

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION
DIRECTORATE OF SECONDARY EDUCATION/SENIOR SCHOOL EDUCATION



GUIDELINES ON SELECTION AND PLACEMENT OF LEARNERS TO SENIOR SCHOOL (SS)

**Presentation to Cabinet Secretary
Ministry of Education at Jogoo House B,
Nairobi**

16/1/2025

OUTLINE OF THE GUIDELINES

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Chapter 2: Overview of Pathways at Senior School

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CHAPTER 1: Introduction

The Government introduced the Competency Based Curriculum (CBC) in 2017.

The CBC emphasises nurturing of learners' potential, national values, integration of Science, Technology and Innovation, and seeks to ensure that the skills taught in educational institutions match the requirements of industry.

The aim is to facilitate the acquisition of 21st Century knowledge, skills and competences, values and character development, patriotism and global citizenship, with positive implications for the quality of human capital.

Educational reforms are founded on national and international legal and policy frameworks

Objectives of Grade 10 Placement Guidelines

These guidelines serve to implement legal provisions and policies on admission of learners to senior schools: -

- Ensure consistency in the placement from Grade 9 learners to Grade 10;
- Inform all stakeholders on the selection and placement process for learners transiting from Grade 9 to Grade 10
- Guide educators on appropriate placement and admission of learners.
- State the roles and responsibilities of various levels in the management of grade 10 selection and admission
- Provide direction on a harmonized selection process throughout Kenya at all levels.

Legal and Policy Framework

The guidelines are grounded on a comprehensive legal and policy framework that;


- Aligns with both national and international educational standards.
- Ensure a transparent, fair, and equitable placement ,
- Respect for learners' rights,
- Supports national education goals,
- Addresses the unique needs of learners transitioning to Senior School

Legal and policy documents

- Constitution of Kenya (2010)
- United Nations Convention on the Rights of the Child (UNCRC)
- Sustainable Development Goals (SDG 4)
- Basic Education Act (2013), Children Act (2022)
- Data Protection Act (2019)
- Kenya Vision 2030
- Basic Education Curriculum Framework (2017)
- National Education Sector Strategic Plan (NESSP) 2023-2027
- Sector Policy for Learners and Trainees with Disabilities (2018)



Principles Guiding selection and placement

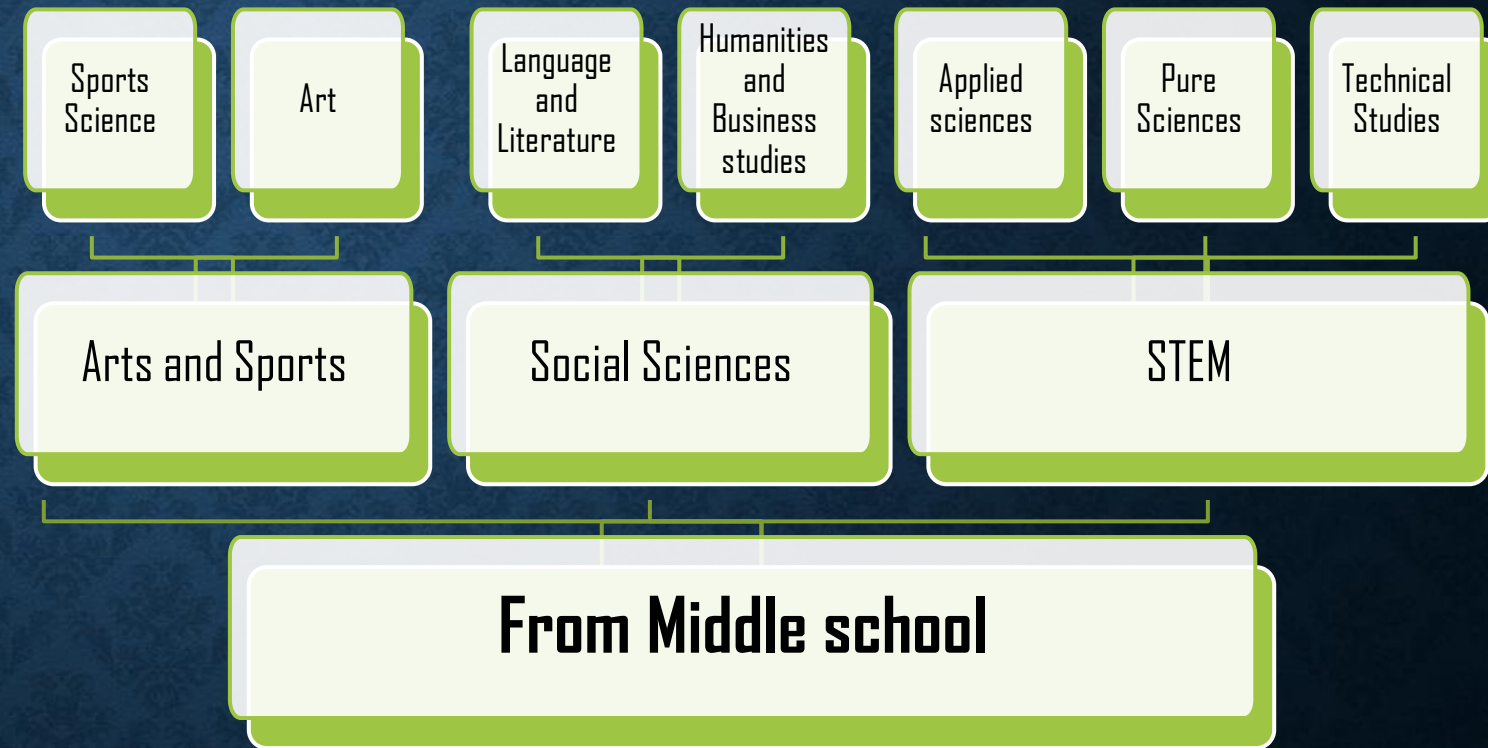
- **Learner-Centred Approach:** Focus will be on learner's strengths, interests, and career aspirations.
 - **Equity and Fairness:** All learners, including those with special needs will be treated equitably
 - **Inclusivity:** No learner will be disadvantaged based on their diverse backgrounds and abilities.
 - **Transparency:** Open, process with clear criteria understood by stakeholders (learners, parents, and educators)
- 

CHAPTER 2: OVERVIEW OF PATHWAYS AT SENIOR SCHOOL

The STEM Pathway equips learners' with the knowledge, skills, and competencies required to excel in scientific and technical disciplines. (60%)

The Arts and Sports Science Pathway nurture learners' talents, creativity, and physical abilities (15%)

The Social Sciences Pathway develops learners' understanding of society, human behavior, and global systems (25%)



Senior School learners (Grades 10-12) shall take seven (7) subjects; Four (4) are core subjects; English, Kiswahili/KSL, Community Service Learning and Physical Education. Three (3) shall be selected from the pathways and tracks of choice.

Arts and Sports Science (A&SS) Pathway

This pathway is designed to nurture learners' creativity, physical abilities, and cultural awareness, preparing them for successful careers and meaningful socio-economic contributions to society.

Core objectives.

- **Foster Creativity and Expression** through arts; performing arts, and music.
- **Enhance Physical Fitness and Sports Skills** by building learners physical abilities, sportsmanship, and understanding of sports science; training, nutrition, and injury prevention.
- **Promote Cultural Awareness and Appreciation** by encourage learners to explore and appreciate local and global diverse cultural heritages and artistic traditions.
- **Prepare for Careers in Arts and Sports** by equipping them with skills and knowledge needed for careers in arts, sports, entertainment, and related industries.

Arts and Sports Science Pathway cont.

ARTS

Subjects

- Music and Dance
- Fine Arts
- Theatre and Film

SPORT SCIENCE

- | | |
|----------------|---|
| • Subject
s | • Physical Education
• Sports and Recreation |
|----------------|---|

Suggested Learning Approaches

- Practical and Experiential Learning.
- Project-Based Learning.

Assessment and Evaluation

- Continuous Assessment
- Competency-Based Evaluation
- Capstone Projects

Arts and Sports Science Pathway...

Resources and Infrastructure for Arts and Sports Science Pathway

Specialized Facilities: Art studios, music rooms, theatres, sports fields & equipment, and gymnasiums.

ICT Integration: Using digital tools for graphic design, video editing, or sports analysis; online platforms and resources; such as virtual art galleries, music production software, or sports science simulations.

Teacher Training and Professional Development:

Teachers should be well-trained in arts and sports science subjects to guide learners in developing their talents.

NB Offer continuous professional development opportunities to keep teachers updated on the latest trends and techniques

Arts and Sports Science Pathway...

Tracks	Subjects	Basic Infrastructure required
Arts	<ul style="list-style-type: none">• Music and Dance• Fine Art• Theatre and Film	ICT/digital devices, Audio and video recording devices, costumes, props, Music instruments, dance studios, Art studios, paint and thinners, classroom instruction area and demonstrator's desk, storage area clean-up area, a lockable teacher prep area
Sports Science	<ul style="list-style-type: none">• Physical Education• Sports and recreation	Indoor and outdoor Play fields, Athletics tracks, Gymnasium, equipment, protective gear, a standard swimming pool, water safety equipment , Lane ropes and Pool attendant, a store, appropriate uniform , ICT/digital devices, a standard classroom

Arts and Sports Science Pathway...

SUPPORT AND GUIDANCE

Career Guidance to give learners information on skills, education, and training required for each career paths in arts and sports. Offer guidance on how to build a professional portfolio, prepare for auditions or exhibitions, and pursue higher education opportunities.

Mentorship Programs to connect learners with industry professionals; artists, athletes, and coaches who can mentor, share experiences, and advice on career development.

Collaboration with Industry and Institutions to establish local and international partnerships with arts institutions, sports organisations, and entertainment companies to for practical exposure and opportunities for the learners

CAREER AND HIGHER EDUCATION

Career opportunities for learners who complete the A&SS Pathway:

- **Arts:** Fine arts, graphic design, fashion design, animation, film and media production, theatre, music performance, and arts management.
- **Sports:** Professional sports, sports coaching, physical education teaching, sports management, fitness training, and sports medicine.
- **Entertainment:** Acting, music production, dance performance, choreography, and media production.
- **Further studies** in universities, colleges, or conservatories specialising in arts, Music, Dance, sports, or related fields

Inclusivity and Equity in Arts & Sports Science Pathway

Accessibility: All learners, including LWDs should have access to arts and sports education with necessary support services. Participation by all regardless of gender or socio-economic background should be encouraged to help explore and develop their talents in the arts and sports.

Cultural Sensitivity: A learning environment that respects and celebrates diverse cultural expressions in arts and sports should be fostered. Learners should interact with local and global cultures to understand and appreciate different artistic and sports practices.

SOCIAL SCIENCES PATHWAY

The Pathway is designed to develop learners' understanding of society, human behaviour, and global systems.

This pathway prepares learners for careers in fields such as law, education, public administration, international relations, economics, and social work.

It emphasises critical thinking, research skills, and an understanding of social, political, and economic systems.

Core Objectives

- **Develop Critical and Analytical Thinking** by equipping learners with the ability to critically analyse social issues, human behaviour, and societal structures, and develop evidence-based arguments.
- **Promote Civic Responsibility and Social Awareness** by fostering an understanding of civic duties, rights, and responsibilities, and active participation in community and societal development.
- **Enhance Global Awareness and Cultural Sensitivity** by cultivating an understanding of global issues, cultural diversity, interconnectedness of societies..
- **Prepare for Careers and Higher Education in Social Sciences** by providing a strong foundation for further studies and careers in social sciences

Languages and Literature	
Subjects	<ul style="list-style-type: none"> • Literature in English • Indigenous Languages • Kenya Sign Language (KSL) • Fasihi ya Kiswahili • Sign Language • Arabic • French • German • Mandarin Chinese

Humanities and Business Studies	
Subjects	<ul style="list-style-type: none"> • Christian Religious Education • Islamic Religious Education • Hindu Religious Education • Community Service Learning (CSL) • Business Studies • History and Citizenship • Geography

SOCIAL SCIENCES PATHWAY...

Suggested Learning Approaches in the Social Sciences Pathway

- **Inquiry-Based Learning:** Learners ask questions, conduct research, and explore social phenomena through inquiry-based projects and case studies. Examination of real-world scenarios and historical events will foster a deeper understanding of social issues.
- **Project-Based Learning:** learners are engaged in projects that require critical analysis, research, and problem-solving; creating policy proposals, conducting community studies, or developing business plans. This will promote teamwork and collaboration through group projects and discussions.

SOCIAL SCIENCES PATHWAY...

Assessment and Evaluation Approaches

Continuous Assessment: Learners' ability to apply theoretical knowledge, analyse data, and present well-reasoned arguments will be evaluated through research papers, essays, presentations, case studies, and tests

Competency-Based Evaluation use rubrics and performance-based assessments to measure learners' progress in achieving social science competencies;-critical thinking, problem-solving, research skills, and effective communication.

Capstone Projects will demonstrate learners' ability to integrate and apply social science concepts;- conducting a research study, developing a community project, or analysing a global issue.

Resources and Infrastructure

Libraries and Research Centers:- Schools should have a well-stocked library with books, journals, online resources and digital tools for use in research, data analysis and presentation.

Technology Integration:- Involves incorporation of technology into the learning process; Geographical Information System (GIS) software for geography, statistical tools for economics, and online databases for research.

Teacher Training and Professional Development in social sciences subjects and pedagogical approaches.

SOCIAL SCIENCES PATHWAY...

Tracks	Subjects	Basic Infrastructure required
Language and Literature	<ul style="list-style-type: none"> Literature in English Fasihi ya Kiswahili Sign Language Arabic French German Chinese Mandarin Indigenous Language 	<ul style="list-style-type: none"> Tuition facilities, Libraries, Theatres, ICT, digital devices, Standard classroom, Language room
Humanities and Business studies	<ul style="list-style-type: none"> Christian Religious Education Islamic Religious Education Hindu Religious Education Business History and Citizenship Geography 	<ul style="list-style-type: none"> Subject rooms Weather Station- Geography ICT, digital devices

Support and Guidance

Career Guidance to provide learners with information on various career paths within the social sciences, necessary education and training required for each.

Mentorship Programs to connect learners with professionals in social science fields;- lawyers, economists, sociologists, and educators, who can provide mentorship and career advice. Participation in social science clubs, debate societies, and mock trials will build practical skills.

Collaboration with Universities and Organisations: Partnerships with universities, research institutions, and NGOs to provide learners with exposure to real-world applications of social sciences. They also facilitate workshops, and guest lectures by experts in the social sciences

SOCIAL SCIENCES PATHWAY...

Career and Higher Education

Career opportunities for learners who complete the Social Science Pathway:

- **Law:** Legal studies, law enforcement, and judiciary roles.
- **Education:** Teaching, educational administration, and curriculum development.
- **Public Administration:** Government service, public policy analysis, and political science.
- **International Relations:** Diplomacy, international development, and global affairs.
- **Economics:** Economic analysis, financial services, and development economics.
- **Social Work:** Community development, counselling, and social services.
- Further studies in universities and colleges offering social sciences; law, business, and related fields.

Inclusivity and Equity

Cultural Sensitivity will ensure schools foster an inclusive learning environment that respects and celebrates cultural diversity and different perspectives. Learners will explore social issues related to equity, justice, and human rights.

Accessibility to ensure that all learners have access to social science education by offering basic accommodations and support services. Learners should participate and engage in social sciences regardless of background

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) PATHWAY

The STEM Pathway under the Competency-Based Education (CBE) is designed to equip learners with the knowledge, skills, and competencies required to excel in scientific and technical disciplines. This pathway is ideal for learners who have a strong interest and aptitude in areas related to science, technology, engineering, and mathematics.

Core objectives

- Develop **Analytical** and Problem-Solving Skills for learners to be able to think critically, analyse complex problems, and develop innovative solutions using scientific and mathematical principles.
- Foster Technical Competence by providing hands-on experience in practical settings (laboratories, workshops etc) to build technical skills relevant to various STEM fields.
- Encourage Innovation and Creativity by inspiring learners to explore new ideas, technologies, and methodologies in solving real-world challenges.
- Prepare for Advanced Studies and Careers by ensuring that learners have a strong foundation in relevant subjects.

STEM Pathway...

Tracks	Subjects
Pure Sciences	<ul style="list-style-type: none">• Physics• Chemistry• Biology• Mathematics
Applied Sciences	<ul style="list-style-type: none">• Computer Science;• Home Science;• Agriculture;
Technical studies	<ul style="list-style-type: none">• Aviation• Building Construction• Electricity• Metalwork• Power mechanics• Woodwork• Media Technology• Marine and Fisheries Technology

Suggested Learning Approaches

- **Practical and Experimental Learning** with emphasize on hands-on learning through experiments, projects, and real-life applications in laboratories and workshops. Participation in science fairs, competitions, and collaborative projects will facilitate application of theoretical knowledge.
- **Research and Inquiry-Based Learning** with learners encouraged to engage in research projects and inquiry-based learning for deep exploration of scientific concepts. Learners should be supported in developing their own hypotheses, conducting experiments, and presenting their findings.

STEM Pathway...

Assessment and Evaluation

Continuous Assessment

through a combination of practical work, performance assessment, projects, tests, and exams to evaluate learners' ability to apply knowledge, solve problems, and work collaboratively on STEM-related tasks.

Competency-Based Evaluation

focus on assessing competencies;-critical thinking, problem-solving, technical skills, and innovation. Rubrics and performance-based assessments will measure learners' progress in achieving STEM competencies

Capstone Projects

demonstrate learners' ability to integrate and apply STEM knowledge in a comprehensive manner.

Resources and Infrastructure

Laboratories and Workshops: Schools should be equipped with state-of-the-art laboratories and workshops for science experiments, engineering projects, and technology development. Access to tools, equipment, and materials necessary for practical learning in STEM subjects should be provided.

ICT and Digital Tools: Integrate ICT resources; computers, software, and internet access to support learning in STEM. Digital platforms and online resources enhance learning experiences and provide additional learning materials.

Teacher Training: Teachers should be well-trained in STEM subjects and teaching methodologies; use of ICT and practical teaching strategies. Continuous professional development will keep teachers updated.

Basic requirements for STEM Pathway

Tracks	Subjects	Basic infrastructure requirement
Pure sciences	<ul style="list-style-type: none"> Mathematics Advanced Mathematics Biology Chemistry Physics 	<ul style="list-style-type: none"> Fully equipped science labs Standard classrooms ICT, digital devices Water points Mathematics rooms
Applied Sciences:	<ul style="list-style-type: none"> Agriculture Computer Studies Home Science 	<ul style="list-style-type: none"> Adequate land;- crop and livestock production Workrooms for Agriculture and Home science Storage for Agric and Home science equipment Computer Lab ICT, digital devices
Technical Studies:	<ul style="list-style-type: none"> Metal Work Wood Work Aviation Building Construction Electricity Power Mechanics 	<ul style="list-style-type: none"> Classrooms ICT devices Multipurpose workshop(s) Appropriate tools and equipment for the specific subjects

STEM Pathway...

Career and Higher Education

Engineering (Civil, Mechanical, Electrical, etc.)

Information Technology and Computer Science

Medicine and Health Sciences

Environmental Science and Sustainability

Data Science and Analytics

Research and Development in various scientific disciplines

Advanced studies in universities and other tertiary education institutions to specialise further in their chosen STEM fields.

Support and Guidance

Mentorship Programs to connect learners with mentors from the STEM industry, academia, and research institutions to provide insights and guidance on career development. Participation in STEM clubs, societies, and extracurricular activities will foster a deeper interest in STEM.

Collaboration with Industry and Universities to build partnerships that provide learners with exposure to real-world applications of STEM. Internships, workshops, and guest lectures by experts enhance learners'

STAGE-BASED VOCATIONAL EDUCATION PATHWAY

Stage-Based Vocational Education is designed to equip special needs learners with practical skills and technical knowledge that prepare them for various career paths. This system is integrated into the Competency-Based Curriculum (CBC), which aims to produce well-rounded individuals ready for the demands of the modern workforce

Objectives of Stage-based Vocational Education

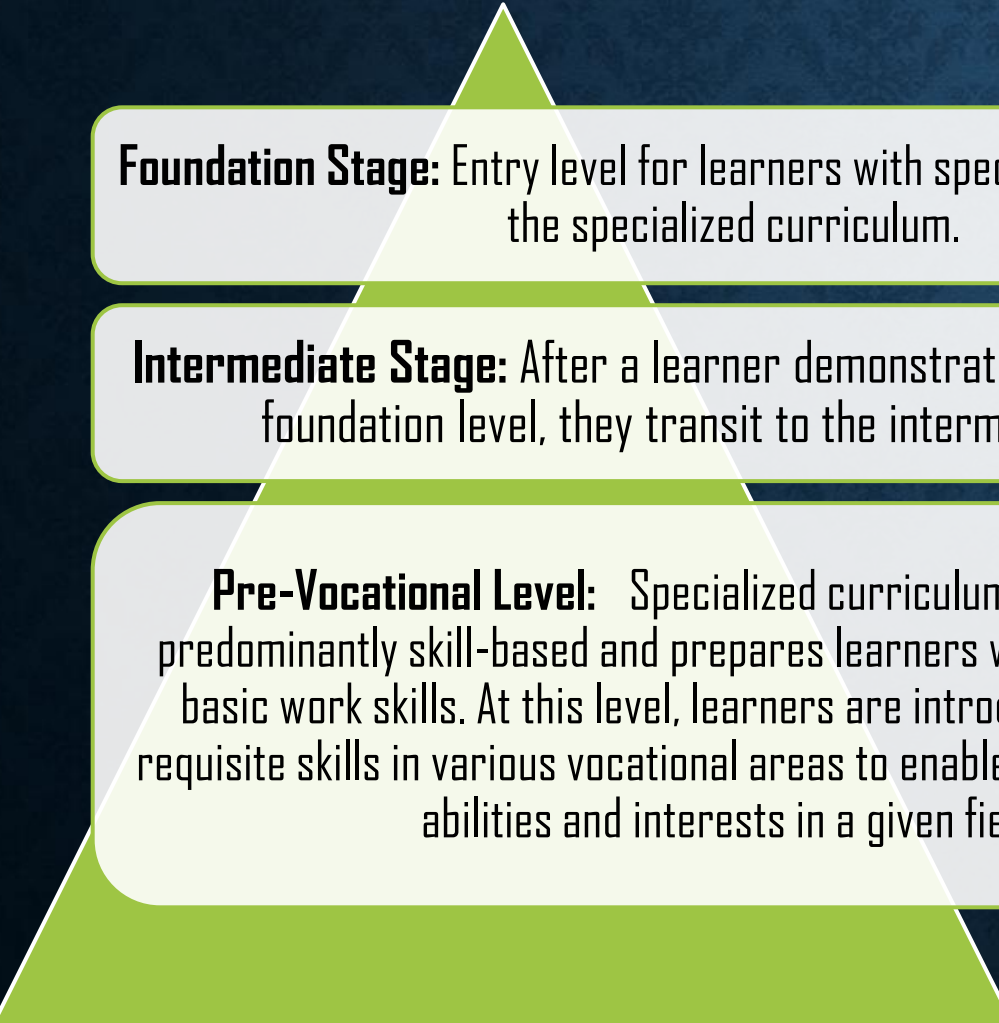
Progressive Skill Development to enable learners acquire and build upon vocational skills progressively, from basic to advanced levels.

Workforce Readiness: Prepare learners for immediate entry into the labour market by providing them with relevant skills and certifications.

Multiple Career Pathways: Offer learners flexibility in choosing between furthering their education, entering the workforce, or pursuing further vocational training.

Alignment with Industry Needs: Ensure that the vocational education curriculum aligns with the current demands of the job market and industry standards

Structure of Stage-Based Vocational Education



Foundation Stage: Entry level for learners with special needs who follow the specialized curriculum.

Intermediate Stage: After a learner demonstrates outcomes at the foundation level, they transit to the intermediate level

Pre-Vocational Level: Specialized curriculum at this level is predominantly skill-based and prepares learners with disabilities for basic work skills. At this level, learners are introduced to the pre-requisite skills in various vocational areas to enable them identify their abilities and interests in a given field.

Vocational Level: Learners are placed appropriately after interest and aptitude in specific skill areas have been identified at the Pre-Vocational Level. They are introduced to various vocational skills geared towards helping individuals to acquire competencies that are required for entry into an occupation, higher education in technical fields or entrepreneurship.

Vocational Subjects: Learners will select from the 43 vocational courses (Table 7) depending on their interests and career goals.

Supporting subjects: Religious Education (CRE, IRE or HRE), Life Skills, Physical Education and Sports

Vocational Subjects at VSS

1. Weaving
2. Leatherwork
3. Animal farming
4. Crop farming
5. Cookery
6. Concrete and clay work
7. Ornament and Jewellery
8. Beauty therapy
9. Knitting
10. Carpentry
11. Hair dressing
12. Barbering
13. Dress making
14. Tailoring
15. Food packaging and value addition
16. Embroidery

17. Crocheting
18. Massage therapy
19. Pedicure and manicure
20. Carving and sculpture
21. Wax technology
22. Soap and detergent making
23. Paper technology
24. House-keeping
25. Laundry work
26. Pottery and Ceramic
27. Mosaic and collage Art
28. Playing Musical Instruments
29. Basic Metal work
30. Panel beating
31. Events layout and decoration
32. Print technology & Office operations

33. Floriculture and floral art
34. Basic Welding and Fabrication
35. Plumbing
36. Painting
37. Drawing
38. Photography and Videography
39. Basic Automotive Repair & Maintenance
40. Basic Electronics repair and maintenance
41. Basic Masonry
42. Security guards training
43. Batik and tie & dyeSecurity guards training
44. Batik and tie & dye

Vocational Level Education..

Suggested Learning Approaches

Competency-Based Learning focus on achieving specific competencies at each stage, with assessments based on practical tasks, projects, and demonstrated skills.

Experiential and Hands-On Training emphasize on practical experience through workshops, labs, internships, apprenticeships to engage learners in real-world projects to apply their learning.

Modular Curriculum: Courses are organised into modules, allowing learners to progress at their own pace and specialise in specific areas.

Industry Partnerships: Collaborations with local industries and businesses to ensure the relevance of the curriculum and provide opportunities for internships and job placements.

Assessment and Certification

Continuous Assessment as ongoing evaluations through practical tasks, projects, and performance reviews. Focus on assessing learners' abilities to apply skills in real-world scenarios.

Stage-Based Certification: Learners receive certifications after completing each stage, qualifying them for specific jobs or further education. Certifications are aligned with national vocational standards and recognized by employers.

Capstone Projects: Learners may be required to complete projects that demonstrate their mastery of skills and their ability to innovate or lead in their field.

VOCATIONAL LEVEL EDUCATION..

Career Pathways and Further Education

Direct Workforce Entry immediately after completing vocational training, filling roles that require specific technical skills.

Further Vocational Training in technical institutes, vocational colleges, or through on-the-job training programs

Transition to Higher Education in universities, particularly in technical or professional fields related to their vocational training

Lifelong Learning where learners continue upgrading their skills through advanced training, professional development courses, and certifications

Support and Infrastructure

Vocational Schools should be equipped with modern workshops, labs, and training centres with the necessary tools and technology for hands-on learning

Qualified Instructors should be skilled practitioners and trained educators, with ongoing professional development to stay current in their fields

Career Counselling and Job Placement to guide learners on career options, job search strategies, further education opportunities, and potential employers.

Partnerships with local Industry and businesses is essential for practical training opportunities and ensuring that the curriculum meets current market needs

BASIC REQUIREMENTS FOR VOCATIONAL STAGE

Vocational Courses	Basic Infrastructural Requirements
Weaving	<ul style="list-style-type: none">• Equipped Sheltered workshop, Assorted weaving materials, tools and equipment• ICT devices with assistive technologies
Leather work	<ul style="list-style-type: none">• Equipped Sheltered workshop, Assorted leather work materials, tools and equipment• ICT devices with assistive technologies• Furniture
Animal farming	<ul style="list-style-type: none">• Adequate land for animal farming• Animal farming infrastructure (shades, milking or slaughter areas, cattle dips/ spraying cages,)• Animal farming equipment ,ICT devices with assistive technologies and Furniture

VOCATIONAL STAGE ...

Equity and inclusivity

Equal Access to Vocational Education for all learners, including those from marginalised communities through scholarships, financial support, and flexible learning

Support for learners with Special Needs: Accommodations and specialized training programs to ensure full participation by LWDs in vocational education

Assessment and Evaluation at Vocational Level

CBC focuses on development of practical skills, creativity, critical thinking, and problem-solving and allows for personalised learning; learners choose vocational subjects that align with their interests and career goals.

Assessment of Competencies focus on learners' ability to demonstrate competencies rather than just academic knowledge

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Assessment of Competencies focus on learners' ability to demonstrate competencies rather than just academic knowledge.

Chapter 3: Categorization of schools



Key Considerations in Categorization

Flexibility

- Allow for students to transfer between various pathways if their interests, abilities, or career aspirations change.

Partnerships

- Collaboration with industry, universities, and other institutions can enhance career and technical education at senior school. Schools should be provided with the opportunity to develop partnerships that are beneficial to them

Infrastructure

- Ensure that each category has the necessary resources (labs, workshops, studios, etc.) for optimal student development.

Categorization of Senior schools

By Pathways

Triple Pathways Senior schools

STEM

Arts and sports

Social Sciences

Dual Pathways Senior schools

STEAMS

- STEM
- Arts and Sports

STEMS

- STEM
- Social Sciences

By Accommodation Type

Day Senior Schools

learners commute daily from their homes and do not reside on the school.

Hybrid Senior Schools (Day-and-Boarding Schools)

senior schools where some learners commute daily from their homes and do not reside on the school while others are provided with on-school residential facilities where they live, study, and participate in extracurricular activities

Categorization of Senior schools..

Triple Pathway Day Schools

- These are schools that offer the three pathways with learners attending school during the day and return home.

Dual Pathway Day Schools

- These are schools that offer the two pathways with learners attending school during the day and return home.

Triple Pathway Hybrid Schools

- These are schools that offer the three pathways with some learners attending school during the day and return home while others reside in the school

Dual Pathway Hybrid Schools

- These are schools that offer the two pathways with some learners attending school during the day and return home while others reside in the school

Special Needs Schools

- They offer education to learners who experience difficulties within the mainstream education system. (Hearing Impairment, Visual Impairment, Physical impairment)

Vocational schools

- These schools offer vocational education to learners who are following the stage-based pathway



Chapter 4: Placement of Grade 10 learners

Equity and Inclusiveness in senior schools



PLACEMENT OF LEARNERS IN GRADE 10

- ▶ Placement will be determined by learners' choice of pathways, tracks and schools, school category and capacity, merit and equity
- ▶ Learners not placed in schools of their choice, will be placed in available slots in schools offering the pathway and tracks of their choice.
- ▶ No learner will be denied the opportunity to join senior school
- ▶ Selection and placement will be fully computerised
- ▶ Selection and placement will be restricted to learners who have successfully completed the requirement for Grade 9.





Placement of Learners in Grade 10

Selection of pathways, tracks, subjects and schools



Data validation and verification



Computation of quotas



Pre-selection schools



Selection to SNE and Integrated Senior Schools



Selection to Boarding Schools

Selection to Day Senior schools



Selection to Vocational Schools



Release of selection results



Applications for change of placement



Admission of learners to schools





Cluster of Learning Areas for Placement

learning areas at JS will be clustered to match the curriculum with students' interests, skills, and future career goals and applied in placement

Performance in cluster learning areas will be used in placement of learners in appropriate pathways in senior school.

The cluster learning areas adopted for each track clearly relate to subjects in the pathways that learners would like to pursue in senior school as well as the careers they would like to pursue thereafter



Cluster of Learning Areas for Placement



Pathway	Track	Elective Subject at SS	Cluster of JS Learning Areas	Criteria
STEM	Pure Science	Mathematics, Chemistry, Physics, Biology	Integrated Science, Mathematics English/Kiswahili/KSL Pretechnical studies	At least 3 learning areas forming the cluster will be considered
	Applied Science	Agriculture Computer Home science	Agriculture, Integrated Science Mathematics, Pre-technical studies	
	Technical Studies	Aviation, Building construction, Electricity Power mechanic Metal work Wood work	Pre-technical Studies, Integrated Science, Mathematics, Creative Arts	





Cluster of Learning Areas for Placement ..

Pathway	Track	Elective Subjects at Senior School	Cluster of Learning Areas at Junior School	Criteria
Social Science	Language And Literature	1.Literature in English 2.Fasihi ya Kiswahili 3.Sign language 4. Arabic 5. French 6. German 7. Mandarin Chinese 8. Indigenous languages	1.English 2.Kiswahili/Kenya Sign Language (KSL) 3. Social studies 4. Religious Education.	At least 3 learning areas forming the cluster will be considered
	Humanities	1.Religious education (CRE/IRE/HRE) 2.History and Citizenship 3.Business Studies 4.Geography	1.Social Studies 2.Religious Education 3. Pre technical studies 4 English/Kiswahili/KSL	





Cluster of Learning Areas..

Pathway	Track	Elective Subjects at Senior School	Cluster of Learning Areas at Junior School	Criteria
Arts And Sports Science	Arts	1.Music and dance 2.Theatre and film 3.Fine Art	1. Creative arts and sports 2.Kiswahili/ English/KSL 3.Social Studies 4. Pre-technical studies	At least 3 learning areas forming the cluster will be considered
	Sports Science	1.Sports and recreation	1.Creative arts and Sports 2.Integrated science 3. Kiswahili/ English 4.Mathematics	



Grading of learners at Grade 9



PWPER Report recommended that grade 9 assessment comprise 20% KPSEA, 20% SBAs in grade 7 and 8 and 60% summative evaluation at grade 9.

The rubrics used in CBC assessment have been the 4-point levels of EE, ME, AE and BE is now expanded to 8 levels:

Performance Level	Actual Performance Level	Raw Marks	Points
Exceeding Expectation	EE1	90-99	4.0
	EE2	75-89	3.5
Meeting Expectation	ME1	58-74	3.0
	ME2	41-57	2.5
Approaching Expectation	AE1	31-40	2.0
	AE2	21-30	1.5
Below Expectation	BE1	11-20	1.0
	BE2	1-10	0.5



Placement cont.



Placement will also take into account learners' interest and aptitude.

Learners are expected to meet some minimum requirement in their cluster for consideration for the track of choice.

Learner's Personality and Interest assessment outcomes will be used to calculate the cluster weight for the tracks

PATHWAY	Track	Learner's Personality	Learner's Interest	Cluster Weight
Arts & Sports Science	Arts			
	Sports Science			
Social Science	Language and literature			
	Humanities and business			
STEM	Pure Science			
	Applied Science			
	Technical Studies			





Selection of Pathways and Tracks

Grade 9 Learners will select pathways that they wish to join.

Selection will be done during registration for KJSEA by KNEC.

The selection will be based on learners ability, interest, and personality assessments.

The selection of the pathway shall take the following format: -

The Bio Data of the learner shall be captured

Pathways tracks and subjects will be selected in order of preference.

This will be done in consultation with the schools and parents/ guardians.

Learners will be provided with information about the subjects offered in various schools per track.





Selection of Pathways and Tracks cont.

The learner will select seven (7) schools for their first-choice pathway and track

Three (3) schools for the second-choice pathway and track

Two (2) schools for the third-choice pathway and track **(Total 12 schools)**

Nine (9) will be boarding schools, four (4) from the learners' home county, five (5) from outside their home county/county of residence.

Three (3) day schools in their home sub county/county of residence.

Pathway(s) selected shall lead to a total of twelve (12) senior schools





Data Validation and Verification

Done by regional supervisors- accuracy, consistency, and reliability of data

- Correct entry and processing- cross-checked with original sources
- Correct format- no invalid characters or symbols in text fields
- Numerical values fall within range- age (0-120yrs)
- Mandatory fields are not left blank- county
- Verification of key identifiers- School UIC, KNEC code, Assessment No.
- Data conform to required type- text, integer, date
- Data collection, entry and processing follow defined procedures
- MOE officials and Principals will be responsible of accuracy and completeness





Computation of Quotas

Sub county quotas will ensure equity in placement to in boarding schools.

- ▶ To foster nationalism, patriotism and promotes national unity
- ▶ A formula will determine the number of learners from public or private JS to be placed in boarding SS. School capacity computed based on 45 students par stream.

▶
$$\text{Quota} = \frac{\text{Sub County Candidature for either Gender}}{\text{National Candidature for either Gender}} \times \text{School Capacity} \times \frac{50}{100}$$

- ▶ Affirmative action apply for sub-county that misses a slot due to low candidature

▶
$$\text{Number From Public} = \frac{\text{Public Sub County Candidature for either Gender}}{\text{County Candidature for either Gender}} \times \text{Sub County Quota}$$

▶
$$\text{Number From Private} = \frac{\text{Private Sub County Candidature for either Gender}}{\text{County Candidature for either Gender}} \times \text{Sub County Quota}$$





Pre-Selection

S/No	School	County	Pre-selection level
1	Starehe Boys	Nairobi	100%
2	Starehe Girls	Nairobi	100%
3	Moi Forces Academy	Nairobi	80%
4	Moi Forces Academy-Lanet	Nakuru	80%
5	Utumishi Academy	Nakuru	80%
6	Utumishi Girls	Nakuru	80%
6	Moi Tea	Kericho	40%
7	Uzalendo Academy	Baringo	50%
8	Koelel High School	Nakuru	50%

Pre-selection before the main selection will apply to schools started for specific purposes

List of preselected should be submitted to MoE to avoid double selection

Learners selected under this category shall be assigned the status "Pre-select".

Learners considered for pre-selection should have chosen the schools during registration.

The schools will be required to offer the 3 pathways





Placement cont.

Placement to Special Needs schools

- Learners with special education needs are considered for placement to special or integrated boarding senior schools depending on their choices during the main selection.

Placement to Vocational Schools

- Learners from the Pre-vocational level shall transit to the vocational level based on outcomes of the KPLEA (Kenya Pre-vocational Level Education Assessment).



Placement to General Senior Schools (GSS)



Top 2 learners per gender in each STEM track per sub-county be placed to Boarding schools.

Top learner per gender in each Social Science track per sub-county be placed to Boarding schools..

Top learner per gender in each Arts and Sports Science track per sub-county be placed to Boarding schools.

The rest will be placed based on performance and the choice

Learners will be placed depending on their choice of boarding or day.

Quotas to ensure equity through regional spread, public/private school participation will be applied

No more than five (5) learners from the same JS shall be placed in the same boarding school.



Placement Continued



Placement to Day Senior Schools

- Learners not placed in Boarding schools shall be placed in Day senior Schools.
- Placement will be based on choice of pathways and tracks, performance, choice of boarding or day, and capacity of the schools.

Placement from Refugee Camps

- Citizen learners will be placed like others learners
- Category of refugee centres shall be maintained as either public or private
- Learners in refugee camps shall be placed in Boarding and Day school as prescribed for each school.
- Refugee Learners will be a selection unit - no effect the host Sub-county's quota.
- UNHCR shall issue refugee learners with passes and identification documents.





Placement cont.

Placement of learners from private centres

School age (eighteen years and below) learners will be placed in Magnet Day Schools.

Pathways and tracks placement will be based on their performance.

Handling of Students Joining Instructions

2026 joining instructions for all SS should be available online in 2025

Joining instructions will not be transferable; no endorsement shall validate it.

Learners with fees payment challenges be referred to constituency bursary committees and other well-wishers for assistance

All private schools to capture their lists in NEMIS before admission





CHAPTER 5: ADMISSION AND REPLACEMENT PROCESS

Equity and inclusiveness in senior schools

ADMISSION AND REPLACEMENT PROCESS



Admission shall be automated, from access to joining instructions to reporting and replacements

- Letters of admission shall be accessed online using the learner's assessment Number.
- Admission at the school level shall be through KEMIS.
- All schools, both public and private, shall admit Grade 10 through KEMIS.
- Lists of learners selected to a school shall be uploaded to School's KEMIS account.
- No principal shall enter a learner into KEMIS before he/she reports to the school.
- Daily online reporting shall be monitored through KEMIS.



Management of Replacements



Senior schools with undeclared vacancies at the time of placement should declare them through the CDEs who will be responsible for putting on KEMIS

Schools with vacancies at the end of admission due to newly completed infrastructure and non-reporting of learners will be filled as follows;

- Parents/guardians who wish to change schools and those wishing to be considered for replacement will make the requests through the Heads of Institution (JS) on KEMIS at least 2 weeks before the official Grade 10 reporting date.
- Priority shall be given to those who had selected the schools requested.
- MOE shall control the number of requests to be approved based on documented capacity.



Management of Replacements cont.



Replacement approvals shall be done through NEMIS as follows:

- Boarding Schools: HDSE (assign and supervise)
- Day Schools: CDEs will have system rights to authorise replacement

Upon approval, the joining instructions shall be accessed online.

Replacements once approved shall be irreversible and done once.

Multiple requests, one will be approved and candidate locked out from all the others.



Management of Replacements cont.



Replacements for boarding schools shall maintain their catchment; declared vacancies benefit learners from counties that may not have taken up their first selection slots.

Extra-territorial requests will be handled by HDSE

At no time shall a school issue printed letters for replacement cases





Grievance Redress Mechanisms for Placement of Learners

Any complaint/grievance arising from dissatisfaction with selection and placement will be handled by MoE

The respective MoE offices SHALL ensure that each grievance is addressed within the existing laws, regulations, policies, and established protocols

The affected; learners, parents, and other stakeholders should;

- Channel their complaints/ grievances to the CDEs through the JS Heads of Institutions.
- Fill the prescribed form available on the MoE website.





Day Wings in Boarding Schools

GoK is committed to ensure 100% transition from Junior to Senior schools

Need to expanded capacities in the already established schools..

Opening of day wings in existing boarding schools will;

- Help maximize use of available resources
- Decongesting the boarding facilities
- Delink admission from bed capacity
- Enhance parental responsibility for close monitoring of students' discipline
- Cater for learners with health challenges and climate issues
- Demystify the perception that boarders perform better than day scholars



Operational guidelines for Day Wings in Boarding Schools



Any boarding school with a day wing will take at least 10% of day scholars.

Parents/guardians of day-wing learners' will meet the cost of meals when in school

Learners will join schools of preference by selecting the day wing option during the selection process.

Students shall maintain the status for the duration they are in the school.

Admission shall be based on merit, ability to commute and meet the provisions of the school routine and rules.

Learners shall be integrated seamlessly into the student body

School to manage the entry and exit of these students daily.

School uniforms shall be the same for all students in the school





CHAPTER 6: AUTOMATED PLACEMENT SYSTEM

Equity and inclusiveness in senior schools



CHAPTER 6: AUTOMATED PLACEMENT SYSTEM



System intended to place children to particular pathways, tracks and schools where they have better chance to succeed.

Learners' Interests:

Learners select subjects or careers they would like to pursue. System's career exploration tools assist them better grasp how their interests relate to other academic or career routes.

Academic Performance:

The system determines appropriate subject selections or streams based on students' academic performance; grades, test scores, and subject proficiency.

Input from Teachers:

The system allows teachers to offer suggestions based on their knowledge of a learner; potential, skills, and shortcomings.

Automated Decision-Making:

The system processes the student preferences, academic data, and teacher inputs and automatically place learners to relevant or pathways and tracks/ subjects based on predefined criteria or weightings





CHAPTER 6: AUTOMATED PLACEMENT SYSTEM

System intended to place children to particular pathways, tracks and schools where they have better chance to succeed.

Flexible Override Mechanism:

- The system is flexible to allow teachers or administrators to manually alter placements if specific circumstances emerge, such as behavioural concerns or unique student needs. The system will allow learners or their guardians to request reviews of placement decisions, ensuring transparency and flexibility.

Feedback and Support System:

- The system keeps track of students' progress and provides chances for reassessment in case of poor or exceptional performance enabling adjustments. The system will be connected to student support services to guarantee assistance throughout the process, and academic or counselling support as needed.

Information and Analytics:

- Comprehensive placement information will help MoE and schools keep an eye on trends like the number of students pursuing different streams or the relationship between placement and performance. The system can input on curriculum development and policy changes by examining the success rates of students in their selected pathways.





Automated Determination of Learners' Interests

Identification of learners' interests and strengths will be automated to ensure accuracy, scalability, and efficiency

A step-by-step guide for an automated process to determine learners' interests:

- **Data Collection-** Interest Surveys or Questionnaires, and Parent and Teacher Feedback
- **Data Analysis and Artificial Intelligence (AI) Integration** to process, interpret information and provide personalized recommendations
- **Personalized Learner Profiles** generated to provide insights into each learners interests, strengths, and potential pathways and career paths.
- **Recommendations and Personalized Pathways** based on suitable subject combinations/tracks , co-curricular activities, and potential career paths
- **Ongoing Monitoring and Feedback** (new data and recommendations) to ensure alignment with students' evolving capabilities and goals.
- **Integration with National Education Systems and assessment tools** to ensure that the process aligns with national education policies and standards

The system will automatically assist with placement decisions, matching learners to schools or programs that offer pathways best suited to their interests and strengths

Automated Academic Performance



Integrated in the automated placement system **Academic Performance will play the following role in Placement**

- **Primary Criterion:** A key factor in deciding the appropriate placement for students in academic pathways or schools that match their academic abilities and strengths.
- **Pathway /Track Selection:** Academic performance in relevant learning areas will be used to determine whether the learner qualifies for a particular pathway; STEM, Social Sciences, Arts and Sports Science, or track.
- **Merit-Based School Placement:** Academic performance may be used to place top-performing learners in highly competitive pathways or top-tier programs or schools.



Integration of Academic Performance in the Automated Placement System



- **Data Input:** Academic records (exam scores, grades, assessments) will be uploaded into the system from KNEC.
- **Algorithm-Based Decision Making:** The placement system will use algorithms to match students to pathways, tracks and schools based on a set of criteria;
 - ✓ academic performance being one of the weighted factors: Weighted scoring, Subject-specific scoring and ranking
- **Automated system reduces over- reliance on academic performance** so as not to disadvantage students who may excel in areas not captured by traditional assessments, such as creativity, sports, or leadership skills



AUTOMATED ACADEMIC PERFORMANCE



Equity in Placement

- ✓ To ensure fairness, the system will incorporate multiple metrics (grades: cluster of Learning areas (LAs), SBAs, National assessment) to help mitigate any biases from a single assessment.
- ✓ The system will ensure that students from underserved communities or those with learning difficulties are not unfairly excluded based on academic performance alone.
 - **Academic Performance and School Categorization**-placement to General and Magnet schools
 - **Data Accuracy and Validation**-free of error and reflect students' true records



Teacher input in the automated placement system



This complement academic performance and learners' preferences in placement through:

Holistic Evaluation: Teachers assess academic performance; behaviour, interests, strengths, weaknesses, and social skills.

Recommendations for Pathways: Teachers can recommend specific pathways for learners based on their knowledge of a learners' abilities, interests, and long-term potential.

Support for Special Needs: Teachers can recommend learners who require special educational support or accommodations thus tailored learning support services.

Recognition of Non-Academic Talents: Teachers can recommend learners with exceptional talents in areas like sports, music, or the arts and advocate for students to be placed in schools that nurture these talents.



Automated Decision-Making in the Placement System



Placement decisions will be made by the System's use algorithms and software to analyze and process various data inputs (e.g., academic performance, teacher recommendations, student preferences)

- **Enhance Efficiency:** Process large amounts of data quickly and accurately to place learners in suitable pathways, tracks and schools
- **Reduce Human Error:** Ensure decisions are based on predefined criteria, thus minimizing errors or inconsistencies in the placement process.
- **Promote Fairness and Equity:** Ensure that all learners are evaluated using the same criteria, reducing the likelihood of biases in placement decisions.
- **Optimize Resources:** Match students to pathways, tracks and schools with available resources .





Balancing Automated Decision-Making with Human Judgment

The system will incorporate a mechanism for human oversight to address cases that algorithms may not handle well. This could include:

- **Appeals Process:** Students and parents can appeal decisions if they believe the placement was inappropriate or if there were errors in the data.
- **Manual Review for Special Cases:** School administrators or educational authorities can review placements for students with special needs or unique circumstances.
- **Periodic Audits:** Regular reviews of the system's algorithmic decisions to ensure fairness and identify any unintentional biases in the process.



Flexible Override Mechanism in the Placement System



It allows for manual intervention or adjustments in the placement decisions made by the system. This is to Address special cases, exceptional circumstances, or correcting errors that the automated system might not adequately handle. **The Purpose of a Flexible Override Mechanism is**

- Ensure Fairness for unique circumstances
- Correct Errors in data entry –may lead to incorrect placement
- Accommodate Special Cases- SNE, health and family circumstances
- Resolve Appeals in a structured way
- Enhance Flexibility on the strict system's rules or criteria (national goal or learner needs)



KEY FEATURES OF A FLEXIBLE OVERRIDE MECHANISM



Manual Review and Adjustment-

- human oversight on specific cases, intervention points for human judgement

Transparent Criteria for Overrides-

- clearly defined scenarios (SNE, geographical challenges, family circumstances, system errors and exceptional talent)

Appeal Process-

- Justification of consideration, timeline(2 weeks after placement results)

Flexible Capacity Management-

- to accommodate students with SN or exceptional talent, or an ideal fit for a particular school

Administrator Access and Authority-

- authorized users have limited access to override automated decisions, overrides documented (reason and user details).



Workflow of the Override Process



Placement Decision by Automated System: Using learners data the system makes initial placement decisions based on pre-defined criteria

Identification of Cases for Review: Certain cases are flagged automatically (e.g., special needs students) or manually (e.g., by parents or teachers) for review.

Appeal Submission: the aggrieved submit an appeal through a formal process, give reason for appeal and provide supporting documentation.



Workflow of the Override Process cont.



Manual Review and Override:

Authorized officers review the flagged case and, if appropriate, use the override mechanism to adjust the placement. A review panel or administrator checks if the case meets the criteria for override.

Audit and Documentation:

Each override is logged in the system with details of the change, the reason for the decision, and the authority who approved the override. This ensures accountability and provides a clear record for future audits.

Final Notification:

Once the override decision is finalized, the student and parents are notified of the change in placement, along with an explanation of the outcome





Feedback and Support System

A structured way for students, parents, educators, and administrators to give input, ask questions, and address concerns related to the automated placement process.

Purpose of a Feedback and Support System

- **Facilitate Communication:** Provide a platform for students, parents, and school staff to raise concerns, ask questions, or request clarifications regarding placement.
- **Resolve Issues:** Address errors, discrepancies, or challenges faced during the placement process, ensuring that problems are quickly and fairly resolved.
- **Improve Transparency:** Increase trust by allowing users to understand how placement decisions are made and providing an opportunity for feedback on the process.
- **Enhance User Experience:** Support users throughout the placement process by offering guidance, explanations, and solutions to technical or administrative issues.
- **Continual Improvement:** Collect feedback on system performance to identify areas for improvement, ensuring that future iterations of the placement system function more effectively.



Core Components of the Feedback and Support System



– **Help Desk or Support Center:** A team of trained personnel will be available to handle queries related to placement, dedicated helplines (phone, email, online chat) where users can reach out for assistance

Automated FAQs and Chatbots: A Frequently Asked Questions section will address common queries, chatbot will handle simple queries and guide through routine processes.

Feedback Mechanism: After placement notifications the system will prompt users to fill out short surveys for feedback on overall satisfaction with the process

Appeals Process: A learner/parent who disagrees with a placement decision, should formally tatus of their appeals.

System Feedback for Continuous Improvement: Feedback collected will be analyzed to identify patterns in user concerns, challenges, or system weaknesses to inform improvement



Key Features of an Effective Feedback and Support System



- **User-Friendly Interface:** Intuitive and easy to navigate system. User-friendly forms, clear instructions, and accessible contact options.
- **Real-Time Support:** live chat or phone support options provide real-time assistance.
- **Timely Responses:** Response will be made between 24-48 for inquiries, feedback, and within 7-14 days for appeals.
- **Transparent Communication:** Regular updates to users are provided throughout the placement and support process.
- **Language and Accessibility:** The system is accessible to all users through multiple languages and consider accessibility needs



Information and Analytics in the Placement System



Ensure that the automated placement system functions efficiently, fairly, and transparently

Purpose of Information and Analytics in Placement Systems

- **Data Supported Decision-Making:** informed placement decisions ensure that learners are placed in pathways or schools that best suit them
- **Monitor System Performance:** Track how effectively the placement system is operating and identify potential areas of bias, errors, or inefficiencies.
- **Enhance Transparency:** Provide stakeholders with clear insights on how placement is done, ensuring that the process is understood and trusted.
- **Drive Continuous Improvement:** Data driven evaluation of the effectiveness of placement criteria and algorithms to inform improvements.





CHAPTER 7: ROLES AND RESPONSIBILITIES OF OFFICERS

Equity and inclusiveness in senior schools

ROLES AND RESPONSIBILITIES OF OFFICERS



- **The Cabinet Secretary is responsible for overall governance and management of education, training and research and will have the following functions in regard to implementation of these guidelines:**
 - **Provide Parliament with full and regular reports concerning implementation of the guidelines.**
 - **Facilitate the smooth implementation of the guidelines.**
 - **Advice His Excellency the President on the guidelines implementation process**

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **The Principal Secretary** will be responsible to the cabinet secretary and will perform the following functions:
 - ✓ Facilitate achievement of the objectives of the Guidelines.
 - ✓ Implement an effective performance management system to implement the guidelines
 - ✓ Advice on Policies particularly to the Cabinet secretary, Education for the effective implementation of the guidelines
 - ✓ Day to day management of budgets for implementation of the guidelines
 - ✓ Leadership and oversight of agencies implementing the guidelines
 - ✓ Manage senior team in the implementation of the guidelines

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **The Director General** is the head of the Technical Function and will be responsible to the Principal Secretary for the following functions:
 - ✓ Advise the Principal Secretary on all matters pertaining to technical aspects in implementation of NESSP.
 - ✓ Coordinate technical functions related to Grade 10 placement and admission
 - ✓ Leadership of the technical directorates
 - ✓ Oversight of agencies dealing with Grade 10 placement
 - ✓ Manage senior technical team in the Grade 10 placement process

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Head of Directorate of Senior Schools**

- ✓ Obtaining data from CDEs and SCDEs on available places in all senior schools.
- ✓ Directing and coordinating operations of the selection exercise.
- ✓ Preparing selection process timetable.
- ✓ M&E of the admission process during and after the selection exercise.
- ✓ Handling any queries pertaining to Grade 10 admission nationally.
- ✓ Enforcing the Ministry's selection and fees guidelines adherence.
- ✓ Appointing senior officers from HQs to coordinate selection and placement issues from the field
- ✓ Ensuring online access to calling letters and the call Centre are fully operational in liaison with ICTA and MOE ICT
- ✓ Approval of request for replacement through the NEMIS

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Heads Technical Directorates** will undertake the following key aspects in implementation of the guidelines:
 - ✓ Analyse priorities, targets, and timelines of the guidelines to integrate them seamlessly into the placement process.
 - ✓ Develop action plans, allocate resources, set timelines, and assign responsibilities for effective implementation.
 - ✓ Ensure sufficient resources allocation to priority areas identified in the guidelines.
 - ✓ Foster relationships with, and mobilize stakeholders' support for implementation.
 - ✓ Monitor progress and evaluate the impact of the guidelines on attainment of education goals.
 - ✓ Monitor external factors, evaluate internal capabilities, and solicit feedback from stakeholders to identify areas for improvement.
 - ✓ Communicate progress on strategic initiatives related to the implementation of these guidelines to senior management, governing bodies, and other stakeholders

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Heads of Support Service Departments or Units**
 - ✓ Manage the allocation of resources; finances, personnel, and physical assets in alignment with the objectives of the guidelines.
 - ✓ Develop and implement policies and procedures governing organizational operations; HRM, FM, ICT and security in line with the objectives of the guidelines
 - ✓ Manage IT resources to align them with the guidelines, support data-driven decision-making, and enhance operational efficiency and effectiveness.
 - ✓ Manage the organization's workforce to support implementation of the guidelines.
 - ✓ Oversee the acquisition of goods and services necessary for the effective implementation
 - ✓ Coordinate the Identification, assessment and mitigation of risks that may impact MOE's ability to achieve the objectives of the guidelines.

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Regional Director of Education (RDEs)** will be responsible to the DSE for the successful conduct of the selection process at the County level. They will:
 - ✓ Coordinate CDEs in their respective regions during the Grade 10 selection
 - ✓ Ensure that all categories of schools declare actual and true capacities before and after selection
 - ✓ To check and authenticate school capacities and selection lists at the end of the Grade 10 selection exercise
 - ✓ Approval of request for replacement through the NEMIS system

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **County Directors of Education (CDEs)** will be responsible to the DSE for the successful conduct of the selection process at the County level. They will:
 - ✓ Transmit Grade 10 projection data from and to the respective SCDEs and principals and forwarding to the Ministry Headquarters.
 - ✓ Coordinate Regional launch of Grade 10 selection in liaison with MOE HQs
 - ✓ Coordinate the Sub-county launch of the selection process.
 - ✓ Manage emerging issues pertaining to Grade 10 selection and admission at the County level.
 - ✓ Strictly enforce the Ministry's selection and fees guidelines within the County.
 - ✓ Approval of request for replacement through the NEMIS system

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Sub-county Directors of Education (SCDEs)**

- ✓ Liaise with Principals to identify available **grade nine** places.
- ✓ Preside over and Coordinate Grade 9 selection exercise at the sub-county.
- ✓ Conduct replacement exercises in their respective Sub-county schools.
- ✓ Handle any queries pertaining to Grade 10 admission at the sub-county.
- ✓ Enforce the Ministry's Grade 10 placement and fees guidelines in the sub-county.
- ✓ Mop-up all selected learners to ensure they continue with their education to curb wastage

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Officers supporting heads of Directorates/ Departments/Units will**
 - ✓ Coordinate day-to-day activities, manage resources, and oversee implementation timelines for the guidelines.
 - ✓ Monitor progress towards guidelines objectives.
 - ✓ Facilitate collaboration and coordination between different departments or units within the education sector
 - ✓ Engage with internal and external stakeholders to gather feedback, address concerns, and build partnerships.
 - ✓ Identify potential risks and challenges that may impact the implementation of the guidelines and develop risk mitigation strategies

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Officers supporting heads of Directorates/ Department/ Units will**
 - ✓ Communicate progress, achievements, and challenges related to the implementation.
 - ✓ Assess the impact of external factors, such as market trends or regulatory changes, and adjust implementation of guidelines.
 - ✓ Ensure that activities and deliverables in the guidelines meet established quality standards.
 - ✓ Conduct reviews, audits, and assessments to identify areas for improvement and ensure that outputs are of high quality and meet stakeholder expectations.
 - ✓ Promote a positive organizational culture that values teamwork, innovation, and continuous improvement.
 - ✓ Lead by example, foster a supportive work environment where employees are motivated and empowered to contribute to the success of the **strategic plan**

ROLES AND RESPONSIBILITIES OF OFFICERS..



- **Principals of Senior Schools will:**
 - ✓ Ensure that accurate information on available vacancies is provided to MoE.
 - ✓ Prepare Grade 10 joining instructions in compliance with the MoE guidelines
 - ✓ Receive and rank replacement requests.
 - ✓ Invite selected learners to their schools.
 - ✓ Create a conducive learning environment for students upon admission.
 - ✓ Ensure effective implementation of the MoE guidelines on selection and fees
 - ✓ Make request for replacement through NEMIS

ROLES AND RESPONSIBILITIES OF OFFICERS..



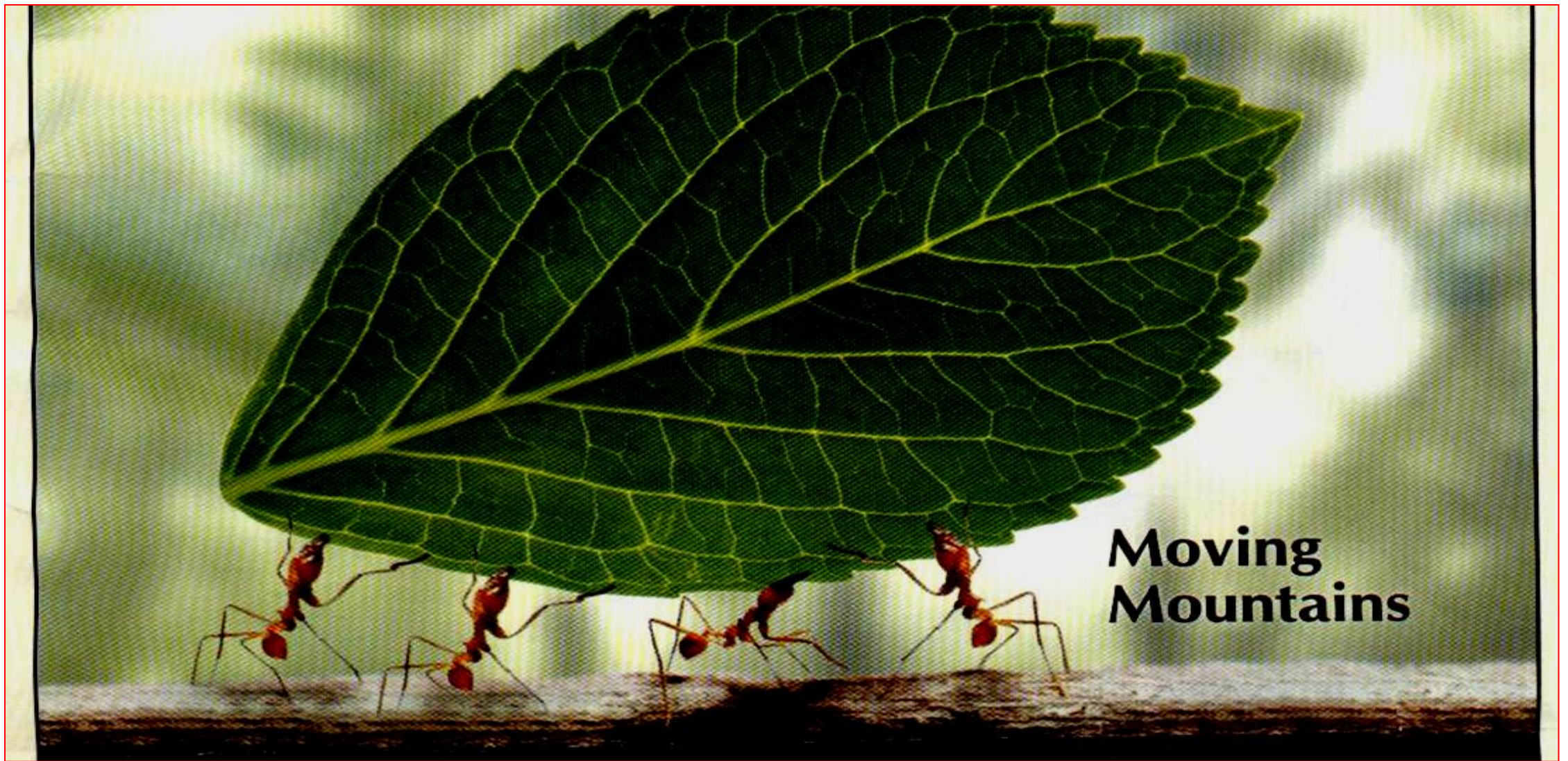
Officers involved are required to co-operate and ensure fair and credible selection process to the satisfaction of all stakeholders.

This will ensure a smooth transition of students from Junior School to senior Schools



Way forward on selection

- Retreat to Incorporate comments from senior management and finalize on automation placement system
- Presentation to field officers and KESSHA, KEPSHA officials
- Key stakeholder Validation
- Incorporation of comments from Key stakeholders
- Psychometric assessment by KNEC
- Pilot the selection Process and address emerging issues
- Release of the Selection and placement Guidelines to schools
- Embark on selection of pathways, tracks, subjects and schools by grade 9 students
- Validation of the selection by Junior schools (all schools will get a computer printout from MOE on the selection)
- MOE to finalize on the selection
- Place Grade 9 students upon receipt of the assessment results from KNEC.



**Moving
Mountains**

The End

Thank You