUARAKA CONSTITUENCY REGARDING THE BASIC EDUCATION (AMENDMENT) BILL - APBET

DATE: 11/11/2025 VENUE: STIMA SPORTS CLUB, RUARAKA

START TIME:

END TIME:

| NO. | NAME (IN FULL)   | DEPARTMENT                              | DESIGNATION             | MOBILE NUMBER           | SIGNATURE |
|-----|------------------|-----------------------------------------|-------------------------|-------------------------|-----------|
| 1   | Qwang Nicholas O | Teacher                                 |                         | 0792235720              |           |
| 2   | Loise nechesa    | KARIBANG BAPTIST Education YOUTH CENTRE | Head Teacher / Director | 0722587330              |           |
| 3   | JUMA LUBAMBO     | ED.                                     | DIRECTOR                | 071166145               |           |
| 4   | DALMAS OLUGI     | Redeemer lives                          | DIRECTOR                | 0793776906              |           |
| 5   | OGUDA FELIX      | LOVING ANGELS                           | DIRECTOR                | 0707069440              |           |
| 6   | ZACHARIA RECHA   | TREE OF LIFE                            | DIRECTOR                | 0726438946<br>072141015 |           |
| 7   | PAMELLA AWENDO   | SUNRAY SCHOOL                           | HPT / PROJECT MANAGER   | 0721141015              |           |
| 8   | ODONGO ODONGO    | BIAFRA COMMUNITY                        | DIRECTOR                | 0714432677              |           |

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|-----|-------------------|------------|-------------|------------------|-----------|
| 1   | EVERLYNE NIKE B   |            |             | 0797345888       |           |
| 2   | KYNET WOODS       |            |             | 0724785889       |           |
| 3   | MBATHA BENARD     | APBET      | H/T         | 0722674882       |           |
| 4   | SIMON ONYANGO     | APBET      | H/T         | 0710738946       |           |
| 5   | DICKENS OTIENO    | APBET      | DIRECTOR    | 0720512978       |           |
| 6   | KNIGHT MUKHUTSI   | APBET      | DIRECTOR    | 0719496265       |           |
| 7   | MARGARETA OTIENO  | APBET      | DIRECTOR    | 0720565680       | NA        |
| 8   | MARY N. WAMBUA    | APBET      | DIRECTOR    | 0724377335       |           |

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| NO. | NAME<br>(IN FULL) | DEPARTMENT                        | DESIGNATION  | MOBILE<br>NUMBER | SIGNATURE |          |
|-----|-------------------|-----------------------------------|--------------|------------------|-----------|----------|
| 9   | REGINA W. MUIRURI | JOY STAR SCHOOL                   | DIRECTOR     | 0728691046       |           | 21360633 |
| 10  | TABITHA N. MWANGI | Bright angels<br>corner school    | DIRECTOR HHT | 0724859918       |           | 21990734 |
| 11  | MARTHA W. MWANGI  | VICTORIOUS KING<br>EDU. CENTRE    | DIRECTOR     | 0720384428       |           | 12441720 |
| 12  | NANCY N. KIRORI   | NAKI FAITH<br>LEARNING C.         | DIRECTOR     | 0720418644       |           | 12475419 |
| 13  | CHARITY M. GAKUHA | DIVINE DESTINY<br>LEARNING CENTRE | DIRECTOR     | 0722870876       |           | 13452451 |
| 14  | PHILEZ BOSIBORI   | JOY DAY CARE<br>CENTRE            | DIRECTOR     | 0710574607       |           | 21563162 |
| 15  | TERESIAH KIAMBI   | GLORY HOPE<br>CENTRE              | DIRECTOR     | 0713212505       |           | 22894811 |
| 16  | REGINA OLUOCH     | HANKA EDU.<br>CENTRE.             | DIRECTOR.    | 0725131117       |           | 25845391 |
| 17  | SILVIA AKINYI     | JASIL EDU.<br>CENTRE              | DIRECTOR     | 0725604634       |           | 1449740  |
| 18  | EMILY OMONDI      | FAITH EDUCATION                   | DIRECTOR     | 0704398262       |           | 27475925 |
| 19  | EUNICE OGALLO     | BARAKA DAY CARE                   | DIRECTOR     | 0720624135       |           | 25113362 |
| 20  | ELIZABETH KIMANI  | EBENEZER KIMANI CARE              | DIRECTOR     | 0723988628       |           | 9346798  |
|     |                   |                                   |              |                  |           |          |
|     |                   |                                   |              |                  |           |          |
|     |                   |                                   |              |                  |           |          |



REPUBLIC OF KENYA  
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| NO. | NAME<br>(IN FULL) | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|------------|-------------|------------------|-----------|
| 1.  | David Matinda     | Apbet      | Director    | 0723161506       |           |
| 2.  | FREDRICK ABWAIJO  | "          | "           | 0721483775       |           |
| 3.  | Evanca Ouma       | "          | "           | 0745767627       |           |
| 4.  | Nancy MORAQ       | "          | HT          | 0745036385       |           |
| 5.  | MILKAH MUGO       | "          | DIRECTOR    | 0723975637       |           |
| 6.  | GRACE MWANGI      | "          | DIRECTOR    | 0703177890       |           |
| 7.  | EDITH NIERI       | " "        | HT          | 0710624444       |           |
| 8.  | BENSON OUMA       | "          | DIRECTOR    | 0725400516       |           |

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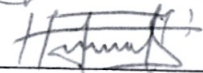

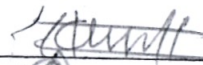
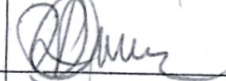
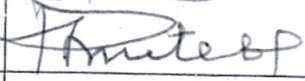


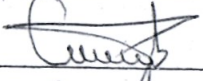
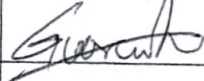

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| NO. | NAME<br>(IN FULL)  | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                            |          |
|-----|--------------------|------------|-------------|------------------|--------------------------------------------------------------------------------------|----------|
| 9.  | WIKLIFF ATIEKO     | APRET      | H/TEACHER   | 0711251411       |   | 27863653 |
| 10. | DOMNIQUE HERITAGE  | "          | DIRECTOR    | 0713875224       |   | 39739365 |
| 11. | EMMY M. SHIDENDE   | "          | DIRECTOR    | 0723395103       |   | 11235278 |
| 12. | Aggrey Ogongo Babu | "          | TEACHER     | 0112925735       |   | 4006124  |
| 12  | Dennis Mwangi      | "          | DIRECTOR    | 072085045        |   | 2196204  |
| 13. | PATRICK OLAKA      | "          | DIRECTOR    | 0723485004       |   | 13597069 |
| 14  | KENEDY ARDKO       | "          | DIRECTOR    | 0723838120       |   | 2026540  |
| 15  | TENDER HEARTS      | "          | DIRECTOR    | 0720333119       |   | 22311551 |
| 16. | CALEB O. SUNGVI    | "          | DIRECTOR    | 0721329515       |   | 2325689  |
| 17. | ROBERT K. MWANGI   | "          | DIRECTOR    | 0726926351       |   | 24697458 |
|     | WERESA EVANS       | " "        | DT          | 0792511914       |  | 34025716 |
|     |                    |            |             |                  |                                                                                      |          |
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REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

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| NO. | NAME<br>(IN FULL)   | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|---------------------|------------|-------------|------------------|-----------|
| 1   | Richard opondo      |            | Director    | 0724458671       |           |
| 2   | Faith Gitau         |            | Director    | 0722681697       |           |
| 3   | Caren odero         |            | Director    | 0799966278       |           |
| 4   | Caroline Njeri      |            | Director    | 0923141060       |           |
| 5   | COLLINDER O. OPONDO |            | DIRECTOR    | 0724122575       |           |
| 6   | CONDOLEIA GIGARI    |            | Director    | 0720955389       |           |
| 7   | Emily Auma          |            | Director    | 0723480248       |           |
| 8   | Gladys Gora         |            | DIRECTOR    | 0710605488       |           |

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| NO. | NAME<br>(IN FULL)    | DEPARTMENT                  | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |          |
|-----|----------------------|-----------------------------|-------------|------------------|-----------|----------|
|     | MOURINE WERE         | DIRECTOR                    | DIRECTOR    | 0718601619       |           | 39653279 |
|     | MESHAK OKOTH         |                             | DIRECTOR    | 0718961988       |           | 22138242 |
|     | RICHARD OROMBO BISH  | APBET                       | DIRECTOR    | 0724458671       |           |          |
|     | OKIDI FRED           | myto school<br>APBET        | DIRECTOR    | 0724108984       |           | 23028082 |
|     | BENARD OTAMU         | APBET-SAK                   | CHAIRMAN    | 0721294340       |           | 24584395 |
|     | LINET ORWA           | APBET                       | DIRECTOR    | 0746135161       |           | 25126976 |
|     | Michael Weche        | APBET                       | DIRECTOR    | 0723219989       |           | 12763857 |
|     | MARY NJOGU           | APBET<br>Kasarani chairlady | CHAIRLADY   | 0720245433       |           | 22184124 |
|     | MARY DNYANGO         | APBET                       | DIRECTOR    | 0713884445       |           | 13381873 |
|     | Flourence Adko Okoth | APBET                       | DIRECTOR    | 0727409806       |           | 24553183 |
|     | MARY DNYOMDI         | APBET                       | DIRECTOR    | 0711472676       |           | 22582351 |
|     | DANCUN OCHIENG'      | APBET                       | HEADTEACHER | 0724375663       |           | 34430142 |
|     | BENTER A. ODUOR      | APBET                       | DIRECTOR    | 0705720120       |           | 14528280 |
|     |                      |                             |             |                  |           |          |
|     |                      |                             |             |                  |           |          |



REPUBLIC OF KENYA  
 THE NATIONAL ASSEMBLY  
 THIRTEENTH PARLIAMENT- FOURTH SESSION  
 DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: PUBLIC PARTICIPATION VISIT TO RUARAKA CONSTITUENCY REGARDING THE BASIC EDUCATION (AMENDMENT) BILL - APBET  
 DATE: 11/11/2025 VENUE: STIMA SPORTS CLUB, RUARAKA START TIME: END TIME:

| NO. | NAME (IN FULL)    | DEPARTMENT                              | DESIGNATION             | MOBILE NUMBER            | SIGNATURE |
|-----|-------------------|-----------------------------------------|-------------------------|--------------------------|-----------|
| 1   | Djwang Nicholas O | Teacher                                 |                         | 0792235720               |           |
| 2   | Loise Nechesa     | KARIBANG BAPTIST Education YOUTH CENTRE | Head Teacher / Director | 0722587330               |           |
| 3   | JUMA LUBAMBO      | ED.                                     | DIRECTOR                | 071166145                |           |
| 4   | DALMAS OYUGI      | Redeemer lives                          | DIRECTOR                | 0793776906               |           |
| 5   | OGUDA FELIX       | LOVING ANGELS                           | DIRECTOR                | 0707069440               |           |
| 6   | ZACHARIA RECHA    | TREE OF LIFE                            | DIRECTOR                | 0726438946<br>0721141015 |           |
| 7   | PAMELLA AWENDO    | SUNRAY SCHOOL                           | KIT / PROJECT MANAGER   | 0721141015               |           |
| 8   | ODONGO ODONGO     | BIAFRA COMMUNITY                        | DIRECTOR                | 0714432677               |           |

ID No  
 33062500  
 11591843  
 IDNO 10955051  
 34013284  
 32731699  
 1322502781  
 13235016  
 25235605





REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: PUBLIC PARTICIPATION VISIT TO RUARAKA CONSTITUENCY REGARDING THE BASIC EDUCATION (AMENDMENT) BILL - APBET  
DATE: 11/9/2025 VENUE: SIMA SPORTS CLUB, RUARAKA START TIME: END TIME:

| NO. | NAME<br>(IN FULL)  | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|--------------------|------------|-------------|------------------|-----------|
| 1   | EVERLYNE VIKE B    |            |             | 0797345888       |           |
| 2   | KINET WOODS        |            |             | 0724785889       |           |
| 3   | MBATA BERNARD      | APBET      | H/T         | 0722674882       |           |
| 4   | SIMON ONYANGO      | APBET      | H/T         | 0710732946       |           |
| 5   | DICKENS OTIENO     | APBET      | DIRECTOR    | 0720512978       |           |
| 6   | KNIGHT MUKHUTI     | APBET      | DIRECTOR    | 0719496265       |           |
| 7   | MARGARET A. OTIENO | APBET      | DIRECTOR    | 0720565680       |           |
| 8   | MARY N. WAMBUA     | APBET      | DIRECTOR    | 0724377335       |           |

I.D NO

5908748






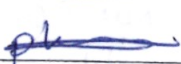

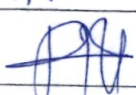
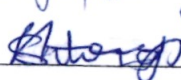



28904571

23022582

12997069

8375755

20479310

| NO. | NAME<br>(IN FULL) | DEPARTMENT                        | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                             |          |
|-----|-------------------|-----------------------------------|-------------|------------------|---------------------------------------------------------------------------------------|----------|
| 9   | REGINA W. MUIRURI | JOY STAR SCHOOL                   | DIRECTOR    | 0728691046       |    | 21360633 |
| 10  | TABITHA N. MWANGI | Bright Angels<br>Catholic School  | DIRECTOR/HT | 0724859918       |    | 21990734 |
| 11  | MARTHA W. MWANGI  | VICTORIOUS KING<br>EDU. CENTRE    | DIRECTOR    | 0720384428       |    | 12441728 |
| 12  | NANCY N. KIRORI   | NAKI FAITH<br>LEARNING C.         | DIRECTOR    | 0720418644       |    | 12475419 |
| 13  | CHARITY M. GAKUHA | DIVINE DESTINY<br>LEARNING CENTRE | DIRECTOR    | 0722870876       |    | 13452451 |
| 14  | PHILES BOSIBORI   | JOY DAY CARE<br>CENTRE            | DIRECTOR    | 0710574607       |    | 21563162 |
| 15  | TERESIAH KIAMBI   | GLORY HOPE<br>CENTRE              | DIRECTOR    | 0713212505       |    | 22894810 |
| 16  | REGINA OLUOCH     | HANKA EDU.<br>CENTRE              | DIRECTOR    | 0725131117       |    | 25845391 |
| 17  | SILVIA AKINYI     | JASIL EDU.<br>CENTRE              | DIRECTOR    | 0725604639       |    | 14497408 |
| 18  | EMILY OMONDI      | FAITH EDUCATION                   | DIRECTOR    | 0704398262       |    | 27475925 |
| 19  | EUNICE OGALLO     | BARAKA DAY CARE                   | DIRECTOR    | 0720624135       |   | 25113367 |
| 20  | ELIZABETH KISAMU  | EBENEZER KIMARICA                 | DIRECTOR    | 0723988628       |  | 9346798  |
|     |                   |                                   |             |                  |                                                                                       |          |
|     |                   |                                   |             |                  |                                                                                       |          |
|     |                   |                                   |             |                  |                                                                                       |          |




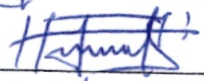

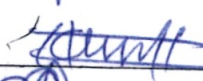
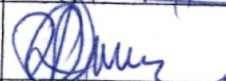
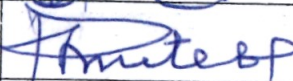
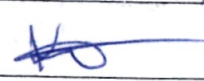
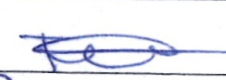
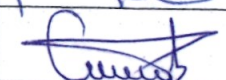
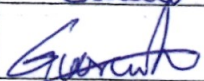

REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: PUBLIC PARTICIPATION VISIT TO RUARAKA CONSTITUENCY REGARDING THE BASIC EDUCATION (AMENDMENT) BILL - APBET  
DATE: 11/9/2025 VENUE: STIMA SPORTS CLUB, RUARAKA START TIME: END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|------------|-------------|------------------|-----------|
| 1.  | David Matinde     | Apbet      | Director    | 0723161506       |           |
| 2.  | FREDRICK ABWASO   | "          | "           | 0721483775       |           |
| 3.  | Evance Ouma       | "          | "           | 0745767627       |           |
| 4.  | Nancy MORAQ       | "          | HT          | 0745036385       |           |
| 5.  | MILKATH MUGO      | "          | DIRECTOR    | 0723975637       |           |
| 6.  | GRACE MWANGI      | "          | DIRECTOR    | 0703177890       |           |
| 7.  | EDITH NJERI       | " "        | HT          | 0790624444       |           |
| 8.  | BENSON OUMA       | "          | DIRECTOR    | 0725400516       |           |

I.D NO  
13389941  
13864924  
30165535  
37207044  
22470527  
22224357  
9342578

| NO. | NAME<br>(IN FULL)  | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                            |          |
|-----|--------------------|------------|-------------|------------------|--------------------------------------------------------------------------------------|----------|
| 9.  | MICKLIFF ATIKO     | APRETS     | H/TEACHER   | 0711251411       |   | 27863653 |
| 10. | DOMNIQUE HERIAGE   | "          | DIRECTOR    | 0713875224       |   | 39739365 |
| 11. | EMMY M. SHIDENDE   | "          | DIRECTOR    | 0723395103       |   | 11235278 |
| 12. | Aggrey Ogongo Babu | "          | TEACHER     | 012925735        |   | 4006124  |
| 12  | Dennis Mwangi      | "          | DIRECTOR    | 072085045        |   | 21962041 |
| 13. | PATRICK OLAKA      | "          | DIRECTOR    | 0723485004       |   | 13597069 |
| 14  | KENEDY ARKID       | "          | DIRECTOR    | 0723838120       |   | 20265409 |
| 15  | TENDER HEARTS      | "          | DIRECTOR    | 0720333119       |   | 22311551 |
| 16. | CALEB O. SUNGVI    | "          | DIRECTOR    | 0721329515       |   | 23256892 |
| 17. | ROBERT K. MWANGI   | "          | DIRECTOR    | 0726926351       |   | 24697458 |
|     | WERESA EVANS       | " "        | D/T         | 0792511914       |  | 34025716 |
|     |                    |            |             |                  |                                                                                      |          |
|     |                    |            |             |                  |                                                                                      |          |
|     |                    |            |             |                  |                                                                                      |          |
|     |                    |            |             |                  |                                                                                      |          |







REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION  
WITNESS' ATTENDANCE LIST

AGENDA: Public Participation - Basic Education (Amendment) Bill (NA Bill No. 30K 2025)  
DATE: 13/6/25 VENUE: Lavinton Primary School START TIME: 1:00 END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT                | DESIGNATION   | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|---------------------------|---------------|------------------|-----------|
| 1   | James M. Akongy   | MP Office Rep North Coast |               | 0721942257       |           |
| 2   | Hon Kennedy Swake | KEA Katia Education       | NCCA          | 0715956148       |           |
| 3   | DR. MOSES WOKOND  | VASA-K                    | NATL CHAIRMAN | 0728828073       |           |
|     |                   |                           |               |                  |           |
|     |                   |                           |               |                  |           |
|     |                   |                           |               |                  |           |
|     |                   |                           |               |                  |           |
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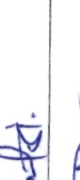









REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: *Public Participation - Basic Education (Amendment) Bill (NA Bill No 3 of 2025)*  
DATE: *13/11/2023* VENUE: *Lavington Primary School* START TIME: *1:00* END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT            | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|-----------------------|-------------|------------------|-----------|
| 1   | Samuel Mwiriri    | Apbet school          | Director    | 0724586476       |           |
| 2   | Reuben Mwaracy    | Bridge Mt.<br>Kendani | Director    | 1724994619       |           |
| 3   | Henry Otieno      | Apbet school          | Director    | 0791839082       |           |
| 4   | Beatrice Omondi   | Apbet school          | Teacher     | 0740463017       |           |
| 5   | PAMELA L. AMBUKA  | APBET SCHOOL          | DIRECTOR    | 0728826665       |           |
| 6   | CHRISTABEL OMOJE  | APBET SCH.            | TEACHER     | 0728136304       |           |
| 7   | Belindah Chaki    | APBET SCHOOL          | TEACHER     | 0740269523       |           |
| 8   | ROSEMARY GITHEHU  | APBET SCHOOL          | DIRECTOR    | 0725947537       |           |

| NO. | NAME<br>(IN FULL) | DEPARTMENT   | DESIGNATION    | MOBILE<br>NUMBER | SIGNATURE                                                                           |
|-----|-------------------|--------------|----------------|------------------|-------------------------------------------------------------------------------------|
| 9.  | BETH NDUGU        | APBET SCHOOL | MANAGER        | 0720 281488      |    |
| 10. | LOISE NYOROKA     | UASA-K       | VICE-SEC       | 0721-870690      |    |
| 11  | JANE NYURU        | EXODUS       | <del>SEC</del> | 0712604339       |    |
| 12  | FRACHA MUGO       | APBET SCHOOL | DIRECTOR       | 0724011677       |    |
| 13. | ESTHER MASANU     | APBET SCHOOL | DIRECTOR       | 0720267954       |    |
| 14. | NANCY MUTHONI     | APBET SCHOOL | PARENT         | 0719498908       |    |
| 15  | ESTHER MUSAASHI   | APBET SCHOOL | PARENT         | 0702432940       |    |
| 16  | VIOLET KOKOI      | APBET SCHOOL | PARENT         | 0715094234       |    |
| 17  | DARVINEK NAMBIA   | APBET SCHOOL | PARENT         | 0740125705       |    |
| 18  | SINWESTER DUNU    | APBET SCHOOL | DIRECTOR       | 0720221237       |   |
| 19  | Elizabeth Deheng  | Parent       | maternal       | 0740382296       |  |
| 20  | Michael Odola     | parent       | maternal       | 0720177083       |  |
| 21  | Linet Makungu     | APBET SCHOOL | DIRECTOR       | 0725307043       |  |
| 22  | Violet Akoth      | student      | Student        | 0720168221       |  |
| 23  | Rhodah klambui    | Student      | Student        | 0741023521       |  |
| 24  | Elphas Duma       | APBET School | Teacher        | 0758685596       |  |


















REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

|         |        |             |           |  |
|---------|--------|-------------|-----------|--|
| AGENDA: |        |             |           |  |
| DATE:   | VENUE: | START TIME: | END TIME: |  |

| NO. | NAME<br>(IN FULL) | DEPARTMENT         | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|--------------------|-------------|------------------|-----------|
| 1   | Josephine Ke Mane | UASA- <del>K</del> | EMBAKASI    | 0720260207       |           |
| 2.  | Rhodah Olob       | Teacher            | Embakasi    | 0705098190       |           |
| 3   | Elyn M. Barongo   | Teacher            | Embakasi    | 0729495516       |           |
| 4.  | Sandrah Akwerah   | Teacher            | Embakasi    | 0706433009       |           |
| 5.  | Rolly Lavender    | Teacher            | Embakasi    | 0795928965       |           |
| 6.  | Mercy Catherine   | Parent             | Embakasi    | 0743173041       |           |
| 7.  | Assumpta Mukei    | Teacher            | Embakasi    | 0702923771       |           |
| 8   | Irene Kemunto     | Teacher            | Embakasi    | 0720665019       |           |

| NO. | NAME<br>(IN FULL) | DEPARTMENT | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                           |
|-----|-------------------|------------|-------------|------------------|-------------------------------------------------------------------------------------|
| 9   | Eunice Kilando    | Parent     | Embakasi    | 0720087638       |    |
| 10  | Juliet Kamundu    | Parent     | Embakasi    | 0768087659       |    |
| 11  | Velmah Pauline    | Teacher    | Embakasi    | 0710399014       |    |
| 12  | BEATRICE MUTITHI  | H Teacher  | Muthare     | 0722381703       |    |
| 13  | Joseph Mukoya     | Director   | Mstare      | 0710151599       |    |
| 14  | Lucy Wambugu      | Teacher    | Embakasi    | 0729896596       |    |
| 15  | Monicah Dwahe     | Teacher    | Embakasi    | 0714692619       |    |
| 16  | Michael Ogola     | Teacher    | Embakasi    | 0799700187       |    |
| 17  | Susan Nguny       | Director   | Makadara    | 0720910974       |    |
| 18  | MARY WATHIERO     | DIRECTOR   | Makadara    | 0728349425       |    |
| 19  | JUDET NITERI      | PARENT     | Makadara    | 0743257674       |   |
| 20  | Monte Auma        | Teacher    | Embakasi    | 0790928385       |  |
| 21  | Sabina Nyawira    | Teacher    | Embakasi    | 070752759        |  |
| 22  | Dorothy Onyango   | Teacher    | Embakasi    | 0712802094       |  |
| 23  | Brenda Saka       | Teacher    | Embakasi    | 0724618530       |  |

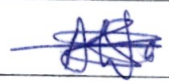





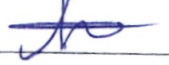

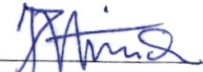


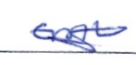





REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: *Public Participation - Basic Education (Amendment) Bill (NA Bill No 3 of 2025)*  
DATE: *13/8/25* VENUE: *Livington Primary School* START TIME: *1:00* END TIME:

| NO. | NAME<br>(IN FULL)           | DEPARTMENT                      | DESIGNATION     | MOBILE<br>NUMBER  | SIGNATURE |
|-----|-----------------------------|---------------------------------|-----------------|-------------------|-----------|
|     | <i>Grace Klandia Kavari</i> | <i>Malezi' Comms<br/>Centre</i> | <i>Director</i> | <i>0722344221</i> |           |
|     | <i>Dans Okeyo</i>           | <i>Education</i>                | <i>Teacher</i>  | <i>0728692918</i> |           |
|     | <i>VINCENT CHAGANDA</i>     | <i>Education</i>                | <i>Teacher</i>  | <i>0719511173</i> |           |
|     | <i>David Ambila</i>         | <i>Education</i>                | <i>Teacher</i>  | <i>0723017508</i> |           |
|     | <i>Dominic Mwindi</i>       | <i>Education</i>                | <i>Teacher</i>  | <i>0718056632</i> |           |
|     | <i>Otieno Jackson</i>       | <i>Education</i>                | <i>Teacher</i>  | <i>0796965811</i> |           |
|     | <i>FREDRICK JUNIOR</i>      | <i>EDUCATION</i>                | <i>Teacher</i>  | <i>0115237706</i> |           |
|     | <i>DAVID OCHIENG</i>        | <i>EDUCATION</i>                | <i>TEACHER</i>  | <i>0745612502</i> |           |

| NO. | NAME<br>(IN FULL)  | DEPARTMENT | DESIGNATION     | MOBILE<br>NUMBER | SIGNATURE                                                                             |
|-----|--------------------|------------|-----------------|------------------|---------------------------------------------------------------------------------------|
|     | SAMUEL AHANDA      | EDUCATION  | TEACHER         | 0721929922       |    |
|     | ERILIA AUMA        | C.H.P      | HEALTH PROMOTER | 0791434147       |    |
|     | Dennis Kimwamu     | EDUCATION  | TEACHER         | 0702191481       |    |
|     | Mercy Muthama      | Education  | Teacher         | 0705971873       |    |
|     | Gloria Muthama     | Education  | Teacher         | 0798675165       |    |
|     | Matuku Daniel      | Education  | Teacher         | 0707761635       |    |
|     | LEUNIDAH OPENDA    | EDUCATION  | SCHOOL MANAGER  | 0725670450       |    |
|     | Margaret Oluoko    | Education  | school manager  | 0717737577       |    |
|     | James Muthams      | Education  | School Manager  | 0722942567       |    |
|     | Benadict wanjiku   | Education  | school manager  | 0729694471       |    |
|     | Nyadimo O. George  | Education  | School Manager  | 0700285733       |   |
|     | Everlyn M. Kimani  | Education  | Parent          | 0716892011       |  |
|     | Dominic M. Bagonko | Education  | School Manager  | 0720292207       |  |
|     | Veronica Orecti    | Education  | Teacher         | 0707323114       |  |
|     | Joanina Magiri     | Education  | Teacher         | 0759523459       |  |



REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA: *Public Participation - Basic Education (Amendment) Bill (NA Bill 3 of 2025)*  
DATE: *13/8/25* VENUE: *Lavington Primary Sch* START TIME: *1:00* END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT                         | DESIGNATION                | MOBILE<br>NUMBER      | SIGNATURE          |
|-----|-------------------|------------------------------------|----------------------------|-----------------------|--------------------|
| 1   | LEVI MIMO KENYATI | MACRODID COMPLET<br>CENTER         | UASA-K - CHAIR<br>MAKADARA | 0727601024            | <i>[Signature]</i> |
| 2   | HENRY MURIMI      | FUTURE GUIDERS<br>EDUCATION CENTER | UASA-K KIAMBU<br>CHAIR     | 0706521414            | <i>[Signature]</i> |
| 3   | CALVIN OJIEMO     | Tim-TASHA                          | TD RIVER                   | <del>0708185268</del> | <i>[Signature]</i> |
| 4   | Joyce Mbutia      | Furaha P.S                         | IT Teacher                 | 0723683067            | <i>[Signature]</i> |
| 5   | ANTHONY MWANDI    | BENPAH SCHOOL                      | TEACHER                    | 0746012456            | <i>[Signature]</i> |
| 6   | Margaret Muthoni  | Bright Horn School                 | Director                   | 0725120521            | <i>[Signature]</i> |
| 7   | Grace Kimotho     | Sandara School                     | Director                   | 0723542270            | <i>[Signature]</i> |
| 8   | Linet Keago       | Jayden G Centre                    | Manager                    | 0722979792            | <i>[Signature]</i> |

| NO. | NAME<br>(IN FULL)  | DEPARTMENT          | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE     |
|-----|--------------------|---------------------|-------------|------------------|---------------|
| 9.  | Cecilia Nfekuoshi  | Joyden E. Centre    | Manager     | 0722848235       | SD            |
| 10  | Jane Gisembwa      | Joyden E. Centre    | Teacher     | 0723005878       | Jan           |
| 11  | Faith Kwamboka     | Joy Beginners       | Teacher     | 0743217918       | FD            |
| 12. | DEBBE STEVE        | BARAKA EDUC         | Teacher     | 0726041549       | S.D           |
| 13  | ALEX-O. Juma       | BARAKA CALVARY      | Teacher     | 0759060968       | <del>AO</del> |
| 14  | ANTONY MUAHGI      | BARAKA CALVARY      | DIRECTOR    | 0722225048       | AM            |
| 15  | STEPHEN OLUMULA    | Angels' Home        | H/Teacher   | 0705746488       | S             |
| 16  | DANIEL DUDOR       | LITTLE ANGELS 4 GOD | DIRECTOR    | 0111515621       | DD            |
| 17  | Ruth Muthye        | SHARP E. CENTRE     | Teacher     | 0792095890       | RM            |
| 18  | Martha Wakachala   | SHARP E. CENTRE     | Teacher     | 0746718614       | MR            |
| 19  | Lucas M. Kaman     | Good Care Edu.      | Manager     | 072177039        | LK            |
| 20  | Esther Wagona      | Sharp School        | Teacher     | 0797334005       | EW            |
| 21  | GLADUINE KAGIJOU   | SHARP E. CENTRE     | TEACHER     | 0746835218       | GK            |
| 22  | TOPISTAH MAKOROKHA | DANS SCHOOL         | TEACHER     | 0741227791       | TK            |
| 23. | PATRICK OCHTENG    | FURAKA C.C          | TEACHER     | 0708854837       | PO            |



REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

|         |        |             |           |  |
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| AGENDA: |        |             |           |  |
| DATE:   | VENUE: | START TIME: | END TIME: |  |

| NO. | NAME<br>(IN FULL) | DEPARTMENT                   | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|------------------------------|-------------|------------------|-----------|
| 1   | PERIS MWAURA      | SHARP EDC CENTRE             | TEACHER     | 0713490402       |           |
| 2   | JOSEPH KATILI     | SHARP EDC CENTRE             | TEACHER     | 0797733559       |           |
| 3   | NIVIAN NJAMBI     | SHARP EDC CENTRE             | Teacher     | 0793973889       |           |
| 4   | JUDY WAMAIHA      | SHARP EDC CENTRE             | Teacher     | 0726730723       |           |
| 5   | LINDAH ATIANI     | SHARP SCHOOL                 | Teacher     | 0715244150       |           |
| 6   | ANANGASA JOHN     | GOODSTART                    | DIRECTOR    | 07110249315      |           |
| 7   | JAMES NBORIA      | SPRINGS                      | DIRECTOR    | 0722405713       |           |
| 8   | Stella Wanyama    | De-stony<br>community school | DIRECTOR    | 0710316949       |           |




















REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION  
WITNESS' ATTENDANCE LIST

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| NO. | NAME<br>(IN FULL) | DEPARTMENT  | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|-------------|-------------|------------------|-----------|
| 1   | FOUZIA WAZIRI     | MUHSINAT    | SCHOOL      | 0797093780       |           |
| 2   | ROSE GWAMO        | ST AGOSTIN  | SCHOOL      | 0727621327       |           |
| 3   | Keri Kariuki      | Starr       | school      | 0795588709       |           |
| 4   | JEPHRIE NGACHE    | JENESIS JIN | SCHOOL      | 0719135756       |           |
| 5   | EVALYNE DWENDY    | JENESIS JOY | SCHOOL      | 0724597561       | E.O.O     |
| 6   | JESCAH DWANDU     | HAROKORA    | SCHOOL      | 0113677440       |           |
| 7   | QUINTER AKINYI    | HAROKORA    | SCHOOL      | 0711697314       |           |
| 8   | MARTHA OKOIH      | HAROKORA    | SCHOOL      | 0794097642       |           |

| NO. | NAME<br>(IN FULL)  | DEPARTMENT        | DESIGNATION               | MOBILE<br>NUMBER | SIGNATURE                                                                           |
|-----|--------------------|-------------------|---------------------------|------------------|-------------------------------------------------------------------------------------|
| 9   | BERTACE MUHONJA    | GENESIS JOY       | SCHOOL                    | 0710713793       |    |
| 10  | NELSON KENNEDY     | DESTINY COMMUNITY | SCHOOL                    | 0790393647       |    |
| 11  | Christopher Otieno | Genesis Joy       | SCHOOL                    | 0790527160       |    |
| 12  | NANEY MUTHICI      | DESTINY COMMUNITY | SCHOOL                    | 0710921492       |    |
| 13  | VERONICA WANJIKU   | DESTINY COMMUNITY | SCHOOL                    | 0708368097       |    |
| 14  | VIRGINIA WANJYU    | DESTINY COMMUNITY | SCHOOL                    | 0711242116       |    |
| 15  | ROSE KAMAU         | BIDEGRACE         | Learning Centre<br>SCHOOL | 0720568228       |    |
| 16  | MARGARET CEITHINI  | BIDEGRACE         | Learning Centre           | 0797261102       |    |
| 17  | JANE WATHUD        | BIDEGRACE         | Learning Centre           | 0113216288       |    |
| 18  | JULIA WAMBENI      | BIDEGRACE         | Learning Centre           | 0723305477       |    |
| 19  | JOSEPH MWANGI      | BIDEGRACE         | Learning Centre           | 0721577425       |  |
| 20  | Joyce Wangari      | Brine Stars       | ROYAL K.C                 | 0723/4688        |  |
| 21  | PATRICK NYUTO      | Sharp Education   | centre                    | 0708500683       |  |
| 22  | RUTH NYAMBURA      | Sharp Education   | Centre                    | 0707171716       |  |
| 23  | GRETAUDE BARAKA    | Sharp Education   | Centre                    | 0705205878       |  |





REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA:






DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL)  | DEPARTMENT      | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|--------------------|-----------------|-------------|------------------|-----------|
|     | Laureen Atemba     | Jayspring c.c   | Teacher     | 0114578389       |           |
|     | Franciscah kemuma  | Happy Toto      | Teacher     | 0740191991       |           |
|     | Rosebella. Makokha | Happy. Toto     | Teacher     | 0705904720       |           |
|     | Peter Luvasi       | Young Achievers | Teachers    | 0716701287       |           |
|     | Robert Cheropet    | Young Achievers | Parent      | 0769949107       |           |
|     | Henry odhiong      | Victory Toto    | Teacher     | 0741518616       |           |
|     | Charles Khusa      | Benoch Moring   | Teacher     | 0740406340       |           |
|     | Sarah Ouma         | Hillstar        | Teacher     | 0727314550       |           |

| NO. | NAME<br>(IN FULL)  | DEPARTMENT            | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                            |
|-----|--------------------|-----------------------|-------------|------------------|--------------------------------------------------------------------------------------|
|     | Melostar Chelimo   | Bethel School         | Teacher     | 0792637720       |   |
|     | Ochieng Derrick    | CHURCH OF GOD ACADEMY | TEACHER     | 0742252114       | Dr                                                                                   |
|     | Irene Atieno Kuyis | CHURCH OF GOD ACADEMY | MANAGER     | 0720793518       | AKuyis                                                                               |
|     | Margline Bulemi    | church of God Academy | Teacher     | 0726875938       | MBulemi                                                                              |
|     | Faith Mabria la    | church of God Academy | Teacher     | 0712176847       | <del>MBulemi</del>                                                                   |
|     | Doreen Chapeso     | Happy Toto            | Teacher     | 0795059001       |   |
|     | Linda Shihafu      | Happy Toto            | Teacher     | 0792559103       |   |
|     | Rael Harimiyu      | Happy Toto            | Teacher     | 0706947560       |   |
|     | Marcy Mutungi      | church of God         | Teacher     | 0715314455       | AMarcy                                                                               |
|     | Emmah Nandokha     | church of God         | Teacher     | 0110406285       | <del>EM</del>                                                                        |
|     | Immaculate Sakwa   | Church of God         | Teacher     | 0797751484       |  |
|     |                    |                       |             |                  |                                                                                      |
|     |                    |                       |             |                  |                                                                                      |
|     |                    |                       |             |                  |                                                                                      |
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REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA:

DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL)        | DEPARTMENT            | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|--------------------------|-----------------------|-------------|------------------|-----------|
|     | MILDRED MAXIMILLA AKINTI | LIVING FAITH EDU      | H-Teacher   | 0711118806       |           |
|     | CECILIAH KWANJIKU MCAITA | LIVING FAITH EDU      | TEACHER     | 0726676767       |           |
|     | MARY WAMATHA K           | LIVING FAITH ED       | TEACHER     | 0725581266       | mwk       |
|     | JOHN KIRUI               | RDSAS SCHOOL          | DIRECTOR    | 0721586014       |           |
|     | Geosraek Mutia           | Bethel School         | TEACHER     | 0796703908       |           |
|     | Monica Ndubi chege       | church of god Academy | Teacher     | 0715739014       |           |
|     | Sally Makungu            | Alfa Education Center | Teacher     | 0114300724       |           |
|     | ERINA ATIENO             | ALFA EDU CENTRE       | TEACHER     | 0758350480       |           |



REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA:

DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT                           | DESIGNATION  | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|--------------------------------------|--------------|------------------|-----------|
|     | AUSTINE OMANDI    | Brilliant Angels<br>Education Centre | DIRECTOR     | 0796595995       |           |
|     | Atub Ouma         | New Horizon                          | HEAD TEACHER | 0723916550       |           |
|     | SILAS KKAEMBA     | VENUS C. SCH.                        | DIRECTOR     | 0724605444       |           |
|     | Gordon Ouma       | Starar-c                             | TEACHER.     | 0717054532       |           |
|     | David Kediogo     | EMMANSON<br>ACADEMY                  | BOM          | 0716554458       |           |
|     | Charles O Oduor   | zeraburn                             | Director     | 0711302989       |           |
|     | Chris Ndabila     | Redemptor                            | Teacher      | 0728274558       |           |
|     | Nathan Abalala    | Redemptor                            | Teacher      | 0795313683       |           |





REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA:















DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT          | DESIGNATION  | MOBILE<br>NUMBER | SIGNATURE |
|-----|-------------------|---------------------|--------------|------------------|-----------|
|     | Bridgit kadenyoka | Daytone             | Teacher      | 0715189860       |           |
|     | Eunice OYIKO      | Daytone             | Head teacher | 0718093433       |           |
|     | SEPRAS JUMA       | KABIRO              | TEACHER      | 0724283058       |           |
|     | DANIEL ICHINGWA   | KABIRO              | D/H          | 0720890175       |           |
|     | WILFRED MWAMBA    |                     | TEACHER      | 0706935398       |           |
|     | JOSEPHINE MUMU    |                     | DIRECTOR     | 0733289690       |           |
|     | FELISTER MWONGELI | TRUE VISION ACADEMY | TEACHER      | 0701633440       |           |
|     | MISHEL ATIFANO    | BRIDGE ACADEMY      | DIRECTOR     | 0700869581       |           |

| NO. | NAME<br>(IN FULL) | DEPARTMENT                  | DESIGNATION   | MOBILE<br>NUMBER | SIGNATURE                                                                             |
|-----|-------------------|-----------------------------|---------------|------------------|---------------------------------------------------------------------------------------|
|     | PURITY MUNINI     | ROSAND SCHOOL               | TEACHER       | 0799904978       |    |
|     | KIRACU NDUNGU     | TRUE VISION                 | TEACHER       | 0705799240       |    |
|     | JACKLINE SEMO     | LIGHTHOUSE CH               | TEACHER       | 0724831443       |    |
|     | GODFREY LUGADIRM  | BELLY VIEW                  | DIRECTOR      | 0722275710       |    |
|     | HELVEN AJUMA      | BETHANY JOY                 | TEACHER       | 0714772734       |    |
|     | SERAH ATINAH      | MODEL GENESIS CH            | DIRECTOR      | 0721942449       |    |
|     | LYDIA FELIX       | MODEL GENESIS SCH           | ADMINISTRATOR | 0750300071       |    |
|     | VIOLET ULIRA      | HOLY ANGELS                 | DIRECTOR      | 0721812301       |    |
|     | CYPRIAN AHOTA     | OLIVE                       | TEACHER       | 0716283856       |    |
|     | MARGARET WANJIKU  | OLIVE                       | TEACHER       | 0758760390       |    |
|     | MARY KANIARU      | OLIVE                       | H/TEACHER     | 0746518914       |   |
|     | SUSAN OKII/A      | HOLY ANGELS                 | TEACHER       | 0727919944       |  |
|     | FAITH AMWAYI      | HOLY ANGELS                 | TEACHER       | 0723497216       |  |
|     | SAMMY VICIOR      | CAVIOUR KING<br>EDU. CENTRE | H/TEACHER     | 0712578580       |  |



REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION  
**WITNESS' ATTENDANCE LIST**

AGENDA:









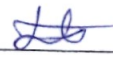






DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL) | DEPARTMENT       | DESIGNATION | MOBILE<br>NUMBER       | SIGNATURE |
|-----|-------------------|------------------|-------------|------------------------|-----------|
|     | Jomo Khengv       | Runda Baptist    | TR          | 0725511162             | JH        |
|     | Rol NAKETE        | II               | TR          | 0700216396             | Prmmy     |
|     | Jane Nyokabi      | Kabiro sch.      | TR          | 07214037 <sup>35</sup> | Jan       |
|     | Emily Kwambika    | excellence       | Parent      | 0704503153             | EM        |
|     | Abigael Kwamboka  | Elim Primary sch | Teacher     | 0714817510             | Jaggy     |
|     | GETRUDE ALUSA     | ELIM PRIMARY     | TEACHER     | 0710170225             | GR        |
|     | Ednah vuguzA      | ELIM PR          | PARENT      | 0718893625             | ST        |
|     | Nelly Mudaki      | Elim PRIMARY     | Teacher     | 0704945624             | NA        |

| NO. | NAME<br>(IN FULL) | DEPARTMENT                       | DESIGNATION   | MOBILE<br>NUMBER | SIGNATURE                                                                             |
|-----|-------------------|----------------------------------|---------------|------------------|---------------------------------------------------------------------------------------|
|     | CAROLINE OTIDIO   | parent                           | ELIMU PRI SCH | 0791357048       |    |
|     | WYCLIFFE LITUISA  | ELIM PRI                         | TEACHER       | 0724340679       |    |
|     | ROWLINS WANSALA   | ELIM PRI                         | Teacher       | 0713643091       |    |
|     | DANIEL LAGAT      | ELIM PRI                         | Teacher       | 0757973910       |    |
|     | ODHIAMBO DEVONS   | KABIRO SCH.                      | TEACHER       | 0798666161       |    |
|     | MESHACK AMBASA    | KABIRO SCHOOL                    | TEACHER       | 0729608314       |    |
|     | Damara Metrine    | Elim PRI.                        | PARENT        | 0112839974       |    |
|     | Phamiris GASTHWA  | ELIM PRI                         | PARENT        | 0728650680       |    |
|     | ELCICE ANYOSO     | ELIM PRI                         | PARENT        | 0918239742       |    |
|     | MILLAH ISAIAH     | ELIM PRI                         | PARENT        | 0708470593       |    |
|     | MARY NJENGA       | <sup>centre</sup><br>Neomachidon | Teacher       | 0710488698       |   |
|     | Vuutsa Flora      | Storm Shelter                    | Teacher       | 0704341053       |  |
|     | Jentix Ayuma      | Storm Shelter                    | Parent        | N/A              |  |
|     | Nelly Melvin      | Storm Shelter                    | Parent        | N/A              |  |
|     | Joshua Sakwa      | Daystone School                  | Teacher       | 07A2840843       |  |



REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA:





DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL)    | DEPARTMENT       | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|----------------------|------------------|-------------|------------------|-----------|
| 1.  | MARCY MBUGUA         | UBORA SENIOR SGT | DIRECTOR    | 0724136871       |           |
| 2.  | JOEL O OKELLO        | ELSTAR Mixed sex | DIRECTOR    | 0700901266       |           |
| 3.  | VALENTINE AKOTH      | KICOSDEP         | TEACHER     | 0712522863       |           |
| 4.  | Alice Ogado          | KICOSDEP         | Teacher     | 0724373239       |           |
| 5.  | AMOS KAGWETHA        | KICOSDEP         | DIRECTOR    | 071187972        |           |
| 6.  | NELLY CHEPNDEN       | KICOSDEP         | TEACHER     | 0715167959       |           |
| 7.  | JOHN ONGUTE MASHIMBA |                  | DIRECTOR    | 0721916610       |           |
| 8.  | EMMANUEL ONYIAH      | RUMABATI         | DIRECTOR    | 0706605467       |           |

| NO. | NAME<br>(IN FULL)    | DEPARTMENT               | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                           |
|-----|----------------------|--------------------------|-------------|------------------|-------------------------------------------------------------------------------------|
| 9.  | Rose Muthoni Wabwony | Tree Hill School         | Director    | 0725783028       |  |
|     | JOHN BIGWA           | ELDEMA LESTAR<br>ACADEMY | DIRECTOR    | 0722395465       |  |
|     | ALHMDI IBRAHIM       | UTU ACADEMY              | DIRECTOR    | 0723037746       |  |
|     | ISAAC AGALO          | SHANMATH<br>SCHOOL       | DIRECTOR    | 0706084759       |  |
|     |                      |                          |             |                  |                                                                                     |
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REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA:

DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL)    | DEPARTMENT    | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|----------------------|---------------|-------------|------------------|-----------|
| 1.  | COLLINS OREGEH       | UMOJA SCHOOL  | PARENT      | 0799060963       |           |
| 2.  | STEPHEN MARANI       | JOKLAND SCH   | H/T         | 0717366030       |           |
|     | EDWIN WILLIAM AMWOKA | EDMUNDA SCH   | DIRECTOR    | 0726776052       |           |
| 4   | PHIDELYCE IMINZA     | EXCELLENT SCH | TEACHER     | 0717882703       |           |
|     | EDITA MASITSA        | EXCELLENT-F.  | TEACHER     | 0718751799       |           |
|     | MARY KERUBO MARIANA  | MARIANA       | DIRECTOR    | 0712692009       |           |
|     | JACKSON MALE         | EXCELLENT     | DIRECTOR    | 0721819410       |           |
|     | OKUMU CHARLES        | UMOJA SCH.    | TEACHER     | 0720056644       |           |

PATRICIA HANPA Umoja Sch Teacher 0712635461

WINNIECATE KARIMI ALFA SCH DIRECTOR 0710203806





REPUBLIC OF KENYA  
THE NATIONAL ASSEMBLY  
THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

WITNESS' ATTENDANCE LIST

AGENDA:









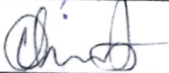
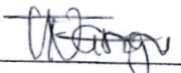





DATE:

VENUE:

START TIME:

END TIME:

| NO.           | NAME<br>(IN FULL)   | DEPARTMENT            | DESIGNATION             | MOBILE<br>NUMBER | SIGNATURE |
|---------------|---------------------|-----------------------|-------------------------|------------------|-----------|
| <del>23</del> | <del>Emma Ito</del> | <del>Love</del>       | <del>Head teacher</del> |                  |           |
| 24            | Emma Ito            | Love school           | Head teacher            | 0769605531       | Ito       |
| 25            | Veronica Nduku      | st christopher        | Head teacher            | 0719446161       | Nduku     |
| 26            | Grace Kepeno        | Gatina united Academy | Staff                   | 0724846285       | Kepeno    |
| 27            | Faith Nzioka        | Naga happy day        | staff                   | 0707744732       | Nzioka    |
| 28            | Felistus Mthonya    | Naga happy day        | teacher                 | 0700810749       | Mthonya   |
| 29            | Facth Shineru       | Naga happy            | teacher                 | 0702383804       | Shineru   |
| 30            | Dorcas Ndinda       | Naga happy            | Teacher                 | 0701586810       | Ndinda    |

| NO. | NAME<br>(IN FULL)    | DEPARTMENT           | DESIGNATION  | MOBILE<br>NUMBER     | SIGNATURE                                                                             |
|-----|----------------------|----------------------|--------------|----------------------|---------------------------------------------------------------------------------------|
| 31  | DEBORAH WAITHIEGENI  | ROSAS SCHOOL         | TEACHER      | 0713862087<br>071396 |    |
| 32  | Lenah Cesare Omboga  | ROSAS SCHOOL         | Head teacher | 0710417586           |    |
| 33  | Bonface Muhanda      | FREELAND SCHOOL      | TEACHER      | 0757412536           |    |
| 34  | JULIA OMOISO         | ROSAS SCHOOL         | TEACHER      | 0746578737           |    |
| 35  | HANNAH NAUTA WAINAIA | ROSAS SCHOOL         | TEACHER      | 0728263055           |    |
| 36  | MORIS MUSTSI         | EMMANSON SCHOOL      | TEACHER      | 0714038782           |    |
| 37  | ANNA NYAMBU          | EMMANSON SCHOOL      | TEACHER      | 0729672209           |    |
| 38  | DAVID KAHUGA         | EMMANSON SCHOOL      | BOM          | 0716554458           |    |
| 39  | MARTIN NICHOLAS      | EMMANSON SCHOOL      | TEACHER      | 0746667488           |    |
| 40  | Teresia Mwangi       | Little Angels Centre | Director     | 0720357333           |    |
| 41  | Charles Odwar        | Zeraburn             | Director     | 0711302989           |   |
| 42  | David Juma           | Havard               | Teacher      | 0707442747           |  |
| 43  | Peter Odhiambo       | Zeraburn             | Teacher      | 0701609850           |  |
| 44  | Sande Awino          | Zeraburn             | Teacher      | 074547878            |  |
| 45  | Alex Ogolla          | Zeraburn             | Teacher      | 071445855            |  |



REPUBLIC OF KENYA  
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THIRTEENTH PARLIAMENT- FOURTH SESSION  
DEPARTMENTAL COMMITTEE ON EDUCATION

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AGENDA:








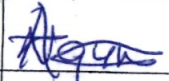



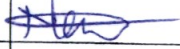

DATE:

VENUE:

START TIME:

END TIME:

| NO. | NAME<br>(IN FULL)    | DEPARTMENT        | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE |
|-----|----------------------|-------------------|-------------|------------------|-----------|
| 1.  | JANE AOKO OKENO      | STARATS           | DIRECTOR    | 0720219000       | JAO       |
| 2.  | SAMUEL OMUNDI        | MOH CARE          | DIRECTOR    | 0714 816385      | S.O.      |
| 3.  | Daniel Ochieng       | Magosa            | H/Teacher   | 0725223716       | D.O.      |
| 4.  | Fwamah P. Makwata    | Ushirikia         |             | 0715 133 233     | P. Fwamah |
| 5.  | HUMPHREY SASIA       | U.M.S.S.          | DIRECTOR    | 0723937194       | H.S.      |
| 6.  | Rev. Vincent Shikoli | Lighthouse Centre | Director    | 0723 840363      | V.S.      |
| 7.  | Everlyne Nmbone      | Zeal Covenant     | Director    | 0722 212386      | E.N.      |
| 8.  | Violet Kendo         | JoySpring UC      | Director    | 0706773499       | V.K.      |

| NO. | NAME<br>(IN FULL)    | DEPARTMENT                          | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                             |
|-----|----------------------|-------------------------------------|-------------|------------------|---------------------------------------------------------------------------------------|
| 9.  | LORINE AKINTI OKWACH | GUC ACADEMY<br>GUC ACADEMY          | HEADTEACHER | 0723889232       |    |
| 10  | HARRJET IMISA        | GUC ACADEMY                         | TEACHER     | 0712453389       |    |
| 11  | GRACE GEBENO         | GUC ACADEMY                         | TEACHER     | 6724846255       | 'N'                                                                                   |
| 12  | ALFRED BURUDI        | GUC ACADEMY                         | DIRECTOR    | 0720831401       |    |
| 13  | FRIDAH KAMBU         | ALFA ACADEMY                        | PARENT      | 0727861358       |    |
| 14  | HELLEN NDUNDA        | WISDOM<br>ASTRATS CENTRE            | DIRECTOR    | 0722634375       |    |
| 15  | STEPHEN LUVAT        | M.O.C<br>KIBERA                     | DIRECTOR    | 0790441108       | Sh.                                                                                   |
| 16  | SHEILA KESEKWA       | U.C.C<br>UPENDO STAR                | DIRECTOR    | 0717715785       |    |
| 17  | Thomas Jerry         | Saviour King<br>Edu. Centre         | Director    | 0720939316       |    |
| 18  | ALICE NJAMURA        | NJAMURA FAITH<br>JUNIOR EDU. CENTRE | DIRECTOR    | 0724318499       |    |
| 19  | PATRICIA MUTHONI     | PAM JUNIOR<br>SCHOOL                | DIRECTOR    | 0722494579       |   |
| 20  | LOISE NGINTO         | SALO DAY<br>EDUCATION CENTRE        | DIRECTOR    | 0720429284       |  |
| 21  | SUSAN W. GICUTHI     | PEFA FIFTH SIX                      | DIRECTOR    | 0705647734       |  |
| 22  | Nancy Muiru          | NAGA HAPPY DAY<br>Ngarimo           | DIRECTOR    | 0721449009       |  |
| 23  | SOPHIA BARONGO       | PROPARATON                          | DIRECTOR    | 0719650746       |  |







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|-----|--------------------------|------------|-----------------------|------------------|-----------|
| 9   | Mercy Maumi Wanjia Njiru | UASA-K     | secretary Catherine W | 0724601537       |           |
| 10  | Jane Njiru               | UASA-K     | MEMBER                | 0712604339       |           |
| 11  | Tulron Njiru             | UASA-K     | MEMBER                | 0705491846       |           |
| 12  | CAROLINE MUTHONI         | UASA-K     | member                | 0721943245       |           |
| 13  | DAVID OKEYO              | UASA-K     | MEMBER                | 0728069929       |           |
| 14  | PENNINAH K. WAMBUA       | UASA-K     | MAKADARA              | 0727495535       |           |
| 15  | FAITH NZINDO             | UASA-K     | MEMBER                | 0758034661       |           |
| 16  |                          |            |                       |                  |           |





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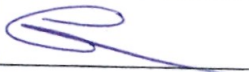



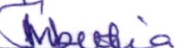


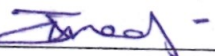


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|-----|-------------------|------------|----------------------|------------------|-----------|
| 1   | SAMSON N MWA      | UASA-K     | SEC EMBAKASI         | 0723426515       |           |
| 2   | Dr. Paul WANJOHI  | UASA-K     | NSC MEMBER           | 0722314777       |           |
| 3   | DOMHICK NYAKAKO   | UASA-K     | CHAIRMAN<br>EMBAKASI | 0721874334       |           |
| 4   | Thomas Amunge     | UASA-K     | Embakasi             | 0768218500       |           |
| 5   | DOCTOR BARASA     | UASA-K     | Embakasi South       | 0714839628       |           |
| 6   | JOHN MURASU       | UASA-K     | CHAIR-EMB.-EAST      | 072098151        |           |
| 7   | ROSE I MACKENZIE  | UASA-K     | CHAIR-KAMUKUNJI      | 0722692068       |           |
| 8   | DANIEL WAMBUA     | UASA-K     | MEMBER               | 0713192989       |           |

| NO. | NAME<br>(IN FULL) | DEPARTMENT                          | DESIGNATION | MOBILE<br>NUMBER | SIGNATURE                                                                             |
|-----|-------------------|-------------------------------------|-------------|------------------|---------------------------------------------------------------------------------------|
|     | ELVIS MUNENE      | UASA-K                              | BLESSED ED. | 0792395528       |    |
|     | Angela Macharia   | UASA-K.                             | NEW Member  | 0722108752       |    |
|     | MIKE BARASA       | UASA-K                              | NEC-Member  | 0708440089       |    |
|     | PASCALIA N. MWAKI | MUKURUP<br>OUTREACH                 | A TEACHER   | 0717320651       |    |
|     | REBECCA ADHIAMBO  | MUKURUP OUTREACH<br>MAKADARA        | A TEACHER   | 0703169550       |    |
|     | Catherine Peter   | mukurup outreach <sup>Academy</sup> | A Teacher   | 0728767106       |    |
|     | Lucy Koki         | Embakasi                            | Teacher     | 0741643381       |    |
|     | Augustine Mariaka | Embakasi                            | Teacher     | 0794918605       |    |
|     | PURITY WATHIRA    | MATHARE                             | TEACHER     | 0798654003       |    |
|     | JOYCE MBLITHA     | MATHARE                             | TEACHER     | 0723683067       |    |
|     | ANN NJORI         | MATHARE                             | TEACHER     | 0723256123       |   |
|     | RUTH NJORI        | MATHARE                             | DIRECTOR    | 0722960366       |  |
|     | JARED GIKORE      | KASARANI<br>MATHARE                 | TEACHER     | 0722260877       |  |
|     | MARITHA WANGUI    | MATHARE                             | Director    | 0711798609       |  |
|     | JANE NJUE         | MWITIKO                             | Teacher     | 0796468887       |  |