KENYA NATIONAL BUREAU OF STATISTICS

PILOT CENSUS REPORT

2024 NATIONAL SCHOOL CENSUS

APRIL 2024

PREFACE

The Kenya National Bureau of Statistics (KNBS) is implementing the 2024 National School Census across the country to address the key data gaps that has been existence for a long period of time. Kenya conducted the last national school census in 2007. The 2024 Census has come at a right time the Ministry of Education is rolling out various policy reforms in the education sector. One of the key reforms is the implementation of the Competency Based Curriculum (CBC), which seeks to nurture every learner's potential by ensuring all learners acquire the core competencies as provided in the Basic Education Curriculum Framework (BECF).

The pilot census was conducted between 24th to 28th March, 2024 in eight selected counties selected based on the geographical location, region, terrain among other factors. Further, schools were selected in those counties considering the levels and compositions. The pilot census was conducted to test the proposed design, census instruments and logistics. The lessons drawn from the pilot exercise will be used to improve on the procedures and instruments before conducting the main 2024 National School Census.

Plans are underway to conduct the main 2024 National School Census between May and July, 2024. The main objective of the 2024 National School Census is to provide a comprehensive and up to date database of all basic education institutions for education planning, policy formulation, decision making and international reporting and comparisons. The 2024 National School Census is expected to provide information required for policy formulation as well as providing linkages with the national development priorities. The census will also provide statistics that will be used for reporting on the development of education at the regional and international arena.

The KNBS is grateful to all the Stakeholders and institutions which participated in the pilot census. We would like to thank the Ministry of Education, Teachers' Service Commission, Kenya National Examinations Council and Council of Governors. Special thanks go to The World Bank Group for the financial support received under the Eastern African Regional Statistics Program for Results (EASPfR) to undertake this activity. The Bureau also wishes to express its gratitude to UNICEF for the financial and technical support. Finally, my sincere appreciation goes to the Government of Kenya for providing an enabling environment for the Bureau to discharge its mandate effectively.

Finally, I trust the information provided in this pilot census report will lay a solid foundation for effectively implementing the 2024 National School Census between May and July 2024.



ABDULKADIR A. AWES
DIRECTOR, POPULATION AND SOCIAL STATISTICS

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List of Abbreviations and Acronyms

BECF	Education Curriculum Framework
CAPI	Computer Assisted Personal Interview
CBC	Competency Based Curriculum
CESA	Continental Education Strategy for Africa
CSPro	Census Survey and Processing
GDP	Gross Domestic Product
GoK	Government of Kenya
GPS	Global Positioning System
ICT	Information Communication & Technology
KNBS	Kenya National Bureau of Statistics
CSOs	County Statistics Officers
NEMIS	National Education Management Information System
CSOs	Curriculum Support Officers
UNICEF	United Nations International Children's Emergency Fund
ToT	Training of Trainers

CHAPTER 1: INTRODUCTION

Education, training and research is acknowledged as a key component in Kenya's socio-economic development and a major platform for national transformation. In this regard, the Government of Kenya (GoK) is committed to providing quality and inclusive education and training, as well as a robust platform for research, to all Kenyans. This is evidenced by the provisions of the Constitution of Kenya. the Government has enacted several legislations in the sector to assure quality. These include: The Basic Education Act, 2013; the Teachers Service Commission Act, 2012; the Kenya National Examinations Council Act, 2012; the Kenya Institute of Curriculum Development Act, 2013, amended 2019; Children's Act, 2001, amended 2020 among others. Specifically, Articles 43(f) and 53(1) (b) of the Constitution provide for the right to education and the right to free and compulsory basic education, respectively.

In the quest to achieve numeracy, literacy, life skills and industry relevant skills, various policy reforms have been rolled out. One of the key reforms is the implementation of the Competency Based Curriculum (CBC), which seeks to nurture every learner's potential by ensuring all learners acquire the core competencies as provided in the Basic education Curriculum Framework (BECF).

The Government with support from World Bank and UNICEF has in the past conducted mapping and school censuses. The first mapping of schools was undertaken in 2007 by the Ministry of Education, Science and Technology (MoEST) in collaboration with the Kenya National Bureau of Statistics. The 2024 National School Census is expected to provide information required for policy formulation as well as providing linkages with the national development priorities.

1.1 Objectives of the Pilot Census

The main objective of the pilot exercise was to test the proposed design, census instruments and logistics. The specific objectives of 2024 National School Census pilot include: -

i. Test the 2024 National School Census data collection instruments;
ii. Test the suitability of CAPI data collection approach for the 2024 National School Census;
iii. Test the census data collection application (consistency checks etc.);
iv. Evaluate the calibre of personnel required for the 2024 National School Census;
v. Test the training techniques to be employed;
vi. Testing the adequacy of the enumerator's training programme;
vii. Assess the workload of enumerators and average time needed to enumerate a school by the different school levels;
viii. Test the adequacy of the enumeration period;
ix. Evaluate the overall 2024 National School Census administrative, and other general logistics;
x. Test the logistical arrangements including transport and flow of information;
xi. Test the fieldwork procedures including sending of advance questionnaires to schools, capturing data from the advance questionnaires by the enumerator, actual data collection including administering the questionnaires and integration of the two data collection applications (CSPro and Tangerine);
xii. Test the process for undertaking headcount of the learners in the classrooms, and transmission of the collected data to the central server;
xiii. Test the data transmission processes including network and GPS issues along the border of neighbouring countries;
xiv. To review and finalize the data processing plans including tabulation plans.

The lessons drawn from the pilot exercise will be used to improve on the procedures and instruments before finalization of the preparations for the main 2024 National School Census.

CHAPTER 2: SAMPLE DESIGN AND METHODOLOGY

2.1 Introduction

The pilot for the census of basic learning institutions was aimed at; testing the proposed census design, test the census instruments including CAPI, test data transmission mechanisms as well as to test the logistical arrangements that had been put in place for the census including transport, security, quality of enumerators, management of the census and the scheduled period for data collection vis a vis the number of personnel needed.

2.2 Selection of the Counties and Zones for the Census Pilot

The pilot census was conducted in all schools within the purposefully selected zones in 8 purposively selected counties, based on the criteria pre-identified in Table 1, in line with the objectives of the pilot census. Zones with about 20 basic learning institutions were targeted for the exercise. The 8 identified counties for the census pilot were: Busia, Nairobi City, Homabay, Machakos, Nyamira, Taita/Taveta, Samburu and Kericho.

Table 1: County Selection Criteria

County	Factors considered
Busia	Border county, connectivity and GPS issues
Nairobi City	Informal settlement/Highly populated schools, International schools, high class resdential areas
Homabay	Schools in islands
Machakos	Densely populated rural area
Nyamira	Rainy weather and hilly rural area
Taita/Taveta	Sparsely populated, hilly rural area
Samburu	Difficult train, Insecurity and vast area
Kericho	Tea Plantations

2.3 Locating Schools within the Zone

The census pilot aimed at identifying and enumerating all the basic learning institutions and learners within the selected zones. To ensure complete coverage of the targeted institutions, various approaches were utilized for the census. The adopted methodology for identifying and locating the schools included;

a) Using a list of basic learning institutions derived from the Ministry of Education and the Teachers Service Commission.
b) Using the Curriculum Support Officers from the Teachers Service Commission to identify and locate schools within their jurisdiction.
c) Making use of referrals (snowball) from the institutions already enumerated.

2.4. Distribution of Schools

A total of 674 basic learning institutions were identified and enumerated during the census pilot. These included 180 pre-primary schools, 223 primary schools, 175 junior high schools, 93 secondary schools and 3 pre-vocational schools. The distribution of the schools covered during the pilot census is as per Table 2.

Table 2: Number of Schools Covered by County and Level

S/No	County	Sub County	Zone	School Category/Level						
				Pre-Primary Schools	Primary Schools	Junior Schools	Secondary Schools	Pre-Vocational Schools	International Schools	Total
1	Homa Bay	Suba North	Rusinga	32	31	22	9	0	0	**94**
2	Machakos	Katiani	Iveti	29	29	23	10	0	0	**91**
3	Nairobi City	Kibra	Kibra	44	51	31	11	2	0	**139**
4	Kericho	Ainamoi	Kapsoit	31	33	22	7	0	0	**93**
5	Busia	Teso North	Amagoro	11	37	39	39	1		**127**
6	Nyamira	Nyamira South	Keera	19	18	13	9	0	0	**59**
7	Taita Taveta	Mwatate	Rong'e	13	13	13	6	0	0	**45**
8	Samburu	Samburur Central	Kisima	1	11	12	2	0	0	**26**
Total				**180**	**223**	**175**	**93**	**3**	**0**	**674**

2.5. Data Collection Instruments for the Pilot Census

Six sets of questionnaires were utilized for the pilot census, these included; Pre-primary, Primary, Junior School, Secondary, Pre-vocational and International Schools questionnaires. The questionnaires mainly focused on geographic location of the institutions, general information of the institutions, enrolment, information on teaching and non-teaching staff, and physical conditions and facilities of public and private education institutions. In addition, there was a pilot school census manual to guide the field personnel on data collection process. The pilot census instruments are as attached in **Appendix I.**

CHAPTER 3: PILOT CENSUS IMPLEMENTATION

3.1 Introduction

The preparatory activities for the 2024 National School Census including proposal development, instruments development and Training of Trainers (ToT) were undertaken. Pilot census was conducted between 24th to 28th March, 2024 in eight selected counties to pave the way for training of personnel for the main census in April, 2024 and field work to be conducted between May and July, 2024.

3.2. Training of the Pilot Census Personnel

3.2.1. Training of Trainers

The Training of Trainers (ToT) was held from 13th to 16th March, 2024 at Bontana Hotel, Nakuru City. The trainers comprised of Technical Working Group members while the trainees were drawn from KNBS, MOE, TSC, KNEC, KNATCOM and Communications Authority of Kenya (CA). The ToT workshop had a total of forty-four (44) participants. The training was technically and financially supported by UNICEF. The training entailed going through the hard copy questionnaire alongside the manual before embarking on the soft copy questionnaire in the CAPI system. The trainees were taken through all the modules of the full questionnaire, advance questionnaire using Tangerine and the CAPI installed questionnaire. This was done for all the six questionnaires that were to be administered. The personnel were also taken through the interviewing techniques and fieldwork procedures to pass the same information to the supervisors and enumerators who will be interacting with the respondents. The trainees also undertook the finalization of training materials for the census personnel. The objectives of the training were to:

i. Equip the trainers with effective facilitation methods;
ii. Review and finalize the 2024 National School Census questionnaires and manual;
iii. Familiarize the trainers with the 2024 National School Census CAPI system and Tangerine Application; and
iv. Prepare and finalize materials for training of census personnel (supervisors and enumerators).

3.2.2. Training of Supervisors and Enumerators

A total of 80 personnel (16 supervisors and 64 enumerators) were trained from 17th to 23rd March 2024 at Bontana Hotel, Nakuru City. The trainers were mainly the Coordinators and the ICT Team from both KNBS and the Ministry of Education. The list of participants and training programme are attached in **Appendices II and III**.

The training included a detailed question-by-question explanation of the six questionnaires, followed by explanations from the interviewer's manual, role-play demonstrations, group discussions and in-class practice interviewing in pairs. Issues raised by the trainees were discussed and resolved. The duration for the training was sufficient. A one-day pre-test exercise was undertaken in some comprehensive schools around the training venue for the pilot exercise. All teams gave a brief report of the pre-test, and all issues reported were addressed.

3.2.3. CAPI Training

The pilot census involved a detailed training program for the enumerators, where we delved into the specifics of using the CAPI data collection tools. We employed the use of CSPro (Census and Survey Processing System) software. Some of the topics covered included how to navigate the interface and entering data as well as troubleshooting common technical issues. Interviewers also received detailed training on the different questionnaires they would be administering, that is Pre-primary, Primary, Junior School, Secondary, Prevocational and International schools. To further prepare the enumerators for real-world scenarios, a mock interview was conducted, allowing the enumerators to practice using the CAPI system and refine their interviewing techniques.

The pilot census findings were helpful in making several improvements in the system. It assisted in discovering that GPS accuracy was sometimes inconsistent and not accurate and, in some instances, failing to pick GPS completely, requiring recalibration of the devices and provide more precise guidelines to enumerators on obtaining accurate location data. It was also found that some of the built-in data validation checks in the CAPI system were overly restrictive, preventing the entry of valid responses in certain cases. To address this, the checks were to allow for greater flexibility while still maintaining the integrity of the collected data. Finally, instances were encountered where enumerators experienced connectivity challenges, hindering their ability to sync data in real-time. In response,

offline functionality of the CAPI system was improved, enabling enumerators to continue collecting data even without an internet connection and sync it later.

The lessons learnt from the pilot census proved invaluable in preparing for the main census.

The insights were integrated into an enhanced training program, placing greater emphasis on troubleshooting common issues and ensuring data quality. The CAPI system was updated to address the identified issues, including improvements to GPS accuracy, data validation checks, and offline functionality. The questionnaire was also refined based on feedback from the pilot by improving the overall flow and user experience.

During the CAPI training, all issues identified in the questionnaires were rectified. A pre-test exercise was undertaken in some comprehensive schools around the training venue for the pilot exercise. All teams gave a brief report of the pre-test, and all issues reported were addressed.

The CAPI system was programmed to automatically enable quality checks from within the system. Error windows popped up on sections where the enumerators entered data that was illogical, thus forcing the interviewer to review the answers for that question/ section. The system also did not allow the enumerator to proceed until mandatory fields were filled.

3.2.4. Training on use of Maps and GIS

Training on use of maps and GIS was not conducted during the training of ToTs at the pilot stage and therefore no maps were used in the pilot exercise. However, after the pilot exercise, it was agreed that there was need to have the maps as a guide to help in identifying schools, plan on coverage and also assist in tapping GPS points in cases where the CSPro system had challenges of accurately picking the GPS location. A proposal on the use of maps by supervisors to identify schools in the zones was adopted after the pilot exercise. It was agreed that maps at location administrative level be provided during the main exercise. Survey Solutions software was to be used to incorporate the maps into the data collection tool. It should be noted that the software was used by the supervisors only to enhance the collection of GPS and monitor coverage.

3.3. Field Work (Data Collection)

Pilot Census field work was carried out by 16 teams for a period of 5 days from 24th to 28th March 2024. It was conducted in each of the selected divisions within the selected counties. Each team included one supervisor, four enumerators and a driver.

Two scenarios for the actual count of enrolment were to be tested namely:

1. Conducting actual head count of all learners in all the classes in each of the schools/level;

2. Conducting head count of learners in randomly sampled classes in each of the schools/level. In each county, two divisions were selected to test the two scenarios.

Data collection was undertaken using a Computer Assisted Personal Interview (CAPI) system where trained interviewers captured information using mobile devices and electronically transmitted the data to the central server. The headteachers of the selected schools were issued with hard copy advance questionnaires and were expected to capture the information in Tangerine Application provided by the Ministry of education.

The pilot census questionnaires were programmed and uploaded into the mobile devices using the Census Survey and Processing (CSPro) due to the existing experience and expertise in the Bureau and the availability of technical backstopping. A team comprising of programmers and subject matter specialists was constituted to ensure all the checks were in place before the questionnaires were uploaded into the mobile devices. The enumerators, supervisors and coordinators roles are attached in **Appendix IV.**

3.4. Data Entry

Two data collection apps were developed to capture the data: The first app (CSpro) was to be used to capture all the information as per the CAPI questionnaire. The app contained different modules for capturing the information.

The second app (Tangerine) to be used by the school heads to capture information as per the advance questionnaire which included only certain modules or sections of the questionnaire. The app's link was shared with school heads to capture the data and submit to a central server in the Ministry of Education.

During data collection, the enumerator interviewed the school head/respondent and captured information for the CAPI questionnaire directly into the mobile devices issued. The enumerator then collected the hardcopy of the advance questionnaire from the respondent for submission to KNBS County Office by the supervisor.

3.5. Pilot Census Debrief

A debriefing workshop for the pilot census was held from 29th to 31st March, 2024 at Bontana Hotel, Nakuru City. The main objective of the debrief was to receive and collate the findings of the pilot census fieldwork. The information gathered from the debrief were used to finalize the questionnaires, CAPI system and other field logistics.

3.6. Logistical Arrangements

3.6.1. Communication

Effective team communication played a crucial role in the success of the pilot exercise. Daily briefings and group messaging facilitated seamless information flow. Airtime was provided to the field teams for ease of communication. To further enhance communication, it was recommended to explore and implement a dedicated communication platform for real-time data, quality team that will updates errors.

3.6.2. KNBS County Staff Roles

The support provided by County Staff, particularly KNBS County Statistics Officers (KNBS CSOs) enabled the smooth running of the exercise in the selected counties. They also assisted in linking the teams with the other county stakeholders in the education sector.

3.6.3. Curriculum Support Officers

The Teachers' Service Commission offered a lot of support through their Curriculum Support Officers (TSC CSOs) who assisted in locating the schools and linking the teams with the Sub County Directors of Education (SCDE). Their contributions led to good coverage of the schools and response rate.

3.6.4. Quality and Adequacy of Transport

Transport logistics were generally satisfactory despite a few breakdowns. It was recommended that a backup vehicle be readily available. The allocated vehicles should be of good quality and serviced before the fieldwork. Adequate provision of fuel allocations should be considered to prevent disruptions in the Census process.

3.6.5. Budget for pilot census

Financial management adhered to the budgetary framework during the pilot census which ensured efficient resource utilization. A review of fuel allocations and timely disbursement was adhered to optimize on fieldwork operations.

3.6.6. Access to the Institutions

Access to schools was generally smooth, but challenges were encountered when gaining entry to some institutions especially private schools. A few schools in Nairobi City no longer existed. To improve institutional access, it was recommended that the prior communication to schools be arranged especially for institutions with specific entry protocols.

CHAPTER 4: LESSONS LEARNT FROM THE PILOT CENSUS

The following were some of the lessons learnt from the pilot census:

i. The six questionnaires were tested and found suitable to be used for the census. However, after the pilot census some changes were made on the questionnaires e.g. Question G05 on the number of toilets available for learners and teachers was changed to the number of toilets exclusively for learners, exclusively for teaching and non-teaching staff and shared between learners, teaching and non-teaching staff. Changes were also made on the enumerator's manual to comply with the questionnaires.

ii. After the pilot census, it was determined that the best approach for data collection was whereby two enumerators visit a school, one administers the CAPI questionnaire while the other conducts the headcount of learners. The data on headcount is then fed into the CAPI after completing the interview. This is as opposed to the initial approach whereby one enumerator visits a school and conducts both the CAPI interview and the headcount.

iii. The pilot census tested two data collection applications; **CSPro** application which was used to program the CAPI questionnaires and the **Tangerine** application which was used to program the Advance Questionnaires. The CSPro application worked well save for a few consistency checks that were firmed up. On the other hand, the field teams encountered several challenges as regards the Tangerine application. The challenges ranged from the inability of the heads of institutions to submit the responses electronically using the application to cases whereby the questionnaires could not be accessed due to lack of electricity and/or internet connection. The pilot census informed the programming of the full questionnaire into the CAPI device as a backup measure and hardcopy questionnaires for the heads of institutions to fill and submit to the field teams for capturing.

iv. The pilot census tested the calibre of the data collection personnel and found the personnel who had attained at least a diploma to be suitable for the work.

v. From the pilot census, it was established that an enumerator could complete averagely five school levels per day with one questionnaire taking a maximum of 2 hours.

vi. The pilot census tested logistical arrangements including transport and it was established that each field team required a vehicle capacity of 7-seater and above.

CHAPTER 5: CHALLENGES AND RECOMMENDATIONS

Challenges that were raised by the teams together with the actions taken and recommendations are presented in Table 3. The findings were meant to inform the main Census.

Table 3: Challenges, Action and Recommendations

County	Issue	Action	Recommendation
All Counties	● Advanced questionnaires were not filled on time. ● Delay in disbursement of funds to facilitate payment of various cadres of personnel. ● Research Assistants did not have airtime for the use of data. ● RA's requesting for fare facilitation to and from the field. ● Heavy rains within the day ● Fuel cards delayed. ● Vehicle capacity and adaptability -One vehicle could not accommodate all team members, while the other vehicle (van) could not maneuver the terrain. ● Poor accessibility to schools (rough terrains and rains) ● Missing allowances for NGAOs. ● One CSO working with two teams was not feasible. ● Arrangements for picking and storing the tablets after data collection.	● The institutions were given time to fill and then the questionnaires were picked later. ● The coordinator fueled the vehicles to begin fieldwork. ● Use of boda boda. ● An extra team guide was provided on the second day of data collection ● An extra team guide was provided on the second day of data collection	● Research Assistants to be provided with airtime at the beginning of the exercise. ● Extra tablets should be provided to back up whenever there is a hick-up. ● Include the budget line for the NGAOs allowance. ● Allocate vehicles that can fully accommodate the teams and are fit for all weather roads. ● Allocate each vehicle/team a CSO to help in locating the schools. ● Propose to pay them 2,000 per day. ● Better Publicity/advocacy should be done especially in the main exercise. ● Sensitization of the school heads at zonal level on the exercise and how to fill in the advance questionnaire.

	● Advance questionnaires were not filled on time-due to difficulties, especially in the section on finances. ● Curriculum Support Officer (CSO) facilitation was little compared to the amount of work they did.		
Busia	● Lack of vehicles ● Lack of formal communication(letters) to drivers involving them in the fieldwork. ● A school in the SCDE list but not in the list provided to the team.	● The CDE provided alternative GK vehicles for use in the exercise ● CDE replaced them. ● The Team went ahead and enumerated it	● Teams to be paired in groups of 3 since the comprehensive schools form the bulk of exercise. ● Consider providing airtime to the TSC-CSOs. ● The lists of institutions shared to the county coordinators and the field teams should be harmonized
Homabay			● Include daily targets depending on the number of schools targeted for the entire period. ● Duration of the project should be pegged on the numbers of school levels to be covered per day. ● Facilitate funds to access Island.
Kericho	● One of the vehicles was uncomfortable (*Face-me*).		
Nairobi City	● For some private schools directors had to be engaged for the school to release the data.		● Have security in Kibera to tackle schools in insecure places. ● The textbooks question should be moved to advance questionnaire.

	● Partially done head count for a pre-primary school since they left early. ● Lack of security (Kibera).		● Financial section for the prevocational should be placed in advance questionnaire. ● Allocation of teams should be based on population densities per county. ● Pre-primary questionnaires should be handled first since the young learners leave school early.
Samburu	● Absence of a responsible person in the school during team visit. ● The vehicle assigned was far away from the team. ● Respondents were not knowledgeable on some items in the questionnaire. ● Insecurity due to banditry in ASAL. ● Long distances between schools in ASAL.	● Switched with coordinators vehicle to proceed to the field.	
Taita-Taveta			● Provide field gear for census teams (ID tags, Umbrellas, reflector jackets & bags)

APPENDICES

Appendix I: Questionnaires

SECTION A: IDENTIFICATION PANEL

EA00:2024 School Census Serial No.

EA01:County

EA02:Sub County

EA03:Division

EA04:Location

EA05:Sub Location

EA06:Constituency

EA07:Ward

EA08:Residence: 1.Rural 2.Urban

EA09: Education Level:
A. Pre-Primary
B. Primary
C. Junior School
D. Pre-Vocational
E. Secondary

EA10:School Name .....

EA11:Unique Institutional Code (UIC)/NEMIS Code
1. NEMIS Code
2. None

EA12: MOE Registration No. 1. REG. No. 2. None

EA12.1: County Centre No. 1. REG. No. 2. None

EA13:Year of School Registration

EA14:TSC Code 1. TSC Code 2. None

EA15:KNEC Code 1. KNEC Code 2. None

EA16:School Zone

EA17:Institution Type
1.Public
2.Private

SECTION B: GENERAL INFORMATION

EB01:INSTITUTION N.S.S.F CODE 1. NSSF Code 2. None

EB02:INSTITUTION NHIF CODE 1. NHIF Code 2. None

EB03:INSTITUTION KRA PIN 1. KRA PIN 2. None

IF EA17 = 2, EB04: Single Business Permit No. 1. SBP No. 2. None

EB05: Main settlement type of where the school is located 1.Formal 2.Informal

Postal Address:

EB06: Box

EB07:Postal Code

EB08: Postal Town

Physical Address:

EB09: Physical Town

EB10: Street/Road

EB11: Plot No.

EB12: Building Name .....

EB13: Building No.

EB14: Floor

Contact

EB15: Tel./Mobile Phone No. (Office)

EB16: Email address .....

EB17: Website .....

EB18: Social Media Handle .....

EB19: Physical Landmark: (Name of the nearest police station or health facility or town or shopping centre) .....

EB20: Is this the main school or a branch? 1 Main School 2 Branch

If EB20 = 2, what is the name of the main school?

EB20.1: Main School Name .....

EB20.2: Unique Institutional Code (UIC)/NEMIS Code 1. NEMIS Code 2. None

EB20.3: County

EB20.4: Physical Town

SECTION C: SCHOOL BASIC INFORMATION

EC01: Name the School Category:	1 Regular	
	2 Integrated (regular and special needs)	
	3 Special (special needs only)	
	4 Regular with special needs units	
EC02: Is the school a boys only, girls only or mixed (both boys and girls)?	1 Boys	
	2 Girls	
	3 Mixed	
EC03: What is the accomodation type?	1 Day	
	2 Boarding	
	3 Day and Boarding	
	IF EC03 = 1 SKIP TO EC05	
EC04: Indicate the number of boarders only	1 Boys	
	2 Girls	
EC05: Is the school operating from a fixed location or mobile ?	1 Mobile	
	2 Fixed Location	
EC06: Indicate Ownership structure: Specify the percentage shareholding	1 Government	
	2 Foreign (Individual/Corporate)	
	3 Local Private (Individual/Corporate)	
	Total	100%
CHECK EA17, IF EA17=2; ASK EC07		
EC07: Give the legal status	1 Sole proprietorship	
	2 Partnership	
	3 Local private company	
	4 Non-profit/NGOs	
	5 Faith Based Organization (FBO)	
	6 Community Based Organization (CBO)	

EC08: What is the composition of Board of Management(BOM)/Board of Directors by sex?

1 Male	
2 Female	
3 Total	

EC09: Indicate the type of curriculum offered

1 National (8-4-4/CBC)	
2 International	
3 Both National and International	

EC10: Does the school own this parcel of land, either alone or jointly with another entity?

1 Yes, alone	
2 Yes, jointly	
3 No	

IF EC10 = 3 SKIP TO SECTION D

EC11: Does the school have a recognised legal document for this parcel?

1 Yes, title deed	
2 Yes, other document	
3 No	

SECTION D: 2023 ENROLMENT

ED00: Did the school have a playgroup unit in 2023?

1.Yes	
2.No	

IF ED00 =2, SKIP TO ED01

D00.1: Provide the number of children that were in playgroup in 2023 by sex

	Boys	Girls	Total
Playgroup			

ED01: Number of Learners by Grade and Sex, 2023 (excluding children in playgroup)

	2023			2023		
	Kenyans			Non-Kenyans		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
PP1						
PP2						
Total						

ED02: Were there learners with special needs in this pre-primary school in 2023?

1.Yes	
2.No	

IF ED02 = 2, SKIP TO SECTION E

ED02.1: Number of Special Needs Education Learners (Age-Based), 2023 (excluding children in playgroup)

	2023			2023		
	Kenyans			Non-Kenyans		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
PP1						
PP2						
Total						

SECTION E: 2024 ENROLMENT

EE00: Does the school have a playgroup unit?

1.Yes		
2.No		**IF EE00 = 2, SKIP TO EE01**

EE00.1: Provide the number of children by sex in 2024

	Boys	Girls	Total
Playgroup			

EE01: Using the 2024 school register, provide the number of learners by grade, sex and age (excluding children in playgroup)

Age (years)	Pre-Primary 1 (PP1)			Pre-Primary 2 (PP2)		
	Boys	Girls	Total	Boys	Girls	Total
3						
4						
5						
6						
7						
8+						
Total						

EE02: Indicate the results of the headcount by grade and sex (excluding children in playgroup)

Grade	Boys	Girls	Total
Pre-Primary 1 (PP1)			
Pre-Primary 2 (PP2)			
Total			

CHECK EA17: IF EA17 = 2 AND EC09 = 3, ASK:

EE02.1: Provide the number of learners enrolled for international curriculum by sex in 2024?

	Boys	Girls	Total
Pre-Primary School or equivalent			

EE03: How many streams does this Pre-primary school have?

Grade	No. of streams
PP1	
PP2	

EE04: Provide the number of repeaters by grade and sex in 2024 (excluding children in playgroup)

Grade	Boys	Girls	Total
Pre-Primary 1 (PP1)			
Pre-Primary 2 (PP2)			
Total			

EE05: Provide the number of learners who left school by grade and sex in 2023 school year by main reason (excluding children in playgroup)

(THESE ARE LEARNERS WHO WERE IN SCHOOL AT THE BEGINNING OF 2023 SCHOOL YEAR AND LEFT BEFORE THE END OF THE SCHOOL YEAR)

	Pre-Primary 1 (PP1)		Pre-Primary 2 (PP2)		
	Boys	Girls	Boys	Girls	TOTAL
Transfer to Another School					
Natural Disaster					
Early Marriage					
Pregnancy					
Own Disability/Special Needs/Illness					
Work e.g. Child Labour					
Lack of Sanitary Pads					
Lack of School Fee/levies					
Family related issues(Conflict, Instability)					
Insecurity					
Religious beliefs					
Orphanhood					
Physical/Psychological abuse					
Over age					
Poor academic performance					
Indiscipline e.g. Drug Abuse					
TOTALS					

EE06: Does this pre-primary school have learners who are refugees?

1.Yes		
2.No		**IF EE06 = 2, SKIP TO EE07**

EE06.1: Provide the number of refugee learners by grade and sex (excluding children in playgroup)

Grade	Boys	Girls	Total
Pre-Primary 1 (PP1)			
Pre-Primary 2 (PP2)			

SPECIAL NEEDS EDUCATION

EE07: Provide the number of age-based pupils by grade and sex in 2024 (excluding children in playgroup)

Grade	Boys	Girls	Total
Pre-Primary 1 (PP1)			
Pre-Primary 2 (PP2)			

EE07.1: Provide the number of age-based learners with disability by grade, sex and type of disability in 2024

	PP1			PP2		
Type of disability	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
1. Total Blindness						
2. Low Vision						
3. Physical impairment						
4. Hard of hearing						
5. Deafness						
6. Autism						
7. Cerebral Palsy						
8. Intellectual and developmental disabilities						
9. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)						
10. Speech and language difficulties						
11. Albinism						

SECTION F: STAFF ESTABLISHMENT

EF01: What is the number of teaching staff by category and sex?

Category	2023				2024			
	Total		Registered Teachers		Total		Registered Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
If EA17 = 1, Public School-Teachers								
County Government……								
BoM …….								
Volunteer……								
Teaching Practice(TP)……								
Intern								
NGO/FBO/CBO								
Total								
If EA17 = 2, Private School-Teachers								
BoM/BOD/Director …….								
Volunteer……								
Teaching Practice(TP)……								
Intern								
NGO/FBO/CBO								
Total								

EF01.1: What is the number of newly employed teaching staff by category and sex in 2024?

Category	2024		
	Male	Female	Total
If EA17 = 1, Public School-Teachers			
County Government……			
BoM …….			
Intern			
NGO/FBO/CBO			
Total			
If EA17 = 2, Private School-Teachers			
BoM/BOD/Director …….			
Intern			
NGO/FBO/CBO			
Total			

EF02: What is the number of non-teaching staff in this pre-primary school by sex in 2024?

	Number
Male	
Female	
Total	

EF03: What is the number of employees in this pre-primary school by sex and age in 2024?

Age group	**Teaching staff**		**Non-teaching staff**	
	Male	**Female**	**Male**	**Female**
18-34 years……				
35-49 years……				
50 years and above……				
Total				

EF04: Do you have employees who are Non-Kenyans in this pre-primary school in 2024?

1. Yes
2. No

IF EF04 = 2, SKIP TO EF05

F04.1: What is the number of Non-Kenyan employees in this pre-primary school by sex in 2024?

Employees	**Male**	**Female**
Teaching Staff……..		
Non-Teaching Staff……..		
Total		

EF05: What is the number of employees with disability in this pre-primary school by type and sex in 2024?

Disability Type	**Teaching**		**Non-Teaching Staff**	
	Male	**Female**	**Male**	**Female**
Physical……..				
Visual……..				
Hearing……..				
Speech……..				
Albinism……				

EF06: What is the number of non-teaching staff in this pre-primary school by occupation and sex in 2024?

IF THE SCHOOL HAS MORE THAN ONE LEVEL AND IS SHARING ANY OF THE PERSONNEL, PLACE SUCH PERSONNEL IN ONE LEVEL TO AVOID DOUBLE-COUNTING

	Occupation	Male	Female
1	Bursar/Accounts clerk		
2	Accountant/Finance manager		
3	Human resource officer		
4	Secretary		
5	Copy typist		
6	Office Messenger		
7	Laboratory assistant		
8	Watchman		
9	Cook/Chef		
10	Waiter/Waitress		
11	Artisan		
12	Groundsman/woman		
13	Driver		
14	Transport/Fleet manager		
15	Carpenter		
16	Nurse/Clinical Officer		
17	Cateress		
18	Tea-girl/boy		
19	Matron/Patron/Caregiver		
20	Counsellor		
21	Agricultural Officer/Farm manager		
22	Electrician		
23	Plumber		
24	ICT officer/technician		
25	Librarian		
26	Store keeper		
27	Supply chain officer		
28	Cleaner		
29	Other (Specify)		
	Total		

EF07: What is the number of employees in this pre-primary school by sex and employment/work status in 2024 ?

Employment/Work Status	Teaching Staff		Non-teaching staff	
	Male	Female	Male	Female
Permanent ……				
Temporary……				
Contract……				
Casual……				
Intern……				
Volunteer……				
Total				

EF08: What is the number of teachers in this pre-primary school by sex and highest education level attained?

Education attained	Male	Female
PhD……		
Master's Degree……		
Post Graduate Diploma……		
Bachelor's Degree……		
Diploma……		
Certificate……		
Secondary (KCSE)……		
Primary (KCPE)……		
Total		

EF08.1: What is the number of teachers in this pre-primary school by sex and highest education level attained in the field of education?

Education attained	Male	Female
PhD……		
Master's Degree……		
Post Graduate Diploma……		
Bachelor's Degree……		
Diploma……		
Certificate……		
Total		

EF09: What is the sex of the head of this pre-primary school?

1. Male
2. Female

EF09.1: What is the highest academic qualification of the head of this pre-primary school?

PhD……
Master's Degree……
Post Graduate Diploma……
Bachelor's Degree……
Diploma……
Certificate……

EF10: In 2023,what was the number of employees in this pre-primary school who received in-service training by sex?

Employees	**Male**	**Female**
Teaching staff……		
Non-teaching Staff……		
Total		

EF11: In 2023, how many teachers left this pre-primary school due to (…)?

Reason for leaving	**Male**	**Female**
Death……		
Illness……		
Dismissal……		
Retirement……		
Resignation……		
Transfer to another school……		
Transfer of Service……		
Others(specify)……		
Total		

EF12: Employment and Earnings as at 30th June 2022 and 30th June 2023 (Full-time and part-time paid employees, working proprietors/partners, working directors and unpaid family workers)

		No. of Employees			Earnings[1]		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
i) Regular Employees[2]	June 2022						
	Jun-23						
ii) Casual Employees[3]	June 2022						
	Jun-23						
iv) Working Proprietors/Partners, Working Directors	June 2022						
	Jun-23						
iii) Total	June 2022						
	Jun-23						
v) Unpaid Directors, Prorietors and Family workers not employed elsewhere	June 2022						
	Jun-23						

[1]Gross cash remuneration paid in June 2022 and June 2023 i.e wages and salaries (before deduction) including overtime and all regular allowances such as housing allowance, cost of living and overseas allowances etc.

(Exclude Teachers paid by TSC, Staff under the Government payroll)

[2]Regular employee: a salaried person employed on monthly, weekly, or ticket contract terms of service on a verbal of written contract

[3]Casual employee: any person whose engagement provide for his/her payment at the end of each day and who is not engaged for a period longer than 30 days.

SECTION G: FACILITIES

EG01: Does this pre-primary school have a [...]?

Playground	Yes	No
Play Room/Indoor Play Area	Yes	No

EG01.1: Does this pre-primary school have the following play facilities?

Merry Go Round	Yes	No
Swing	Yes	No
Ladder Slide	Yes	No
See Saw	Yes	No
Indoor Play Activity Materials	Yes	No

EG01.2: Does this pre-primary school have the following learning materials?

Charts	Yes	No
Posters	Yes	No
Toys	Yes	No
Audio/Visual (Radio, TV, DVD)	Yes	No
Puzzles	Yes	No

EG02: Provide the Number of Approved Textbooks Available by Learning Area
(PUT EXACT NUMBER OF BOOKS, DO NOT USE RATIO)

Learning Areas	PP1	PP2
Mathematical Activities		
Language Activities/Kenya Sign language/ Pre-Braille Activities		
Environmental Activities		
Psychomotor and Creative Activities		
Religious Education (CRE,IRE,HRE) and PPI		

EG03: Does this pre-primary school have [...]?

Administration office	Yes	No
Kitchen	Yes	No
Water tank	Yes	No
Beds/mattresses/mats/cots	Yes	No
Lightning arrester	Yes	No
First Aid Facility	Yes	No

EG04: How many [...] does this Pre-primary school have?

	Number
Desks	
Functional fire extinguishers	

EG05: How many functional/usable toilets/latrines are in this pre-primary school?

	Number of Toilets for Learners		
	Girl's only toilets	Boy's only toilets	Common use toilets
Total number of toilet doors			
Total number of toilets adapted for SNEs			

	Number of toilets for teaching and non-teaching staff		
	Female staff only	Male staff only	Common use toilets
Total number of toilet doors			
Total number of toilets adapted for SNEs			

EG06: What kind of toilet facility do learners in this pre-primary school usually use?

(IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE FACILITY)

FLUSH OR POUR FLUSH TOILET	
Flush To Piped Sewer System	1
Flush To Septic Tank	2
Flush To Pit Latrine	3
Flush To Somewhere Else	4
Flush, Don'T Know Where	5
PIT LATRINE	
Ventilated Improved Pit Latrine	6
Pit Latrine With Slab	7
Pit Latrine Without Slab/Open Pit	8
Composting Toilet	9
Biodigester	10
Bucket Toilet	11
Hanging Toilet/Hanging Latrine	12
No Facility/Bush/Field	13
Other	14

EG07: Does this pre-primary school have a handwashing facility with soap and water?

1. Yes, with soap and water
2. Yes, with water only
3. Yes, but no soap and no water
4. No

EG08: How many classrooms does this Pre-primary school have in this compound?

	Number of classrooms		
Grade	**Permanent**	**Temporary**	**Adapted for SNEs**
PP1			
PP2			

EG09: Does this Pre-primary school have a perimeter fence?

1. Yes
2. No

EG10: Does this Pre-primary school have a security gate that is manned at all times?

1. Yes, manned at all times
2. Yes, manned sometimes
3. Yes, not manned
4. No security gate

SECTION H: SCHOOL TRANSPORT & ACCESS TO ALL-WEATHER ROADS

EH01: Does this pre-primary school own a vehicle for learners use?
1. Yes
2. No

CHECK PC03: IF PC03 = 1 or 3, ASK
EH02:Does this pre-primary school have daily transport arrangement for its learners (to and from school)?
1. Yes, own vehicles
2. Yes, organised transport
3. Yes, both own and organised transport
4. No

IF EHO2 = 4, SKIP TO EHO4

EH03: Is the school transport adapted to accommodate learners with disabilities?
1. Yes
2. No

EH04: What is the distance from this primary school to the nearest all-weather road (motorable all year round) in kilometres?
.....

SECTION I: SCHOOL FARM/GARDEN

EI01: Does this pre-primary school have a school farm/garden?
1. Yes
2. No

IF EI01 = 2, SKIP TO EI04

EI02: Which crops/livestock are currently grown/raised in this farm/garden?
Food crops.....1
Other crops.....2
Dairy cattle.....3
Poultry.....4
Other livestock.....5

EI03: How do you utilize the proceeds of this farm/garden?
Teaching/Demonstration.....1
Feed the school children.....2
Sell the proceeds.....3
Other utilization.....4

EI04: Does this pre-primary school have food storage facilities?

A. Dry foods	Yes	No
B. Fruits and Vegetables	Yes	No

SECTION J: INFORMATION, COMMUNICATION AND TECHNOLOGY

EJ01: Does this pre-primary school have a telephone communication device?

A. Yes, Fixed/Landline
B. Yes, Dedicated Mobile phone
C. No

EJ02: Does this pre-primary school use radio for teaching/ learning purposes?

1. Yes
2. No

EJ03: Does this pre-primary school use television for teaching/ learning purposes?

1. Yes
2. No

EJ04: How many functional Computers (Desktops, Laptops), Tablets does this pre-primary school use for teaching/ learning purposes?

	No. for Learners	No. for Teachers
1. Desktops.....		
2. Laptops.....		
3. Tablets.....		

EJ05: Does this pre-primary school have a safe and secure place to keep computers (desktops, laptops), tablets and computer accessories used by the learners?

1. Yes
2. No

EJ06: How many functional projectors does this pre-primary school have for teaching/learning purposes?

Number

EJ07: Does this pre-primary school have internet access?

1. Yes
2. No

IF EJ07 = 2, SKIP TO SECTION K

EJ07.1: What type of internet does this pre-primary school use for teaching/ learning purposes?

A. Mobile data/internet (sim card based)

B. Fixed data/internet (e.g. Fiber optic, Fixed wireless, cable, DSL, Satellite)

EJ08: What measures/mechanisms has this school put in place for the safety of learners while using internet?

A. Sensitization and awareness creation of safe use of internet e.g training, posters, Child online protection booklets, Snapper frame on Smart rules

B. Installations of applications that control access of unwanted websites e.g firewall, whitelisting, Encryption Tools, Application Permissions

C. Supervising/monitoring online activities of the learners

D. Reporting mechanism in place on child online cases (e.g abuse, crime, cyberbullying) negative content in the social media with appropriate agencies e.g childline Kenya helpline 116, National KE-CIRT/CC, Directorate of Criminal Investigations (DCI)

E. Other (Specify)

SECTION K: WATER, ENERGY AND SANITATION

EK01: What is the main source of drinking water for this pre-primary school?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque, Church,Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

EK02: What is the main source of water used by this pre-primary school for other purposes such as cooking and hand washing?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque, Church,Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

Energy Sources and Technologies

EK03: What is the main source of energy for lighting in this pre-primary school?

Electricity connection from main grid (KPLC)	1
Electricity connection from a mini grid (private)	2
Electricity connection from generator	3
Electricity connection from a solar system/panels	4
Solar Charged Battery/Torch/Spotlight/lamp	5
Electricity connection from wind	6
Biogas	7
None	8
Other (Specify)	9

EK04: What type of technology does this pre-primary school use for cooking most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Three stone stove/open fire	10
Other, specify	11

EK05: What type of technology does this pre-primary school use for heating/cooling (including space heating/cooling and heating bath water) most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Air conditioner	11
Three stone stove/open fire	10
Other, specify	12

EK06: How does this pre-primary school mainly dispose of solid waste that is not composited (in the garden), recycled or fed to animals?

Collected by County Government	1
Collected by community association	2
Collected by a private company	3
Dumped in the compound	4
Dumped in a dedicated pit	5
Dumped in the street/vacant plot/drain	6
Dumped in the latrine	7
Burnt in the open	8
Buried	9
Other (specify)	10

CHECK IF EA09 HAS MULTIPLE SELECTION. IF YES, ASK:

EK07: Does this pre-primary school share any of the following resource(s) with another level?

Board of Management/Directors	A
Teaching staff	B
Non-teaching staff	C
Toilets	D
Classrooms	E
Computers	F
Library	G
Water Source(s)	H
Play Ground(s)	I
Science Laboratories	J
Handwashing facility	K
Garden/farm	L
Transport	M
Perimeter fence/gate	N

SECTION L: SPECIAL NEEDS

EL01: Do you have assistive devices for learners with special needs and disabilities in this school?

1. Yes
2. No

IF EL01 = 2, SKIP TO EL02

EL01.1: How many [.....] does this primary school have?

	Number
Braille machines	
Hearing aids	
Wheel chairs	
Communication Aids	
Spectacles	
Prosthesis	
Pill organizers	
Memory aids	
Scooters	
Walkers	
Canes	
Crutches	
Others (Specify).....	

EL02: Does this school have assistive technology devices or software available for students with disabilities?

1. Yes
2. No

IF EL02 = 2, SKIP TO EL03

EL02.1: Which types of assistive technologies are available in this school? (Select all that apply)

a) Screen/orbit readers	
b) Braille displays or printers	
c) Speech-to-text or text-to-speech software	
d) Magnification or large-print software	
e) Wheelchair accessible computer stations	
f) Talking calculator	
g) Other (specify)	

EL03: Does this pre-primary school have specialized learning resources for learners with special needs and disabilities in this school?

1. Yes
2. No

IF EL03 = 2, SKIP TO EL03.2

EL03.1: Does this pre-primary school have the following:

	Yes	No
Braille		
Audio (eg; Cassettes, microphone, podcast)		
Large print		
Visuals (eg; Charts, real objects, photographs, transparencies)		
Audio Visual (eg; Slides, tapes, films, filmstrips, television, video, multimedia)		
Pictures		

EL03.2: Do the learners require specialised learning resources?

1. Yes
2. No

SECTION M: FINANCIAL INFORMATION

IF EB20 = 1, ASK:

EM00: Is the information provided consolidated or for the main branch?

1. Consolidated
2. Main branch

EM01: How much did this pre-primary school receive/earn in 2022 and 2023? (provide the breakdown)

	Source	Amount (KSh)	
		2022 (As at 31st December 2022)	2023 (As at 31st December 2023)
1	Grants……		
2	Tuition fees…….		
3	Boarding Fees…….		
4	Sale of goods and services…….		
5	Infrastructure (County Government)……		
6	Motivation fee (teachers/students/remedial)…….		
7	Disposal of assets…….		
8	Donation / fund raising……..		
9	Interests on deposits…….		
10	Payment in kind……		
11	School transport		
12	Others (specify)…….		
	Total		

EM02: How much did this pre-primary school spend on the following items in 2022 and 2023?

	Expenditure Items	Amount (KSh)	
	Staff Cost	**2022 (As at 31st December 2022)**	**2023 (As at 31st December 2023)**
1	Annual gross salaries and wages		
2	Employer's contributions (pension, provident etc)		
3	Fringe benefits		
4	Board expenses		
5	Other employee benefits		
	Operating Expenses		
6	Motor vehicle running costs (eg. spare parts)		
7	Leasing and hiring of plant, machinery, equipment and vehicles under operating leases		
8	Insurance		
9	Accommodation and travelling		
10	Office supplies		
11	Stores and consumables		
12	Medicine & medical supplies		
13	Postal and courier services		
14	Advertising		
15	Rental of land and premises		
16	Repair and maintenance		
17	Research and development		
18	Telecommunication services		
19	Transport of goods (freight by rail, road, sea, air), warehousing and storage		
20	Water		
21	Electricity		
22	Water & electricity		
23	Fuels and lubricants		
24	Entertainment		
25	License fees, permits, stamp duties and similar fees paid to government or local authorities, catering levy		
26	Fees and Commissions paid		
27	Containers and packaging materials		
28	Donations, bursaries and sponsorships		
29	Property tax		
30	Depreciation		
31	Amortisation		
32	Bank charges		
33	Interest paid		
34	Other expenditure *(not specified above)*		
	a).....		
	b).....		
35	**Total Expenditure**		

EM03: What was the total amount of money owed to and by this pre-primary school in 2022 and 2023?

	Items	Amount (KSh)	
		2022 (As at 31st December 2022)	**2023 (As at 31st December 2023)**
1	**Creditors** (owed by the school)		
	Total.....		
2	**Debtors** (owed to the school)		
	School fees arrears		
	Others.....		
3	**Total**.....		

SECTION N: CONTACTS AND COMMENTS

EN01: Name of Contact Person …….

EN02: Mobile Phone No. (Contact Person) ……..

EN03: Designation (Contact Person) …….

EN04: Name of the Respondent ……..

EN05: Mobile Phone No. (Respondent) …….

EN06: Email address (Respondent) ……..

EN07: Respondent comments

EN08: Enumerator comments

EN09: GPS Coordinates of this Pre-Primary School

Latitude …… Longitude …….

SECTION A: IDENTIFICATION PANEL

PA00:2024 School Census Serial No.

PA01:County

PA02:Sub County

PA03:Division

PA04:Location

PA05:Sub Location

PA06:Constituency

PA07:Ward

PA08:Residence: 1.Rural 2.Urban

PA09: Education Level:
A. Pre-Primary
B. Primary
C. Junior School
D. Pre-Vocational
E. Secondary

PA10:School Name .....

PA11:Unique Institutional Code (UIC)/NEMIS Code
1. NEMIS Code
2. None

PA12: MOE Registration No.
1. REG. No.
2. None

PA13:Year of School Registration

PA14:TSC Code
1. TSC Code
2. None

PA15:KNEC Code
1. KNEC Code
2. None

PA16:School Zone

PA17:Institution Type
1.Public
2.Private

SECTION B: GENERAL INFORMATION

PB01:INSTITUTION N.S.S.F CODE 1. NSSF Code 2. None

PB02:INSTITUTION NHIF CODE 1. NHIF Code 2. None

PB03:INSTITUTION KRA PIN 1. KRA PIN 2. None

IF PA17 = 2, PB04: Single Business Permit No. 1. SBP No. 2. None

PB05: Main settlement type of where the school is located 1. Formal 2. Informal

Postal Address:

PB06: Box

PB07:Postal Code

PB08: Postal Town

Physical Address:

PB09: Physical Town

PB10: Street/Road

PB11: Plot No.

PB12: Building Name .....

PB13: Building No.

PB14: Floor

Contact

PB15: Tel./Mobile Phone No. (Office)

PB16: Email address .....

PB17: Website .....

PB18: Social Media Handle .....

PB19: Physical Landmark: (Name of the nearest police station or health facility or town or shopping centre) .....

PB20: Is this the main school or a branch? 1 Main School 2 Branch

If PB20 = 2, what is the name of the main school?

1. NEMIS Code 2. None

PB20.3: County

PB20.4: Physical Town

SECTION C: SCHOOL BASIC INFORMATION

PC01: Name the School Category:	1 Regular	
	2 Integrated (regular and special needs)	
	3 Special (special needs only)	
	4 Regular with special needs units	
PC02: Is the school a boys only, girls only or mixed (both boys and girls)?	1 Boys	
	2 Girls	
	3 Mixed	
PC03: What is the accomodation type?	1 Day	
	2 Boarding	
	3 Day and Boarding	
	IF PC03 = 1 SKIP TO PC05	
PC04: Indicate the number of boarders only	1 Boys	
	2 Girls	
PC05: Is the school operating from a fixed location or mobile ?	1 Mobile	
	2 Fixed Location	
PC06: Indicate Ownership structure: Specify the percentage shareholding	1 Government	
	2 Foreign (Individual/Corporate)	
	3 Local Private (Individual/Corporate)	
	Total	100%
CHECK PA17, IF PA17=2; ASK PC07		
PC07: Give the legal status	1 Sole proprietorship	
	2 Partnership	
	3 Local private company	
	4 Non-profit/NGOs	
	5 Faith Based Organization (FBO)	
	6 Community Based Organization (CBO)	

PC08: What is the composition of Board of Management(BOM)/Board of Directors by sex?

1 Male	
2 Female	
3 Total	

PC09: Indicate the type of curriculum offered

1 National (8-4-4/CBC)	
2 International	
3 Both National and International	

PC10: Does the school own this parcel of land, either alone or jointly with another entity?

1 Yes, alone	
2 Yes, jointly	
3 No	

IF PC10 = 3 SKIP TO SECTION D

PC11: Does the school have a recognised legal document for this parcel?

1 Yes, title deed	
2 Yes, other document	
3 No	

SECTION D: 2022 & 2023 ENROLMENT

PD01: Number of Learners (including learners with special needs and disabilities) by Grade and Sex, 2022 & 2023

	2022						2023					
	Kenyans			Non-Kenyans			Kenyans			Non-Kenyans		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Class 7												
Class 8												
Total												

PD01.1: Provide number of Standard 8 learners who joined secondary school in 2023 and 2024 by sex

STANDARD 8 LEARNERS WHO JOINED SECONDARY SCHOOL

2023			2024		
Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**

PD01.2: Provide number of Grade 6 learners who joined junior school in 2023 and 2024 by sex

GRADE 6 LEARNERS WHO JOINED JUNIOR SCHOOL

2023			2024		
Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**

PD02: Were there learners with special needs in this primary school in 2023?

1.Yes ☐
2.No ☐ IF NO, SKIP TO PD03

PD02.1: Number of Learners with Special Needs and Disabilities (Age-Based), 2023

	2023			2023		
	Kenyans			Non-Kenyans		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Class 8						
Total						

PD02.2: Number of Learners with Special Needs and Disabilities (Stage-Based), 2023

	2023			2023		
	Kenyans			Non-Kenyans		
Stage	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Foundational						
Intermediate						

PD02.3: Provide number of intermediate-level learners who joined pre-vocational level in 2023 and 2024 by sex

INTERMEDIATE-LEVEL LEARNERS WHO JOINED PRE-VOCATIONAL LEVEL

2023			2024		
Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**

PD03: Using the 2023 school register, provide the number of learners by grade, sex and age (THIS IS FOR ALL LEARNERS)

Age (years)	**Grade 1**			**Grade 2**			**Grade 3**			**Grade 4**		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Below 5 years												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
Above 15 years												
Total												

Age (years)	**Grade 5**			**Grade 6**			**Class 8**		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Below 5 years									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
Above 15 years									
Total									

SECTION E: 2024 ENROLMENT

PE01: Using the 2024 school register, provide the number of learners by grade, sex and age

	Grade 1			Grade 2			Grade 3		
Age (years)	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Below 5 years									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
Above 15 years									
Total									

	Grade 4			Grade 5			Grade 6		
Age (years)	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Below 5 years									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
Above 15 years									
Total									

PE02: Indicate the results of the headcount by grade and sex

Grade	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Total			

IF PA17=2 AND PC09=3, ASK:

PE02.1: Provide the number of leaners enrolled for International curriculum by sex in 2024?

	Boys	Girls	Total
Primary School or equivalent			

PE03: How many streams does this primary school have by grade?

Grade	No. of streams
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	

PE04: Provide the number of repeaters by grade and sex in 2024

Grade	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Total			

PE05: Provide the number of learners who left school by grade and sex in 2023 school year by main reason

(THESE ARE LEARNERS WHO WERE IN SCHOOL AT THE BEGINNING OF 2023 SCHOOL YEAR AND LEFT BEFORE THE END OF THE SCHOOL YEAR)

	Grade 1		Grade 2		Grade 3		Grade 4	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
Transfer to another school								
Natural Disaster								
Early Marriage								
Pregnancy								
Own Disability/Special Needs/Illness								
Work e.g. Child Labour								
Lack of Sanitary Pads								
Lack of School Fee/levies								
Family related issues (Conflict, Instability)								
Insecurity								
Religious beliefs								
Opharnhood								
Physical/Psycological abuse								
Over age								
Poor academic performance								
Indiscipline/Drugs								
TOTAL								

	Grade 5		Grade 6		
	Boys	**Girls**	**Boys**	**Girls**	**TOTAL**
Transfer to another school					
Natural Disaster					
Early Marriage					
Pregnancy					
Own Disability/Special Needs/Illness					
Work e.g. Child Labour					
Lack of Sanitary Pads					
Lack of School Fee/levies					
Family related issues (Conflict, Instability)					
Insecurity					
Religious beliefs					
Opharnhood					
Physical/Psycological abuse					
Over age					
Poor academic performance					
Indiscipline e.g. Drug abuse					
Other Specify					

TOTAL					

PE06: Does this primary school have learners who are refugees?

1.Yes		
2.No		IF NO, SKIP TO PE07

PE06.1: Provide the number of learners who are refugees by grade and sex in 2024

Grade	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Total			

PE07: Provide the number of age-based learners with special needs and disability by grade and sex in 2024

Grade	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Total			

PE07.1: Provide the number of age-based learners with disability by grade, sex and type of disability in 2024

	Grade 1			Grade 2			Grade 3		
Type of disability	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
1. Total Blindness									
2. Low Vision									
3. Physical impairment									
4. Hard of hearing									
5. Deafness									
6. Autism									
7. Cerebral Palsy									
8. Intellectual and developmental disabilities									
9. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)									
10. Speech and language difficulties									
11. Albinism									

	Grade 4			Grade 5			Grade 6		
Type of disability	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
1. Total Blindness									
2. Low Vision									
3. Physical impairment									
4. Hard of hearing									
5. Deafness									
6. Autism									
7. Cerebral Palsy									
8. Intellectual and developmental disabilities									
9. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)									
10. Speech and language difficulties									
11. Albinism									

If PC01=2,3 or 4, ASK;

PE08: Provide the number of stage-based learners with disability by type of disability, stage and sex in 2024

Type of disability	Foundational			Intermediate		
	Boys	Girls	Total	Boys	Girls	Total
1. Total Blindness						
2. Low Vision						
3. Physical impairment						
4. Hard of hearing						
5. Deafness						
6. Autism						
7. Cerebral Palsy						
8. Intellectual and developmental disabilities						
9. Deaf Blind						
10. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)						
11. Speech and language difficulties						
12. Multiple disabilities						
13. Albinism						

SECTION F: STAFF ESTABLISHMENT

PF01: What is the number of teaching staff in this primary school by category and sex?

Category	2023				2024			
	Total		Registered Teachers		Total		Registered Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
If PA17 = 1, Public School-Teachers								
TSC.....								
BoM								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								
If PA17 = 2, Private School-Teachers								
BoM/BOD/Director								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								

PF01.1: What is the number of newly employed teaching staff in this primary school by category and sex in 2024?

Category	2024		
	Male	Female	Total
If PA17 = 1, Public School-Teachers			
TSC.....			
BoM			
Intern			
NGO/FBO/CBO			
Total			
If PA17 = 2, Private School-Teachers			
BoM/BOD/Director			
Intern			
NGO/FBO/CBO			
Total			

PF02: What is the number of non-teaching staff in this primary school by sex in 2024?

	Number
Male	
Female	
Total	

PF03: What is the number of employees in this primary school by sex and age in 2024 ?

Age group	**Teaching staff**		**Non-teaching staff**	
	Male	**Female**	**Male**	**Female**
18-34 years……				
35-49 years……				
50 years and above……				
Total				

PF04: Do you have employees in this primary school who are Non-Kenyans in 2024?

1. Yes		
2. No		**IF PFO4 = 2, SKIP TO PFO4.2**

PF04.1: What is the number of Non-Kenyan employees in this primary school by sex in 2024?

Employees	**Male**	**Female**
Teaching Staff		
Non-Teaching Staff		
Total		

PF04.2: In 2023, did this primary school engage teachers from outside the country on short term basis?

1. Yes	
2. No	

PF04.3: In 2023, did this primary school send teachers outside the country to teach on short term basis?

1. Yes	
2. No	

F05: What is the number of employees with disability in this primary school by type and sex in 2024?

Disability Type	**Teaching**			**Non-Teaching Staff**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Physical……						
Visual……						
Hearing……						
Speech……						
Albinism……						

PF06: What is the number of non-teaching staff in this primary school by occupation and sex in 2024?

IF THE SCHOOL HAS MORE THAN ONE LEVEL AND IS SHARING ANY OF THE PERSONNEL, PLACE SUCH PERSONNEL IN ONE LEVEL TO AVOID DOUBLE-COUNTING

	Occupation	Male	Female	Total
1	Bursar/Accounts clerk			
2	Accountant/Finance manager			
3	Human resource officer			
4	Secretary			
5	Copy typist			
6	Office Messenger			
7	Laboratory assistant			
8	Watchman			
9	Cook/Chef			
10	Waiter/Waitress			
11	Artisan			
12	Groundsman/woman			
13	Driver			
14	Transport/Fleet manager			
15	Carpenter			
16	Nurse/Clinical Officer			
17	Cateress			
18	Tea-girl/boy			
19	Matron/Patron/Caregiver			
20	Counsellor			
21	Agricultural Officer/Farm manager			
22	Electrician			
23	Plumber			
24	ICT officer/technician			
25	Librarian			
26	Store keeper			
27	Supply chain officer			
28	Cleaner			
29	Other (Specify)			
30	**Total**			

PF07: What is the number of employees in this primary school by sex and employment/work status in 2024?

Employment/Work Status	Teaching Staff		Non-teaching staff	
	Male	Female	Male	Female
Permanent ……				
Temporary……				
Contract……				
Casual……				
Intern……				
Volunteer……				
Total				

PF08: What is the current number of teachers in this primary school by sex and highest education level attained?

Education attained	Male	Female
PhD……		
Master's Degree……		
Post Graduate Diploma……		
Bachelor's Degree……		
Diploma……		
Certificate……		
Secondary (KCSE)……		
Primary (KCPE)……		
Total		

PF08.1: What is the current number of teachers in this primary school by sex and highest education level attained in the field of education?

Education attained	Male	Female
PhD……		
Master's Degree……		
Post Graduate Diploma……		
Bachelor's Degree……		
Diploma……		
Certificate……		
Total		

PF08.2: What is the current number of teaching staff in this primary school by subject area?

Subject Area	Male	Female
Maths & Sciences……		
Arts/humanities……		
Languages……		
Business……		
Creative Arts and Technical……		
Computer studies		
Total		

PF08.3: What is the number of teaching staff trained in […]?

	Number	
	Male	**Female**
Special Needs Education		
Guidance and Counselling		

PF08.4: What is the number of teaching staff with […]?

	Number	
Area of Proficiency	**Male**	**Female**
Basic digital literacy skills		
Co-curricular skills e.g. Performing Arts, Sports		

PF09: What is the sex of the head teacher of this primary school?

1. Male
2. Female

PF09.1: What is the highest academic qualification of the head teacher of this primary school?

PhD……
Master's Degree……
Post Graduate Diploma……
Bachelor's Degree……
Diploma……
Certificate……

PF10: In 2023,what was the number of employees in this primary school who received in-service training by sex?

Employees	**Male**	**Female**
Teaching Staff……		
Non-teaching Staff……		
Total		

PF11: In 2023, how many teachers left this primary school due to […]?

Reason for leaving	**Male**	**Female**	**Total**
Death……			
Illness……			
Dismissal……			
Retirement……			
Resignation……			
Transfer to another school……			
Transfer of Service……			
Others(specify)……			
Total			

PF12: Employment and Earnings as at 30th June 2022 and 30th June 2023 (Full-time and part-time paid employees, working proprietors/partners, working directors and unpaid family workers)

		No. of Employees			**Earnings[1]**		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
i) Regular Employees[2]	June 2022						
	Jun-23						
ii) Casual Employees[3]	June 2022						
	Jun-23						
iv) Working Proprietors/Partners, Working Directors	June 2022						
	Jun-23						
iii) Total	June 2022						
	Jun-23						
v) Unpaid Directors, Prorietors and Family workers not employed elsewhere	June 2022						
	Jun-23						

[1]Gross cash remuneration paid in June 2022 and June 2023 i.e wages and salaries (before deduction) including overtime and all regular allowances such as housing allowance, cost of living and overseas allowances etc.

(Exclude Teachers paid by TSC, Staff under the Government payroll)

[2]Regular employee: a salaried person employed on monthly, weekly, or ticket contract terms of service on a verbal of written contract

[3]Casual employee: any person whose engagement provide for his/her payment at the end of each day and who is not engaged for a period longer than 30 days.

SECTION G: FACILITIES

PG01: Does this primary school have a playground/facility for [...]

Football	Yes	No
Volleyball	Yes	No
Basketball	Yes	No
Hockey	Yes	No
Rugby	Yes	No
Running track	Yes	No
Health club/gymnasium	Yes	No
Swimming pool	Yes	No
Other (Specify)		

PG01.1: Does this primary school have the following play facilities?

Merry Go Round	Yes	No
Swing	Yes	No
Ladder Slide	Yes	No
See Saw	Yes	No
Indoor Play Activity Materials	Yes	No

PG02: Provide the Number of Approved Textbooks Available by Learning Area/Subject, Lower Primary Level
(PUT EXACT NUMBER OF BOOKS, DO NOT USE RATIO)

Learning Areas	**Grade 1**	**Grade 2**	**Grade 3**
Indigenous Language			
Kiswahili			
Mathematics			
English			
Religious Education			
Environmental Activities/Hygiene and Nutrition activities			
Creative arts			

PG02.1: Provide the Number of Approved Textbooks Available by Learning Area/Subject, Upper Primary Level

Learning Areas	**Grade 4**	**Grade 5**	**Grade 6**
English			
Mathematics			
Kiswahili			
Religious Education			
Agriculture and Nutrition			
Social Studies			
Creative Arts/Music/Physical Health Education			
Science and Technology			

CHECK PC01: IF PC01=2,3 or 4, ASK PG02.2

PG02.2: Provide the Number of Approved Textbooks Available by Learning Area/Subject, Foundation Level

(PUT EXACT NUMBER OF BOOKS, DO NOT USE RATIO)

Learning Areas	Foundation
Activities of Daily Living Skills	
Sensorimotor and creative Activities	
Orientation and Mobility	
Communication, Social and Pre-Literacy Skills	
Pre- Numeracy Activities	

CHECK PC01: IF PC01=2,3 or 4, ASK PG02.3

PG02.3: Provide the Number of Approved Textbooks Available by Learning Area/Subject, Intermediate Level.

(PUT EXACT NUMBER OF BOOKS, DO NOT USE RATIO)

Learning Areas	Intermediate
Communication, Social and Literacy Skills	
Daily Living Skills and Religious Education	
Sensory Motor Integration	
Environmental Activities	
Numeracy Activities	
Creative Activities	
Psychomotor Activities	

PG03: Does this primary school have [...]?

Administration office	Yes	No
Library	Yes	No
Computer Laboratory	Yes	No
Intergrated Resource centre	Yes	No
Multipurpose hall	Yes	No
Dining hall	Yes	No
Kitchen	Yes	No
Water tank	Yes	No
Lightning arrester	Yes	No
First Aid Facility	Yes	No

PG04: How many [...] does this primary school have?

	Number
Desks	
Chair and locker	
Boys dormitory/hostel	
Girls dormitory/hostel	
Beds for boys	
Beds for girls	
Bathrooms for boys	
Bathrooms for girls	
Functional fire extinguishers	

PG05: How many functional/usable toilets/latrines does the school have?

	Number of Toilets for Learners		
	Girl's only toilets	Boy's only toilets	Common use toilets
Total number of toilet doors			
Total number of toilets adapted for SNEs			

	Number of Toilets for Teaching and Non-Teaching Staff		
	Female staff only	Male staff only	Common use toilets
Total number of toilet doors			
Total number of toilets adapted for SNEs			

PG06: What kind of toilet facility do learners in this primary school usually use?
(IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE TOILET FACILITY)

FLUSH OR POUR FLUSH TOILET	
Flush To Piped Sewer System	1
Flush To Septic Tank	2
Flush To Pit Latrine	3
Flush To Somewhere Else	4
Flush, Don'T Know Where	5
PIT LATRINE	
Ventilated Improved Pit Latrine	6
Pit Latrine With Slab	7
Pit Latrine Without Slab/Open Pit	8
Composting Toilet	9
Biodigester	10
Bucket Toilet	11
Hanging Toilet/Hanging Latrine	12
No Facility/Bush/Field	13
Other	14

PG07: Does this primary school have a handwashing facility with soap and water?

1. Yes, with soap and water
2. Yes, with water only
3. Yes, but no Soap and no water
4. No

PG08: How many classrooms does this primary school have in this compound?

	Number of classrooms		
Grade	**Permanent**	**Temporary**	**Adapted for SNEs**
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			

PG09: Does this primary school have a perimeter fence?

1. Yes	
2. No	

PG10: Does this primary school have a security gate that is manned at all times?

1. Yes, manned at all times	
2. Yes, manned sometimes	
3. Yes, not manned	
4. No security gate	

SECTION H: SCHOOL TRANSPORT & ACCESS TO ALL-WEATHER ROADS

PH01: Does this primary school own a vehicle for learners use?
1. Yes
2. No

CHECK PC03: IF PC03 = 1 or 3, ASK
PH02: Does this primary school have daily transport arrangement for its learners (to and from school)?
1. Yes, own vehicles
2. Yes, organised transport
3. Yes, both own and organised transport
4. No

IF PH02 = 4, SKIP TO PH04

PH03: Is the school transport adapted to accommodate learners with disabilities?
1. Yes
2. No

PH04: What is the distance from this primary school to the nearest all-weather road (motorable all year round) in kilometres?
.....

SECTION I: SCHOOL FARM/GARDEN

PI01: Does this primary school have a school farm/garden?
1. Yes
2. No

IF PI01 = 2, SKIP TO PI04

PI02: Which crops/livestock are currently grown/raised in this farm/garden?
Food crops.....1
Other crops.....2
Dairy cattle.....3
Poultry.....4
Other livestock.....5

PI03: How does this primary school mainly utilize the proceeds of this farm/garden?
Teaching/Demonstration.....1
Feed the school children.....2
Sell the proceeds.....3
Other utilization.....4

PI04: Does this primary school have food storage facilities for storing [....]?

A. Dry foods	Yes	No
B. Fruits and Vegetables	Yes	No

SECTION J: INFORMATION, COMMUNICATION AND TECHNOLOGY

PJ01: Does this primary school have a telephone communication device?

A. Yes, Fixed/Landline
B. Yes, Dedicated Mobile phone
C. No

PJ02: Does this primary school use radio for teaching/ learning purposes?

1. Yes
2. No

PJ03: Does this primary school use a television for teaching/ learning purposes?

1. Yes
2. No

PJ04: How many functional Computers (Desktops, Laptops), Tablets does this primary school use for teaching/ learning purposes? [..]

	Learners	**Teachers**
1. Desktops ……		
2. Laptops……		
3. Tablets ……		

PJ05: Does this primary school have a safe and secure place to keep computers (desktops, laptops), tablets and computer accessories used by the learners in primary school?

1. Yes
2. No

PJ06: How many functional projectors does this primary school have for teaching/learning purposes?

Number

PJ07: Does this primary school have internet access?

1. Yes
2. No

IF PJ07 = 2, SKIP TO SECTION K

PJ07.1: What type of internet does this primary school use for teaching/ learning purposes?

A. Mobile data/internet (sim card based)

B. Fixed data/internet (e.g. Fiber optic, Fixed wireless, cable, DSL, Satellite)

PJ08: What measures/mechanisms has this school put in place for the safety of learners while using internet?

A. Sensitization and awareness creation of safe use of internet e.g training, posters, Child online protection booklets, Snapper frame on Smart rules

B. Installations of applications that control access of unwanted websites e.g firewall, whitelisting, Encryption Tools, Application Permissions

C. Supervising/monitoring online activities of the learners

D. Reporting mechanism in place on child online cases (e.g abuse, crime, cyberbullying) negative content in the social media with appropriate agencies e.g childline Kenya helpline 116, National KE-CIRT/CC, Directorate of Criminal Investigations (DCI)

E. Other (Specify)

SECTION K: WATER, ENERGY AND SANITATION

PK01: What is the main source of drinking water for this school?

Piped into school compound	01
Piped to neighbourhood (e.g. School, Mosque, Church,Hospital)	02
Public tap/standpipe	03
Tube well/borehole	04
Protected dug well	05
Protected Spring	06
Rainwater	07
Tanker truck/cart with small tank	08
Bottled water	09
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

PK02: What is the main source of water used by the school for other purposes such as cooking and hand washing?

Piped into school compound	01
Piped to neighbourhood (e.g. School, Mosque, Church,Hospital)	02
Public tap/standpipe	03
Tube well/borehole	04
Protected dug well	05
Protected Spring	06
Rainwater	07
Tanker truck/cart with small tank	08
Bottled water	09
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

Electricity connection from main grid (KPLC)	01
Electricity connection from a mini grid (private)	02
Electricity connection from generator	03
Electricity connection from a solar system/panels	04
Solar Charged Battery/Torch/Spotlight/lamp	05
Electricity connection from wind	06
Biogas	07
None	08
Other (Specify)	09

PK04: What type of technology does this primary school use for cooking most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Three stone stove/open fire	10
Other, specify	11

PK05: What type of technology does this primary school use for heating/cooling (including space heating/cooling and heating bath water) most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Air conditioner	10
Three stone stove/open fire	11
Other, specify	12

PK06: How does this primary school mainly dispose of solid waste that is not composited (in the garden), recycled or fed to animals?

Collected by County Government	01
Collected by community association	02
Collected by a private company	03
Dumped in the compound	04
Dumped in a dedicated pit	05
Dumped in the street/vacant plot/drain	06
Dumped in the latrine	07
Burnt in the open	08
Buried	09
Other (specify)	10

CHECK IF PA09 HAS MULTIPLE SELECTION. IF YES, ASK:

PK07: Does this primary school share any of the following resource(s) with another level?

Board of Management/Directors	A
Teaching staff	B
Non-teaching staff	C
Toilets	D
Classrooms	E
Computers	F
Library	G
Water Source(s)	H
Play Ground(s)	I
Science Laboratories	J
Handwashing facility	K
Garden/farm	L
Transport	M
Perimeter fence/gate	N

MENSTRUAL HEALTH MANAGEMENT

CHECK IF PC02= 2 or 3 ASK PK08, ELSE SKIP TO SECTION L

PK08: What Menstrual Health Management (MHM) package does this primary school offer?

Sanitary pads	A
Bathing area	B
Education on menstrual health management	C
Safe disposal of Sanitary Pads	D
None	96

IF PK08 = 96, SKIP TO SECTION L

IF PK08=A, ASK

PK08.1: How often are sanitary pads provided to adolescent girls?

Regularly/On demand	01
Backup/Emergency only	02

PK08.2: What is the main method of disposal of used sanitary pads?

Collected by licensed service provider	01
Collected by unlicensed service provider	02
Dumped in a dedicated pit/ latrine	03
Burnt in the open	04
Buried	05
Dumped in the street/vacant plot/drain	06
Dumped in the compound	07
Other (specify)	08

SECTION L: SPECIAL NEEDS

PL01: Does this primary school have assistive devices for learners with special needs and disabilities?

1. Yes
2. No

IF PL01 = 2, SKIP TO PL02

PL01.1: How many [.....] does this primary school have?

	Number
Braille machines	
Hearing aids	
Wheel chairs	
Communication Aids	
Spectacles	
Prosthesis	
Pill organizers	
Memory aids	
Scooters	
Walkers	
Canes	
Crutches	
Others (Specify).....	

PL02: Does this primary school have assistive technology devices or software available for students with special needs and disabilities?

1. Yes
2. No

IF PL02 = 2, SKIP TO PL03

PL02.1: Which types of assistive technologies are available in this primary school? (Select all that apply)

a) Screen/orbit readers
b) Braille displays or printers
c) Speech-to-text or text-to-speech software
d) Magnification or large-print software
e) Wheelchair accessible computer stations
f) Talking calculator
g) Other (specify)

PL03: Does this primary school have specialized learning resources for learners with special needs and disabilities?

1. Yes
2. No

IF PL03 = 2, SKIP TO PL03.2

PL03.1: Does this primary school have the following:

	1. Yes	2. No
Braille		
Audio (eg; Cassettes, microphone, podcast)		
Large print		
Visuals (eg; Charts, real objects, photographs, transparencies)		
Audio Visual (eg; Slides, tapes, films, filmstrips, television, video, multimedia)		
Pictures		

PL03.2: Do the learners require specialised learning resources?

1. Yes
2. No

SECTION M: FINANCIAL INFORMATION

IF PB20 = 1, ASK:

PM00: Is the information provided consolidated or for the main branch?

1. Consolidated
2. Main branch

PM01: How much did this primary school receive/earn in 2022 and 2023? (provide the breakdown)

	Source	Amount (KSh)	
		2022 (as at 31st December 2022)	2023 (as at 31st December 2023)
1	Capitation……		
2	Tuition fees…….		
3	Boarding Fees…….		
4	Sale of goods and services…….		
5	Infrastructure (MOE/NG-CDF)……		
6	Motivation fee (teachers/students/remedial)…….		
7	Disposal of assets…….		
8	Donation / fund raising……..		
9	Interests on deposits…….		
10	Payment in kind……		
11	School transport		
12	Others (specify)…….		
	Total		

PM02: How much did this primary school spend on the following items in 2022 and 2023?

	Expenditure Items	Amount (KSh)	
	Staff Cost	**2022 (as at 31st December 2022)**	**2023 (as at 31st December 2023)**
1	Annual gross salaries and wages		
2	Employer's contributions (pension, provident etc)		
3	Fringe benefits		
4	Board expenses		
5	Other employee benefits		
	Operating Expenses		
6	Motor vehicle running costs (eg. spare parts)		
7	Leasing and hiring of plant, machinery, equipment and vehicles under operating leases		
8	Insurance		
9	Accommodation and travelling		
10	Office supplies		
11	Stores and consumables		
12	Medicine & medical supplies		
13	Postal and courier services		
14	Advertising		
15	Rental of land and premises		
16	Repair and maintenance		
17	Research and development		
18	Telecommunication services		
19	Transport of goods (freight by rail, road, sea, air), warehousing and storage		
20	Water		
21	Electricity		
22	Water & electricity		
23	Fuels and lubricants		
24	Entertainment		
25	License fees, permits, stamp duties and similar fees paid to government or local authorities, catering levy		
26	Fees and Commissions paid		
27	Containers and packaging materials		
28	Donations, bursaries and sponsorships		
29	Property tax		
30	Depreciation		
31	Amortisation		
32	Bank charges		
33	Interest paid		
34	Other expenditure *(not specified above)*		
	a)……		
	b)……		
35	**Total Expenditure**		

PM03: What was the total amount of money owed to and by this primary school in 2022 and 2023?

	Items	Amount (KSh)	
		2022(as at 31st December 2022)	2023 (as at 31st December 2023)
1	**Creditors** (owed by the school)		
	Total……		
2	**Debtors** (owed to the school)		
	School fees arrears ……		
	Others……		
3	**Total**……		

PM04: Did this primary school receive international scholarships for Kenyan learners in the 2023 school year?

1. Yes
2. No

PM05: Did this primary school receive aid/ assistance from outside the country in the 2023 school year?

1. Yes
2. No

SECTION N: CONTACTS AND COMMENTS

PN01: Name of Contact Person …….

PN02: Mobile Phone No. (Contact Person) ……..

PN03: Designation (Contact Person) …….

PN04: Name of the Respondent ……..

PN05: Mobile Phone No. (Respondent) …….

PN06: Email address (Respondent) ……..

PN07: Respondent comments

PN08: Enumerator comments

PN09: GPS Coordinates of this Primary School

Latitude …… Longitude …….

SECTION A: IDENTIFICATION PANEL

JA00:2024 School Census Serial No.

JA01:County

JA02:Sub County

JA03:Division

JA04:Location

JA05:Sub Location

JA06:Constituency

JA07:Ward

JA08:Residence:
1.Rural
2.Urban

JA09: Education Level:
A. Pre-Primary
B. Primary
C. Junior School
D. Pre-Vocational
E. Secondary

JA10:School Name .....

JA11:Unique Institutional Code (UIC)/NEMIS Code
1. NEMIS CODE
2. NONE

JA12: MOE Registration No.
1. REG. NO
2. NONE

JA13:Year of School Registration

JA14:TSC Code
1. TSC CODE
2. NONE

JA15:KNEC Code
1. KNEC CODE
2. NONE

JA16:School Zone

JA17:Institution Type
1.Public
2.Private

SECTION B: GENERAL INFORMATION

JB01:INSTITUTION N.S.S.F CODE

1. NSSF CODE
2. NONE

JB02:INSTITUTION NHIF CODE

1. NHIF CODE
2. NONE

JB03:INSTITUTION KRA PIN

1. KRA PIN
2. NONE

IF JA17 = 2, JB04:Single Business Permit No.

1. SBP No.
2. NONE

JB05: Main settlement type of where the school is located

1.Formal
2.Informal

Postal Address:

JB06: Box

JB07:Postal Code

JB08: Postal Town

Physical Address:

B09: Physical Town

JB10: Street/Road

JB11: Plot No.

JB12: Building Name .....

JB13: Building No.

JB14: Floor

Contact

JB15: Tel./Mobile Phone No. (Office)

JB16: Email address .....

JB17: Website .....

JB18: Social Media Handle .....

JB19: Physical Landmark:

(Name of the nearest police station or health facility or town or shopping centre) .....

JB20: Is this the main school or a branch?

1. Main School
2. Branch

If JB20 = 2, what is the name of the main school?

JB20.1: Main School Name .....

JB20.2: Unique Institutional Code (UIC)/NEMIS Code

JB20.3: County

JB20.4: Physical Town

SECTION C: SCHOOL BASIC INFORMATION

JC01: Name the School Category:	1 Regular	
	2 Integrated (regular and special needs)	
	3 Special (special needs only)	
	4 Regular with special needs units	
JC02: Is the school a boys only, girls only or mixed (both boys an	1 Boys	
	2 Girls	
	3 Mixed	
JC03: What is the accomodation type?	1 Day	
	2 Boarding	
	3 Day and Boarding	
	IF JC03 = 1 SKIP TO JC05	
JC04: If JC03 = 3, indicate the number of boarders only	1 Boys	
	2 Girls	
JC05: Is the school operating from a fixed location or mobile ?	1 Mobile	
	2 Fixed Location	
JC06: Indicate Ownership structure: Specify the percentage shareho	1 Government	
	2 Foreign (Individual/Corporate)	
	3 Local Private (Individual/Corporate)	
	Total	100%
JC07: If JA17 = 2, give the legal status	1 Sole proprietorship	
	2 Partnership	
	3 Local private company	
	4 Non-profit/NGOs	
	5 Faith Based Organization (FBO)	
	6 Community Based Organization (CBO)	
JC08: What is the composition of Board of Management(BOM)/Board of Directors by sex?		
	Male	
	Female	
	Total	
JC09: Indicate the type of curriculum offered	1 National (8-4-4/CBC)	
	2 International	
	3 Both National and International	
JC10: Does the school own this parcel of land, either alone or jointly with another entity?		
	1 Yes, alone	
	2 Yes, jointly	
	3 No	
JC11: IF JC10 = 1 or 2, Does the school have a recognised legal document for this parcel?		
	1 Yes, title deed	
	2 Yes, other document	
	3 No	

SECTION D: 2023 ENROLMENT

JD01: Provide the number of learners (including learners with special needs and disabilities) in grade 7 by sex in 2023

	2023			2023		
	Kenyans			Non-Kenyans		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Grade 7						

JD02: Were there learners with special needs in this secondary school in 2023?

1.Yes		
2.No		IF JD02 = 2, SKIP TO JD03

JD02.1: Provide the number of learners with Special Needs and Disabilities (Age-Based) in grade 7 in 2023

	2023			2023		
	Kenyans			Non-Kenyans		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Grade 7						

JD03: Using the 2023 school register, provide the number of learners that were in grade 7 by sex and age

	Grade 7		
Age (years)	**Boys**	**Girls**	**Total**
9			
10			
11			
12			
13			
14			
15			
More than 15 years			
Total			

SECTION E: 2024 ENROLMENT

JE01: Using the 2024 school register, provide the number of learners by grade sex and age

	Grade 7			Grade 8		
Age (years)	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
9						
10						
11						
12						
13						
14						
15						
More than 15 years						
Total						

JE02: Indicate the results of the headcount in by grade and sex

Grade	**Boys**	**Girls**	**Total**
Grade 7			
Grade 8			
Total			

JE03: How many streams does this junior school have?

	Grade 7	**Grade 8**
No. of streams		

JE04: Provide the number of repeaters in grade 7 by sex in 2024

Grade	**Boys**	**Girls**	**Total**
Grade 7			
Total			

JE05: Provide the number of learners who left this junior school by grade and sex in 2023 school year by main reason

(THESE ARE LEARNERS WHO WERE IN SCHOOL AT THE BEGINNING OF 2023 SCHOOL YEAR AND LEFT BEFORE THE END OF THE SCHOOL YEAR)

	Grade 7		
Reason	Boys	Girls	**TOTAL**
Transfer to another school			
Natural Disaster			
Early Marriage			
Pregnancy			
Own Disability/Special Needs/Illness			
Work e.g. Child Labour			
Lack of Sanitary Pads			
Lack of School Fee/levies			
Family related issues(Conflict, Instability)			
Insecurity			
Religious beliefs			
Orphanhood			
Physical/Psychological abuse			
Over age			
Poor Academic performance			
Indiscipline e.g. Drug Abuse			
Other Specify			
TOTAL			

JE06: Does this junior school have learners who are refugees?

1.Yes		
2.No		IF JE06 = 2, SKIP TO JE07

JE06.1: Provide the number of learners who are refugees in this junior school by grade and sex in 2024

Sex	**Grade 7**	**Grade 8**
Boys		
Girls		
Total		

JE07: Provide the number of age-based learners with special needs and disability by grade and sex in 2024

	Grade 7	**Grade 8**
Boys		
Girls		
Total		

JE07.1: Provide the number of age-based learners with disability by grade, sex and type of disability in 2024

	Grade 7			**Grade 8**		
Type of disability	**Boys**	Girls	Total	Boys	Girls	Total
1. Total Blindness						
2. Low Vision						
3. Physical impairment						
4. Hard of hearing						
5. Deafness						
6. Autism						
7. Cerebral Palsy						
8. Intellectual and developmental disabilities						
9. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)						
10. Speech and language difficulties						
11. Albinism						

SECTION F: STAFF ESTABLISHMENT

JF01: What was the number of teaching staff in this junior school by sex in 2023 and 2024?

(EXCLUDE TEACHERS BORROWED FROM EITHER PRIMARY SCHOOL OR SECONDARY SCHOOL)

Category	2023				2024			
	Total		Registered Teache		Total		Registered Teacher	
	Male	Female	Male	Female	Male	Female	Male	Female
If JA17 = 1, Public School-Teachers								
TSC.....								
BoM								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								
If JA17 = 2, Private School-Teachers								
BoM/BOD/Director								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								

JF01.1: What is the number of newly employed teaching staff in this junior school by category sex in 2024?

Category	2024		
	Male	Female	Total
If JA17 = 1, Public School-Teachers			
TSC.....			
BoM			
Intern			
NGO/FBO/CBO			
Total			
If JA17 = 2, Private School-Teachers			
BoM/BOD/Director			
Intern			
NGO/FBO/CBO			
Total			

JF01.2: Provide the number of teachers from either primary school or secondary school that are teaching in this junior school

	Male	Female	Total
Primary			
Secondary			

JF02: What is the number of non-teaching staff in this junior school by sex in 2024?

Male	
Female	
Total	

JF03: What is the number of employees in this junior school by sex and age in 2024?

Age group	**Teaching staff**		**Non-teaching staff**	
	Male	**Female**	**Male**	**Female**
18-34 years.....				
35-49 years.....				
50 years and above.....				
Total				

JF04: Does this junior school have employees who are Non-Kenyans?

1. Yes
2. No

If JF04=2, Skip to JF05

JF04.1: What is the number of Non-Kenyan employees in this junior school by sex in 2024?

	Number	
Employees	**Male**	**Female**
Teaching Staff.....		
Non-Teaching Staff.....		
Total		

JF05: What is the number of employees with disability in this junior school by disability type and sex in 2024?

Disability Type	**Teaching**			**Non-Teaching Staff**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Physical.....						
Visual.....						
Hearing.....						
Speech.....						
Albinism.....						

JF06: What is the number of non-teaching staff in this junior school by occupation and sex in 2024?

IF THE SCHOOL HAS MORE THAN ONE LEVEL AND IS SHARING ANY OF THE PERSONNEL, PLACE SUCH PERSONNEL IN ONE LEVEL TO AVOID DOUBLE-COUNTING

	Occupation	Male	Female
1	Bursar/Accounts clerk		
2	Accountant/Finance manager		
3	Human resource officer		
4	Secretary		
5	Copy typist		
6	Office Messenger		
7	Laboratory assistant		
8	Watchman		
9	Cook/Chef		
10	Waiter/Waitress		
11	Artisan		
12	Groundsman/woman		
13	Driver		
14	Transport/Fleet manager		
15	Carpenter		
16	Nurse/Clinical Officer		
17	Cateress		
18	Tea-girl/boy		
19	Matron/Patron/Caregiver		
20	Counsellor		
21	Agricultural Officer/Farm manager		
22	Electrician		
23	Plumber		
24	ICT officer/technician		
25	Librarian		
26	Store keeper		
27	Supply chain officer		
28	Cleaner		
29	Other (Specify)		
	Total		

JF07: What is the number of employees in this junior school by sex and employment/work status in 2024 ?

Employment/Work Status	Teaching Staff		Non-teaching	
	Male	Female	Male	Female
Permanent ……				
Temporary……				
Contract……				
Casual……				
Intern……				
Volunteer……				
Total				

JF08: What is the current number of teachers in this junior school by sex and highest education level attained?

Education attained		
	Male	**Female**
PhD……..		
Master's Degree……		
Post Graduate Diploma…….		
Bachelor's Degree……		
Diploma……..		
Certificate……..		
Secondary (KCSE)……..		
Total		

JF08.1: What is the current number of teachers in this junior school by sex and highest education level attained in the field of education?

Education attained		
	Male	**Female**
PhD……..		
Master's Degree……		
Post Graduate Diploma…….		
Bachelor's Degree……		
Diploma……..		
Certificate……..		
Total		

JF08.2: What is the current number of teaching staff in this junior school by subject area?

Subject Area	**Male**	**Female**
Social Studies/Life Skills		
Agriculture/Home Science		
Intergrated Science/Health Education		
Pre-technical Studies,Computer Studies/ Business Studies		
Visual arts, Performing Arts, Sports/PE merged		
Mathematics		
English		
Kiswahili		
Religious Education		

JF08.3: What is the number of teaching staff trained in ...?

	Number	
	Male	**Female**
Special Needs Education		
Guidance and Counselling		

JF08.4: What is the number of teaching staff with ...?

	Number	
Area of proficiency	**Male**	**Female**
Basic digital literacy skills		
Co-curricular skills e.g. Performing Arts, Sports		

JF09: What is the sex of the principal/head of this junior school?

1. Male
2. Female

JF09.1: What is the highest academic qualification of the principal/head of this junior school?

PhD……		
Master's Degree……		
Post Graduate Diploma……		
Bachelor's Degree……		
Diploma……		
Certificate……		

JF10: In 2023,what was the number of employees in this junior school who received in-service training by sex?

Employees	**Male**	**Female**
Teaching staff……		
Non-teaching Staff……		
Total		

JF11: In 2023, how many teachers have left this junior school due to (….)?

Reason for leaving	**Male**	**Female**	**Total**
Death……			
Illness……			
Dismissal……			
Retirement……			
Resignation……			
Transfer to another school……			
Transfer of Service……			
Others(specify)……			
Total			

JF12: Employment and Earnings as at 30th June 2022 and 30th June 2023 (Full-time and part-time paid employees, working proprietors/partners, working directors and unpaid family workers)

		No. of Employees			Earnings[1]		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
i) Regular Employees[2]	June 2022						
	Jun-23						
ii) Casual Employees[3]	June 2022						
	Jun-23						
iv) Working Proprietors/Partners, Working Directors	June 2022						
	Jun-23						
iii) Total	June 2022						
	Jun-23						
v) Unpaid Directors, Prorietors and Family workers not employed elsewhere	June 2022						
	Jun-23						

[1]Gross cash remuneration paid in June 2022 and June 2023 i.e wages and salaries (before deduction) including overtime and all regular allowances such as housing allowance, cost of living and overseas allowances etc.
(Exclude Teachers paid by TSC, Staff under the Government payroll)

[2]Regular employee: a salaried person employed on monthly, weekly, or ticket contract terms of service on a verbal of written contract

[3]Casual employee: any person whose engagement provide for his/her payment at the end of each day and who is not engaged for a period longer than 30 days.

SECTION G: FACILITIES

JG01: Does this junior school have a playground/facility dedicated for [...]?

Football	Yes	No
Volleyball	Yes	No
Basketball	Yes	No
Hockey	Yes	No
Rugby	Yes	No
Running track	Yes	No
Health club/gymnasium	Yes	No
Swimming pool	Yes	No

JG02: Provide the Number of Approved Textbooks Available by Learning Area/Subject in grade 7 and 8
(PUT EXACT NUMBER OF BOOKS, DO NOT USE RATIO)

Learning areas	Grade 7	Grade 8
English		
Kiswahili		
KSL (for leaners who are deaf)		
Mathematics		
Integrated Science		
Health Education		
Pre-Technical and Pre-Career Education		
Social Studies (Citizenship, Geography, History)		
Religious Education (CRE/IRE/HRE/PPI)		
Business Studies		
Agriculture		
Life Skills Education		
Sports and Physical Education		

JG03:Does this junior school have [...]?

Administration office	Yes	No
Library	Yes	No
Specialized learning areas Rooms	Yes	No
Multipurpose hall	Yes	No
Dining hall	Yes	No
Kitchen	Yes	No
Water tank	Yes	No
Lightning arrester in every building	Yes	No
First Aid Facility/Sanatorium	Yes	No

JG04: How many [...] does this junior school have?

	Number
Special room for Pre-Technical Studies	
Science Laboratory/room	
Computer Room/Laboratory	
Chair and locker	
Boys dormitory/hostel	
Girls dormitory/hostel	
Beds for boys	
Beds for girls	
Bathrooms for boys	
Bathrooms for girls	
Functional fire extinguishers	

JG05: How many functional/usable toilets/latrines does this junior school have?

	Number of toilets for learners			Number of toilets for teaching and non-teaching staff		
	Girl's only toilets	Boy's only toilets	Common use toilets	Female staff only	Male staff only	Common use toilets
Total number of toilet doors						
Total number of toilets doors adapted for SNEs						

JG06: What kind of toilet facility do learners in this junior school usually use?

(IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE TOILET FACILITY)

FLUSH OR POUR FLUSH TOILET	
Flush To Piped Sewer System	1
Flush To Septic Tank	2
Flush To Pit Latrine	3
Flush To Somewhere Else	4
Flush, Don'T Know Where	5
PIT LATRINE	
Ventilated Improved Pit Latrine	6
Pit Latrine With Slab	7
Pit Latrine Without Slab/Open Pit	8
Composting Toilet	9
Biodigester	10
Bucket Toilet	11
Hanging Toilet/Hanging Latrine	12
No Facility/Bush/Field	13
Other	14

JG07: Does this junior school have a handwashing facility with soap and water?

1. Yes, with soap and water
2. Yes, with water only
3. Yes, but no Soap and no water
4. No

JG08: How many classrooms does this junior school have?

Grade	Number of classrooms		
	Permanent	Temporary	Adapted for SNEs
Grade 7			
Grade 8			

JG09: Does this junior school have a perimeter fence?

1. Yes
2. No

JG10: Does this junior school have a security gate that is manned at all times?

1. Yes, manned at all times
2. Yes, manned sometimes
3. Yes, not manned
4. No security gate

SECTION H: SCHOOL TRANSPORT & PROXIMITY TO OTHER FACILITIES

JH01: Does this junior school own a vehicle for learners use?

1. Yes
2. No

IF JC03 = 1 or 3, THEN ASK

JH02: Does this junior school have daily transport arrangement for its learners (to and from school)?

1. Yes, own vehicles
2. Yes, organised transport
3. Yes, both own and organised transport
4. No

If JH02=4, SKIP TO JH04

JH03: Is the school transport adapted to accommodate learners with disabilities?

1. Yes
2. No

JH04: What is the distance from this junior school to the nearest all-weather road (motorable all year round) in kilometres?

.....

JH04.1: What is the distance from this junior school to the nearest public secondary school in kilometres?

.....

1. Within the same compound
2. Less than a kilometre
3. Between 1km and 3km
4. More than 3km

JH04.2: What is the distance from this junior school to the nearest public TVET institution in kilometres?

.....

1. Within the same compound
2. Less than a kilometre
3. Between 1km and 3km
4. More than 3km

Section I: SCHOOL FARM/GARDEN

JI01: Does this junior school have a school farm/garden?

Yes.....1
No.....2 If JI01=2,SKIP TO JI04

JI02: Which crops/livestock are currently grown/raised in this farm/garden?

Food crops.....1
Other crops.....2
Dairy cattle.....3
Poultry.....4
Other livestock.....5

JI03: How does this junior school mainly utilize the proceeds of this farm/garden?

Teaching/Demonstration.....1
Feed the school children.....2
Sell the proceeds.....3
Other utilization.....4

JI04: Does this junior school have food storage facilities?

A. Dry foods	Yes	No
B. Fruits and Vegetables	Yes	No

SECTION J: INFORMATION, COMMUNICATION AND TECHNOLOGY

JJ01: Does this junior school have a telephone communication device?

A. Yes, Fixed/Landline
B. Yes, Dedicated Mobile phone
C. No

JJ02: Does this junior school use a radio for teaching/ learning purposes?

1. Yes
2. No

JJ03: Does this junior school use a television for teaching/ learning purposes?

1. Yes
2. No

JJ04: How many functional Computers (Desktops, Laptops), Tablets does this junior school use for teaching/ learning purposes[..]

	Number for Learners	Number for Teachers
1. Desktops.....		
2. Laptops.....		
3. Tablets.....		

JJ05: Does this junior school have a safe and secure place to keep computers (desktops, laptops), tablets and computer accessories used by the learners?

1. Yes
2. No

JJ06: How many functional projectors does this junior school have for teaching/learning

Number

JJ07: Does this junior school have have internet access?

1. Yes
2. No

If JJ07 = 2, SKIP TO SECTION K

JJ07.1: What type of internet does this junior school use for teaching/ learning

A. Mobile data/internet (sim card based)
B. Fixed data/internet (e.g. Fiber optic, Fixed wireless, cable, DSL, Satellite)

JJ08: What measures/mechanisms has this school put in place for the safety of learners while using internet?

A. Sensitization and awareness creation of safe use of internet e.g training, posters, Child online protection booklets, Snapper frame on Smart rules
B. Installations of applications that control access of unwanted websites e.g firewall, whitelisting, Encryption Tools, Application Permissions
C. Supervising/monitoring online activities of the learners
D. Reporting mechanism in place on child online cases (e.g abuse, crime, cyberbullying) negative content in the social media with appropriate agencies e.g childline Kenya helpline 116, National KE-CIRT/CC, Directorate of Criminal Investigations (DCI)
E. Other (Specify)

SECTION K: WATER, ENERGY AND SANITATION

JK01: What is the main source of drinking water for this junior school?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque,Church, Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12

JK02: What is the main source of water used by the school for other purposes such as cooking and hand washing?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque,Church, Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12

Energy Sources and Technologies

JK03: What is the main source of energy for lighting?

Electricity connection from main grid (KPLC)	1
Electricity connection from a mini grid (private)	2
Electricity connection from generator	3
Electricity connection from a solar system/panels	4
Solar Charged Battery/Torch/Spotlight/lamp	5
Electricity connection from wind	6
Biogas	7
None	8

JK04: What type of technology does the school use for cooking most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Three stone stove/open fire	10
Other, specify	11
Not applicable	12

JK05: What type of technology does this junior school use for heating/cooling (including space heating/cooling and heating bath water) most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Air Conditioner	10
Three stone stove/open fire	11
Other, specify	12

JK06: How does this junior school mainly dispose of solid waste that is not composited (in the garden), recycled or fed to animals?

Collected by County Government	1
Collected by community association	2
Collected by a private company	3
Dumped in the compound	4
Dumped in a dedicated pit	5
Dumped in the street/vacant plot/drain	6
Dumped in the latrine	7
Burnt in the open	8
Buried	9
Other (specify)	10

CHECK IF JA09 HAS MULTIPLE SELECTION. IF YES, ASK

JK07: Does this junior school share any of the following resource(s) with another level?

Board of Management/Directors	A
Teaching staff	B
Non-teaching staff	C
Toilets	D
Classrooms	E
Computers	F
Library	G
Water Source(s)	H
Play Ground(s)	I
Science Laboratories	J
Handwashing facility	K
Garden/farm	L
Transport	M
Perimeter fence/gate	N

MENSTRUAL HEALTH MANAGEMENT

CHECK IF JC02= 2 or 3 ASK, ELSE SKIP TO SECTION L

JK08: What Menstrual Health Management (MHM) package does your school offer?

Sanitary pads	A
Bathing area	B
Education on menstrual health management	C
Safe disposal of Sanitary Pads	D
None	96

If JK08=96, SKIP TO SECTION L

IF JK08 = A, ASK

JK08.1: How often are sanitary pads provided to adolescent girls?

Regularly/On demand	01
Backup/Emergency only	02
Never	03

JK08.2: What is the main method of disposal of used sanitary pads?

Collected by licensed service provider	01
Collected by unlicensed service provider	02
Dumped in a dedicated pit/ latrine	03
Burnt in the open	04
Buried	05
Dumped in the street/vacant plot/drain	06
Dumped in the compound	07
Other (specify)	08

SECTION L: SPECIAL NEEDS

JL01: Does this junior school have assistive devices for learners with special needs and disabilities?

1. Yes
2. No

If JL01 = 2, SKIP TO JL02

JL01.1: If yes, how many of the following:

	Number
Braille machines	
Hearing aids	
Wheel chairs	
Communication Aids	
Spectacles	
Prosthesis	
Pill organizers	
Memory aids	
Scooters	
Walkers	
Canes	
Crutches	
Others (Specify)……	

JL02: Does this junior school have assistive technology devices or software available for students with disabilities?

1. Yes
2. No

If JL02 = 2, SKIP TO JL03

JL02.1: Which types of assistive technologies are available in this junior school? (Select all that apply)

a) Screen/orbit readers
b) Braille displays or printers
c) Speech-to-text or text-to-speech software
d) Magnification or large-print software
e) Wheelchair accessible computer stations
f) Talking calculator
g) Other (specify)

JL03: Does this junior school have specialized learning resources for learners with special needs and disabilities in this junior school?

1. Yes
2. No.

If JL03 = 2, SKIP TO JL03.2

JL03.1: Does this junior school have the following:

	Yes	No
Braille		
Audio (eg; Cassettes, microphone, podcast)		
Large print		
Visuals (eg; Charts, real objects, photographs, transparencies)		
Audio Visual (eg; Slides, tapes, films, filmstrips, television, video, multimedia)		
Pictures		

JL03.2: Do the learners require specialised learning resources?

1. Yes
2. No.

SECTION M: FINANCIAL INFORMATION

JM00: If B20 = 1, Is the information provided consolidated or for the main branch?

1. Consolidated
2. Main branch

JM01:How much did this junior school receive/earn in 2023 (provide the breakdown)

Source	**KSh**
	2023 (as at 31st December 2023)
Capitation……	
Tuition fees…….	
Boarding Fees…….	
Sale of goods and services…….	
Infrastructure (MOE/NG-CDF)……	
Motivation fee (teachers/students/remedial)…….	
Disposal of assets…….	
Donation / fund raising……..	
Interests on deposits…….	
Payment in kind……	
School transport	
Others (specify)…….	
Total	

JM02: How much did this junior school spend on the following items in 2023?

Expenditure Items	**KSh**
Staff Cost	**2023 (as at 31st December 2023)**
Annual gross salaries and wages	
Employer's contributions (pension, provident etc)	
Fringe benefits	
Board expenses	
Other employee benefits	
Operating Expenses	
Motor vehicle running costs (eg. spare parts)	
Leasing and hiring of plant, machinery, equipment and vehicles under operating leases	
Insurance	
Accommodation and travelling	
Office supplies	
Stores and consumables	
Medicine & medical supplies	
Postal and courier services	
Advertising	
Rental of land and premises	
Repair and maintenance	
Research and development	
Telecommunication services	
Transport of goods (freight by rail, road, sea, air), warehousing and storage	
Water	
Electricity	
Water & electricity	
Fuels and lubricants	
Entertainment	
License fees, permits, stamp duties and similar fees paid to government or local authorities, catering levy	
Fees and Commissions paid	
Containers and packaging materials	
Donations, bursaries and sponsorships	
Property tax	
Depreciation	
Amortisation	
Bank charges	
Interest paid	
Other expenditure *(not specified above)*	
a)……..	
b)……	
Total Expenditure	

JM03: What was the total amount of money owed to and by this junior school in 2023 ?

Items	**KSh**
	2023 (as at 31st December 2023)
Creditors (owed by the school)	
Total……..	
Debtors (owed to the school)	
School fees arrears ……	
Others……	
Total……	

SECTION N: CONTACTS AND COMMENTS

JN01: Name of Contact Person…….

JN02: Mobile Phone No. (Contact Person)…….

JN03: Designation (Contact Person)…….

JN04: Name of the Respondent …….

JN05: Mobile Phone No. (Respondent)…….

JN06: Email address (Respondent)…….

JN07: Respondent comments

JN08: Enumerator comments

JN09: GPS Coordinates of this junior School

Latitude…….

Longitude…….

SECTION A: IDENTIFICATION PANEL

SA00:2024 School Census Serial No.

SA01:County

SA02:Sub County

SA03:Division

SA04:Location

SA05:Sub Location

SA06:Constituency

SA07:Ward

SA08:Residence: 1.Rural 2.Urban

SA09: Education Level:
A. Pre-Primary
B. Primary
C. Junior School
D. Pre-Vocational
E. Secondary

SA10:School Name..... .....

SA11:Unique Institutional Code (UIC)/NEMIS Code
1. NEMIS CODE
2. NONE

SA12: MOE Registration No.
1. REG. NO
2. NONE

SA13:Year of School Registration

SA14:TSC Code
1. TSC CODE
2. NONE

SA15:KNEC Code
1. KNEC CODE
2. NONE

SA16:School Zone

SA17:Institution Type
1.Public
2.Private

SECTION B: GENERAL INFORMATION

SB01:INSTITUTION N.S.S.F CODE

1. NSSF CODE
2. NONE

SB02:INSTITUTION NHIF CODE

1. NHIF CODE
2. NONE

SB03:INSTITUTION KRA PIN

1. KRA PIN
2. NONE

IF SA17 = 2, SB04:Single Business Permit No.

1. SBP No.
2. NONE

SB05: Main settlement type of where the school is located

1.Formal
2.Informal

Postal Address:

SB06: Box

SB07:Postal Code

SB08: Postal Town

Physical Address:

SB09: Physical Town

SB10: Street/Road

SB11: Plot No.

SB12: Building Name ……

SB13: Building No.

SB14: Floor

Contact

SB15: Tel./Mobile Phone No. (Office)

SB16: Email address ……

SB17: Website ……

SB18: Social Media Handle ……

SB19: Physical Landmark: (Name of the nearest police station or health facility or town or shopping centre)……

SB20: Is this the main school or a branch?

1. Main School
2. Branch

If SB20 = 2, what is the name of the main school?

SB20.1: Main School Name ……

SB20.2: Unique Institutional Code (UIC)/NEMIS Code

1. NEMIS CODE
2. NONE

SB20.3: County

SB20.4: Physical Town

SECTION C: SCHOOL BASIC INFORMATION

SC01: Name the School Category:	1 Regular	
	2 Integrated (regular and special needs)	
	3 Special (special needs only)	
	4 Regular with special needs units	
SC02: Is the school a boys only, girls only or mixed (both boys an	1 Boys	
	2 Girls	
	3 Mixed	
SC03: What is the accomodation type?	1 Day	
	2 Boarding	
	3 Day and Boarding	
	IF SC03 = 1 SKIP TO SC05	
SC04: If SC03 = 3, indicate the number of boarders only	1 Boys	
	2 Girls	
SC05: Is the school operating from a fixed location or mobile ?	1 Mobile	
	2 Fixed Location	
SC06: Indicate Ownership structure: Specify the percentage shareholding	1 Government	
	2 Foreign (Individual/Corporate)	
	3 Local Private (Individual/Corporate)	
	Total	100%
SC07: If SA17 = 2, give the legal status	1 Sole proprietorship	
	2 Partnership	
	3 Local private company	
	4 Non-profit/NGOs	
	5 Faith Based Organization (FBO)	
	6 Community Based Organization (CBO)	
SC08: What is the composition of Board of Management(BOM)/Board of Directors by sex?	Male	
	Female	
	Total	
SC09: Indicate the type of curriculum offered	1 National (8-4-4/CBC)	
	2 International	
	3 Both National and International	
SC10: Does the school own this parcel of land, either alone or jointly with another entity?	1 Yes, alone	
	2 Yes, jointly	
	3 No	
SC11: IF SC10 = 1 or 2, Does the school have a recognised legal document for this parcel?	1 Yes, title deed	
	2 Yes, other document	
	3 No	

SECTION D: 2023 ENROLMENT

SD01: Number of ALL Learners (including learners with special needs and disabilities) by form and Sex, 2023

	2023			2023		
	Kenyans			Non-Kenyans		
Form	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Form 1						
Form 2						
Form 3						
Form 4						
Total						

SD02: Were there learners with special needs in this secondary school in 2023?

1.Yes
2.No

If No, Skip to SD03

SD02.1: Number of Learners with Special Needs and Disabilities (Age-Based), 2023

	2023			2023		
	Kenyans			Non-Kenyans		
Form	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Form 1						
Form 2						
Form 3						
Form 4						
Total						

SD03: Using the 2023 school register, provide the number of learners by form, sex and age (THIS IS FOR ALL LEARNERS)

Age (years)	**Form 1**			**Form 2**		
	Boys	Girls	Total	Boys	Girls	Total
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
More than 22 years						
Total						

SD03: Using the 2023 school register, provide the number of learners by form, sex and age
(THIS IS FOR ALL LEARNERS)

Age (years)	**Form 3**			**Form 3**		
	Boys	Girls	Total	Boys	Girls	Total
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
More than 22 years						
Total						

SECTION E: 2024 ENROLMENT

SE01: Using the 2024 school register, provide the number of learners by form, sex and age

Age (years)	**Form 1**			**Form 2**		
	Boys	Girls	Total	Boys	Girls	Total
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
More than 22 years						
Total						

SE01: Using the 2024 school register, provide the number of learners by form, sex and age

	Form 3			**Form 4**		
Age (years)	Boys	Girls	Total	Boys	Girls	Total
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
More than 22 years						
Total						

SE02: Indicate the results of the headcount by form and sex

Form	Boys	Girls	Total
Form 1			
Form 2			
Form 3			
Form 4			
Total			

IF PA17=2 AND PC09=3, ASK:

SE02.1: Provide the number of leaners enrolled for International curriculum by sex in 2024?

	Boys	Girls	Total
Secondary School or equivalent			

SE03: How many streams does this secondary school have in 2024?

Form	No. of streams
Form 1	
Form 2	
Form 3	
Form 4	

SE04: Provide the number of repeaters by form and sex in 2024

Form	Boys	Girls	Total
Form 1			
Form 2			
Form 3			
Form 4			
Total			

SE05: Provide the number of learners who left school by form and sex in 2023 school year by main reason

(THESE ARE LEARNERS WHO WERE IN SCHOOL AT THE BEGINNING OF 2023 SCHOOL YEAR AND LEFT BEFORE THE END OF THE SCHOOL YEAR, EXCLUDING THOSE WHO TRANSFERRED TO OTHER SCHOOLS)

	Form 1		Form 2		
Reasons	Boys	Girls	Boys	Girls	
Transfer to Another School					
Natural Disaster					
Early Marriage					
Pregnancy					
Own Disability/Special Needs/Illness					
Work e.g. Child Labour					
Lack of Sanitary Pads					
Lack of School Fee/levies					
Family related issues(Conflict, Instability)					
Insecurity					
Religious beliefs					
Orphanhood					
Physical/Psychological abuse					
Over age					
Poor Academic performance					
Indiscipline e.g. Drug abuse					
Other Specify					
TOTAL					

SE05: Provide the number of learners who left school by form and sex in 2023 school year by main reason

(THESE ARE LEARNERS WHO WERE IN SCHOOL AT THE BEGINNING OF 2023 SCHOOL YEAR AND LEFT BEFORE THE END OF THE SCHOOL YEAR)

	Form 3		Form 4		Total
Reasons	Boys	Girls	Boys	Girls	
Transfer to another school					
Natural Disaster					
Early Marriage					
Pregnancy					
Own Disability/Special Needs/Illness					
Work e.g. Child Labour					
Lack of Sanitary Pads					
Lack of School Fee/levies					
Family related issues(Conflict, Instability)					
Insecurity					
Religious beliefs					
Orphanhood					
Physical/Psychological abuse					
Over age					
Poor Academic performance					
Indiscipline/Drugs					

TOTAL					

SE06: Does this secondary school have refugee learners?

1.Yes		
2.No		If No, skip to SE07

SE06.1: Provide the number of learners who are refugees by form and sex in 2024

Form	Boys	Girls	Total
Form 1			
Form 2			
Form 3			
Form 4			
Total			

SE07: Provide the number of age-based learners with special needs and disability by form and sex in 2024

Form	Boys	Girls	Total
Form 1			
Form 2			
Form 3			
Form 4			
Total			

SE07.1: Provide the number of age-based learners with disability by form, sex and type of disability in 2024

	Form 1			Form 2		
Type of disability	Boys	Girls	Total	Boys	Girls	Total
1. Total Blindness						
2. Low Vision						
3. Physical impairment						
4. Hard of hearing						
5. Deafness						
6. Autism						
7. Cerebral Palsy						
8. Intellectual and developmental disabilities						
9. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)						
10. Speech and language difficulties						
11. Albinism						

SE07.1: Provide the number of age-based learners with disability by form, sex and type of disability in 2024

	Form 3			Form 4		
Type of disability	Boys	Girls	Total	Boys	Girls	Total
1. Total Blindness						
2. Low Vision						
3. Physical impairment						
4. Hard of hearing						
5. Deafness						
6. Autism						
7. Cerebral Palsy						
8. Intellectual and developmental disabilities						
9. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)						
10. Speech and language difficulties						
11. Albinism						

SECTION F: STAFF ESTABLISHMENT

SF01: What is the number of teaching staff in this secondary school by category and sex?

Category	2023				2024			
	Total		Registered Teachers		Total		Registered Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
If SA17 = 1, Public School-Teachers								
TSC.....								
BoM								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								
If SA17 = 2, Private School-Teachers								
BoM/BOD/Director								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								

SF01.1: What is the number of newly employed teaching staff by category and sex in 2024?

Category	2024		
	Male	Female	Total
If SA17 = 1, Public School-Teachers			
TSC.....			
BoM			
Intern			
NGO/FBO/CBO			
Total			
If SA17 = 2, Private School-Teachers			
BoM/BOD/Director			
Intern			
NGO/FBO/CBO			
Total			

SF02: What is the number of non-teaching staff in this secondary school by sex in 2024?

	Number
Male	
Female	
Total	

SF03: What is the number of employees in this secondary school by sex and age in 2024 ?

Age group	Teaching staff		Non-teaching staff	
	Male	Female	Male	Female
18-34 years……				
35-49 years……				
50 years and above……				
Total				

SF04: Does this secondary school have employees who are Non-Kenyans?

1. Yes	
2. No	If SF04=2, Skip to SF04.2

SF04.1: What is the number of Non-Kenyan employees in this secondary school by sex in 2024?

Employees	Male	Female
Teaching Staff……		
Non-Teaching Staff……		
Total		

SF04.2 In 2023, did this secondary school engage teachers from outside the country on short term basis?

1. Yes
2. No

SF04.3 In 2023, did this secondary school send teachers outside the country to teach on short term basis?

1. Yes
2. No

F05: What is the number of employees with disability in this secondary school by type and sex in 2024?

Disability Type	Teaching			Non-Teaching Staff		
	Male	Female	Total	Male	Female	Total
Physical……						
Visual……						
Hearing……						
Speech……						
Albinism……						

SF06: What is the number of non-teaching staff in this secondary school by occupation and sex in 2024?

IF THE SCHOOL HAS MORE THAN ONE LEVEL AND IS SHARING ANY OF THE PERSONNEL, PLACE SUCH PERSONNEL IN ONE LEVEL TO AVOID DOUBLE-COUNTING

	Occupation	Male	Female	Total
1	Bursar/Accounts clerk			
2	Accountant/Finance manager			
3	Human resource officer			
4	Secretary			
5	Copy typist			
6	Office Messenger			
7	Laboratory assistant			
8	Watchman			
9	Cook/Chef			
#	Waiter/Waitress			
#	Artisan			
#	Groundsman/woman			
#	Driver			
#	Transport/Fleet manager			
#	Carpenter			
#	Nurse/Clinical Officer			
#	Cateress			
#	Tea-girl/boy			
#	Matron/Patron/Caregiver			
#	Counsellor			
#	Agricultural Officer/Farm manager			
#	Electrician			
#	Plumber			
#	ICT officer/technician			
#	Librarian			
#	Store keeper			
#	Supply chain officer			
#	Cleaner			
#	Other (Specify)			
	Total			

SF07: What is the number of employees in this secondary school by sex and employment/work status in 2024 ?

Employment/Work Status	Teaching Staff		Non-teaching	
	Male	Female	Male	Female
Permanent				
Temporary.....				
Contract.....				
Casual.....				
Intern.....				
Volunteer.....				
Total				

SF08: What is the current number of teachers in this secondary school by sex and highest education level attained?

Education attained	Male	Female
PhD.....		
Master's Degree.....		
Post Graduate Diploma.....		
Bachelor's Degree.....		
Diploma.....		
Certificate.....		
Secondary (KCSE).....		
Total		

SF08.1: What is the current number of teachers in this secondary school by sex and highest education level attained in the field of education?

Education attained	Male	Female
PhD.....		
Master's Degree.....		
Post Graduate Diploma.....		
Bachelor's Degree.....		
Diploma.....		
Certificate.....		
Total		

SF08.2: What is the current number of teaching staff in this secondary school by subject area ?

Subject Area	Male	Female
Maths & Sciences.....		
Perfoming arts/humanities.....		
Languages.....		
Business.....		
Creative Arts and Technical.....		
Computer studies		
Total		

SF08.3: What is the number of teaching staff trained in …?

	Number	
	Male	**Female**
Special Needs Education		
Guidance and counselling		

SF08.4: What is the number of teaching staff with …?

	Number	
Area of Proficiency	**Male**	**Female**
Basic digital literacy skills		
Co-curricular skills e.g. Perfoming Arts, Sports		

SF09: What is the sex of the principal/head of this secondary school?

1. Male
2. Female

SF09.1: What is the highest academic qualification of the principal/head of this secondary school?

PhD……
Master's Degree……
Post Graduate Diploma……
Bachelor's Degree……
Diploma……
Certificate……

SF10: In 2023,what was the number of employees in this secondary school who received in-service training by sex?

Employees	**Male**	**Female**
Teaching staff……		
Non-teaching Staff……		
Total		

SF11: In 2023, how many teachers left this secondary school due to (…)?

Reason for leaving	**Male**	**Female**	**Total**
Death……			
Illness……			
Dismissal……			
Retirement……			
Resignation……			
Transfer to another school……			
Transfer of Service……			
Others(specify)……			
Total			

SF12: Employment and Earnings as at 30th June 2022 and 30th June 2023 (Full-time and part-time paid employees, working proprietors/partners, working directors and unpaid family workers)

		No. of Employees			Earnings[1]		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
i) Regular Employees[2]	June 2022						
	Jun-23						
ii) Casual Employees[3]	June 2022						
	Jun-23						
iv) Working Proprietors/Partners, Working Directors	June 2022						
	Jun-23						
iii) Total	June 2022						
	Jun-23						
v) Unpaid Directors, Prorietors and Family workers not employed elsewhere	June 2022						
	Jun-23						

[1]Gross cash remuneration paid in June 2022 and June 2023 i.e wages and salaries (before deduction) including overtime and all regular allowances such as housing allowance, cost of living and overseas allowances etc.
(Exclude Teachers paid by TSC, Staff under the Government payroll)

[2]Regular employee: a salaried person employed on monthly, weekly, or ticket contract terms of service on a verbal of written contract

[3]Casual employee: any person whose engagement provide for his/her payment at the end of each day and who is not engaged for a period longer than 30 days.

SECTION G: FACILITIES

SG01: Does this secondary school have a playground/facility for [...]?

Football	Yes	No
Volleyball	Yes	No
Basketball	Yes	No
Hockey	Yes	No
Rugby	Yes	No
Running track	Yes	No
Health club/gymnasium	Yes	No
Swimming pool	Yes	No
Other (Specify)		

SG02: Provide the Number of Approved Coursebooks available (either owned by the school or students) by core subjects and form
(PUT EXACT NUMBER OF BOOKS, DO NOT USE RATIO)

Form	Maths	English	Kiswahili	Chemistr	Biology	Physics
Form 1						
Form 2						
Form 3						
Form 4						

SG03: Does this secondary school have [...]?

Administration office	Yes	No
Library	Yes	No
Specialized learning areas Rooms	Yes	No
Multipurpose hall	Yes	No
Dining hall	Yes	No
Kitchen	Yes	No
Water tank	Yes	No
Lightning arrester in every building	Yes	No
First Aid Facility/Sanatorium	Yes	No

SG04: How many [...] does this secondary school have?

	Number
Workshops	
Science Laboratory	
Computer Room/Laboratory	
Chair and locker	
Boys dormitory/hostel	
Girls dormitory/hostel	
Beds for boys	
Beds for girls	
Bathrooms for boys	
Bathrooms for girls	
Functional fire extinguishers	

SG05: How many functional/usable toilets/latrines does this secondary school have in 2024? (insert number)

	Learners			Staff		
	Girl's only toilets	Boy's only toilets	Common use toilets	Female staff only	Male staff only	Common use toilets
Total number of toilet doors						
Total number of toilets adapted for SNEs						

SG06: What kind of toilet facility do learners in this secondary school usually use?

(IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE FACILITY)

FLUSH OR POUR FLUSH TOILET	
Flush To Piped Sewer System	1
Flush To Septic Tank	2
Flush To Pit Latrine	3
Flush To Somewhere Else	4
Flush, Don't Know Where	5
PIT LATRINE	
Ventilated Improved Pit Latrine	6
Pit Latrine With Slab	7
Pit Latrine Without Slab/Open Pit	8
Composting Toilet	9
Biodigester	10
Bucket Toilet	11
Hanging Toilet/Hanging Latrine	12
No Facility/Bush/Field	13
Other	14

SG07: Does this secondary school have a handwashing facility with soap and water?

Yes, with soap and water
Yes, with water only
Yes, but no Soap and no water
No

SG08: How many classrooms does this secondary school have?

Form	No. of classrooms		
	Permanent	Temporary	Adapted for SNEs
Form 1			
Form 2			
Form 3			
Form 4			

SG09: Does this secondary school have a perimeter fence?

1. Yes
2. No

SG10: Does this secondary school have a security gate that is manned at all times?

1. Yes, manned at all times	
2. Yes, manned sometimes	
3. Yes, not manned	
4. No security gate	

SECTION H: SCHOOL TRANSPORT & ACCESS TO ALL-WEATHER ROADS

SH01: Does this secondary school own a vehicle for learners use?

1. Yes
2. No

If SC03 = 1 or 3, THEN ASK

SH02: Does this secondary school have daily transport arrangement for its learners (to and from school)?

1. Yes, own vehicles
2. Yes, organised transport
3. Yes, both own and organised transport
4. No

IF SH02=4, SKIP TO SH04

SH03: Is the school transport adapted to accommodate learners with disabilities?

1. Yes
2. No

SH04: What is the distance from this secondary school to the nearest all-weather road (motorable all year round) in kilometres?

.....

Section I: SCHOOL FARM/GARDEN

SI01: Does this secondary school have a school farm/garden?

Yes.....1
No.....2

If SI01=2,skip to SI04

SI02: Which crops/livestock are currently grown/raised in this farm/garden?

Food crops.....1
Other crops.....2
Dairy cattle.....3
Poultry.....4
Other livestock.....5

SI03: How does this secondary school mainly utilize the proceeds of this farm/garden?

Teaching/Demonstration.....1
Feed the school children.....2
Sell the proceeds.....3
Other utilization.....4

SI04: Does this secondary school have food storage facilities for storing [...]?

A. Dry foods	Yes	No
B. Fruits and Vegetables	Yes	No

SECTION J: INFORMATION, COMMUNICATION AND TECHNOLOGY

SJ01: Does this secondary school have a telephone communication device?

A. Yes, Fixed/Landline
B. Yes, Dedicated Mobile phone
C. No

SJ02: Does this secondary school use radio for teaching/ learning purposes?

1. Yes
2. No

SJ03: Does this secondary school use a television for teaching/ learning purposes?

1. Yes
2. No

PJ04: How many functional Computers (Desktops, Laptops), Tablets does this secondary school use for teaching/ learning purposes? [..]

	Learners	**Teachers**
1. Desktops		
2. Laptops.....		
3. Tablets		

SJ05: Does this secondary school have a safe and secure place to keep computers (desktops, laptops), tablets and computer accessories used by the learners in secondary school?

1. Yes
2. No

SJ06: How many functional projectors does this secondary school have for teaching/learning purposes?

Number

SJ07: Does this secondary school have have internet access?

1. Yes
2. No

If SJ07 = 2, skip to section K

SJ07.1: What type of internet does this secondary school use for teaching/ learning purposes?

A. Mobile data/internet (sim card based)

B. Fixed data/internet (e.g. Fiber optic, Fixed wireless, cable, DSL, Satellite)

SJ08: What measures/mechanisms has this school put in place for the safety of learners while using internet?

A. Sensitization and awareness creation of safe use of internet e.g training, posters, Child online protection booklets, Snapper frame on Smart rules

B. Installations of applications that control access of unwanted websites e.g firewall, whitelisting, Encryption Tools, Application Permissions

C. Supervising/monitoring online activities of the learners

D. Reporting mechanism in place on child online cases (e.g abuse, crime, cyberbullying) negative content in the social media with appropriate agencies e.g childline Kenya helpline 116, National KE-CIRT/CC, Directorate of Criminal Investigations (DCI)

E. Other (Specify)

SECTION K: WATER, ENERGY AND SANITATION

SK01: What is the main source of drinking water for this secondary school?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque,Church, Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

SK02: What is the main source of water used by this secondary school for other purposes such as cooking and hand washing?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque,Church, Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

Energy Sources and Technologies

SK03: What is the main source of energy for lighting?	
Electricity connection from main grid (KPLC)	1
Electricity connection from a mini grid (private)	2
Electricity connection from generator	3
Electricity connection from a solar system/panels	4
Solar Charged Battery/Torch/Spotlight/lamp	5
Electricity connection from wind	6
Biogas	7
None	8
Other (Specify)	9

SK04. What type of technology does this secondary school use for cooking most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Three stone stove/open fire	10
Other, specify	11

SK05. What type of technology does this secondary school use for for heating/cooling (including space heating/cooling and heating bath water) most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Air conditioner	10
Three stone stove/open fire	11
Other, specify	12

SK06: How does this secondary school mainly dispose of solid waste that is not composited (in the garden), recycled or fed to animals?

Collected by County Government	1
Collected by community association	2
Collected by a private company	3
Dumped in the compound	4
Dumped in a dedicated pit	5
Dumped in the street/vacant plot/drain	6
Dumped in the latrine	7
Burnt in the open	8
Buried	9
Other (specify)	10

CHECK IF SA09 HAS MULTIPLE SELECTION. IF YES, ASK

SK07 : Does this secondary school share any of the following resource(s) with another level?

Board of Management/Directors	A
Teaching staff	B
Non-teaching staff	C
Toilets	D
Classrooms	E
Computers	F
Library	G
Water Source(s)	H
Play Ground(s)	I
Science Laboratories	J
Handwashing facility	K
Garden/farm	L
Transport	M
Perimeter fence/gate	N

MENSTRUAL HEALTH MANAGEMENT
CHECK IF SC02= 2 or 3 THEN ASK, ELSE SKIP TO SECTION L

SK08: What Menstrual Health Management (MHM) package does this secondary school offer?

Sanitary pads	A	
Bathing area	B	
Education on menstrual health management	C	
Safe disposal of Sanitary Pads	D	
None	96	If SK08=96, Skip to Section L

IF SK08=A, ASK

SK08.1: How often are sanitary pads provided to adolescent girls?

Regularly/On demand	1
Backup/Emergency only	2

SK08.2: What is the main method of disposal of used sanitary pads?

Collected by licensed service provider	1
Collected by unlicensed service provider	2
Dumped in a dedicated pit/ latrine	3
Burnt in the open	4
Buried	5
Dumped in the street/vacant plot/drain	6
Dumped in the compound	7
Other (specify)	8

SECTION L: SPECIAL NEEDS

SL01: Does this secondary school have assistive devices for learners with special needs and disabilities?

1. Yes
2. No

If SL01 = 2, Skip to SL02

SL01.1: How many [...] does this secondary school have?

	Number
Braille machines	
Hearing aids	
Wheel chairs	
Communication Aids	
Spectacles	
Prosthesis	
Pill organizers	
Memory aids	
Scooters	
Walkers	
Canes	
Crutches	
Others (Specify)……	

SL02: Does this secondary school have assistive technology devices or software available for students with special needs and disabilities?

1. Yes
2. No

If SL02 = 2, skip to SL03

SL02.1: Which types of assistive technologies are available in this secondary school? (Select all that apply)

a) Screen/orbit readers
b) Braille displays or printers
c) Speech-to-text or text-to-speech software
d) Magnification or large-print software
e) Wheelchair accessible computer stations
f) Talking calculator
g) Other (specify)

SL03: Does this secondary school have specialized learning resources for learners with special needs and disabilities?

1. Yes
2. No.

If SL03 = 2, skip to SL03.2

SL03.1: Does this secondary school have the following:

	Yes	No
Braille		
Audio (eg; Cassettes, microphone, podcast)		
Large print		
Visuals (eg; Charts, real objects, photographs, transparencies)		
Audio Visual (eg; Slides, tapes, films, filmstrips, television, video, multimedia)		
Pictures		

SL03.2: Do the learners require specialised learning resources?

1. Yes
2. No.

SECTION M: FINANCIAL INFORMATION

IF PB20 = 1, ASK:

PM00: Is the information provided consolidated or for the main branch?

1. Consolidated
2. Main branch

SM01:How much did this secondary school receive/earn in 2022 and 2023? (provide the breakdown)

	Source	Amount (KSh)	
		2022(as at 31st December 2022)	2023 (as at 31st December 2023)
1	Capitation……		
2	Tuition fees……		
3	Boarding Fees……		
4	Sale of goods and services……		
5	Infrastructure (MOE/NG-CDF)……		
6	Motivation fee (teachers/students/remedial)…….		
7	Disposal of assets……		
8	Donation / fund raising……		
9	Interests on deposits……		
10	Payment in kind……		
11	School transport		
12	Others (specify)……		
	Total		

SM02: How much did this secondary school spend on the following items in 2022 and 2023?

	Expenditure Items	**Amount (KSh)**	
	Staff Cost	**2022(as at 31st December 2022)**	**2023 (as at 31st December 2023)**
1	Annual gross salaries and wages		
2	Employer's contributions (pension, provident etc)		
3	Fringe benefits		
4	Board expenses		
5	Other employee benefits		
	Operating Expenses		
6	Motor vehicle running costs (eg. spare parts)		
7	Leasing and hiring of plant, machinery, equipment and vehicles under operating leases		
8	Insurance		
9	Accommodation and travelling		
10	Office supplies		
11	Stores and consumables		
12	Medicine & medical supplies		
13	Postal and courier services		
14	Advertising		
15	Rental of land and premises		
16	Repair and maintenance		
17	Research and development		
18	Telecommunication services		
19	Transport of goods (freight by rail, road, sea, air), warehousing and storage		
20	Water		
21	Electricity		
22	Water & electricity		
23	Fuels and lubricants		
24	Entertainment		
25	License fees, permits, stamp duties and similar fees paid to government or local authorities, catering levy		
26	Fees and Commissions paid		
27	Containers and packaging materials		
28	Donations, bursaries and sponsorships		
29	Property tax		
30	Depreciation		
31	Amortisation		
32	Bank charges		
33	Interest paid		
34	Other expenditure *(not specified above)*		
	a).....		
	b).....		
35	**Total Expenditure**		

SM03: What was the total amount of money owed to and by this secondary school in 2022 and 2023 ?

	Items	Amount (KSh)	
		2022 (as at 31st December 2022)	**2023 (as at 31st December 2023)**
1	**Creditors** (owed by the school)		
	Total……..		
2	**Debtors** (owed to the school)		
	School fees arrears ……		
	Others……		
3	**Total……**		

SM04: Did this secondary school receive international scholarships for Kenyan learners in the 2023 school year?

1. Yes
2. No

SM05: Did this secondary school get aid/ assistance from outside the country in the 2023 school year?

1. Yes
2. No

SECTION N: CONTACTS AND COMMENTS

SN01: Name of Contact Person…….

SN02: Mobile Phone No. (Contact Person)…….

SN03: Designation (Contact Person)

SN04: Name of the Respondent…….

SN05: Mobile Phone No. (Respondent)…….

SN06: Email address (Respondent)…….

SN07: Respondent comments

SN08: Enumerator comments

SN09: GPS Coordinates of this Secondary School

Latitu ……. Longitude ……

SECTION A: IDENTIFICATION PANEL

TA00:2024 School Census Serial No.

TA01:County

TA02:Sub County

TA03:Division

TA04:Location

TA05:Sub Location

TA06:Constituency

TA07:Ward

TA08:Residence:

1.Rural
2.Urban

TA09:School Name .....

TA10: Indicate the type of curriculum offered

National (8-4-4/CBC)
International (IGCSE, IB, BIC)
Both National and International

TA11: Education Level:

1. Pre-School or equivalent
2. Primary School or equivalent
3. Junior School or equivalent
4. Senior School or equivalent
5. A-Level or equivalent

TA12:Unique Institutional Code (UIC)/NEMIS Code

1. NEMIS CODE
2. NONE

TA13: MOE Registration No.

1. REG. NO
2. NONE

TA14:Year of School Registration

TA15: KNEC Code

1. KNEC CODE
2. NONE

TB01:INSTITUTION N.S.S.F CODE

1. NSSF CODE
2. NONE

TB02:INSTITUTION NHIF CODE

1. NHIF CODE
2. NONE

TB03:INSTITUTION KRA PIN

1. KRA PIN
2. NONE

TB04:Single Business Permit No.

1. SBP No.
2. NONE

TB05: Main settlement type of where the school is located

1.Formal
2.Informal

Postal Address:

TB06: Box

TB07:Postal Code

TB08: Postal Town

Physical Address:

TB09: Physical Town

TB10: Street/Road

TB11: Plot No.

TB12: Building Name .....

TB13: Building No.

TB14: Floor

Contact

TB15: Tel./Mobile Phone No. (Office)

TB16: Email address .....

TB17: Website .....

TB18: Social Media Handle .....

TB19: Physical Landmark:
(Name of the nearest police station or health facility or town or shopping centre) .....

TB20: Is this the main school or a branch?

1 Main School
2 Branch

If TB20 = 2, what is the name of the main school?

TB20.1: Main School Name .....

TB20.2: Unique Institutional Code (UIC)/NEMIS Code

TB20.3: County

TB20.4: Physical Town

SECTION C: SCHOOL BASIC INFORMATION

TC01: Name the School Category:	1 Regular	
	2 Integrated (regular and special needs)	
	3 Special (special needs only)	
	4 Regular with special needs units	
TC02: Is the school a boys only, girls only or mixed (both boys and girls)?	1 Boys	
	2 Girls	
	3 Mixed	
TC03: What is the accomodation type?	1 Day	
	2 Boarding	
	3 Day and Boarding	
	IF TC03 = 1 SKIP TO TC05	
TC04: If TC03 = 3, indicate the number of boarders only	1 Boys	
	2 Girls	
TC06: Indicate Ownership structure: Specify the percentage shareholding	1 Government	
	2 Foreign (Individual/Corporate)	
	3 Local Private (Individual/Corporate)	
	Total	100%
TC07: If TA17 = 2, give the legal status	1 Sole proprietorship	
	2 Partnership	
	3 Local private company	
	4 Non-profit/NGOs	
	5 Faith Based Organization (FBO)	
	6 Community Based Organization (CBO)	
TC08: What is the composition of Board of Management(BOM)/Board of Directors by sex?		
	Male	
	Female	
	Total	
TC09: Indicate the type of curriculum offered		
	1 International	
	2 Both National and International	
TC10: Does the school own this parcel of land, either alone or jointly with another entity?		
	1 Yes, alone	
	2 Yes, jointly	
	3 No	
TC11: IF TC10 = 1 or 2, Does the school have a recognised legal document for this parcel?		
	1 Yes, title deed	
	2 Yes, other document	
	3 No	

SECTION E: 2024 ENROLMENT

IF TC09 = 1, SKIP TO TE01.1

TE01: Using the 2024 school register, provide the number of learners (including learners with special needs and disabilities) by education level and Sex (8-4-4/CBC)

Education Level	Kenyans						Non-Kenyans					
	All Learners			Learners with Special Needs and Disabilities			All Learners			Learners with Special Needs and Disabilities		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Pre-primary												
2. Primary												
3. Junior School												
4. Secondary												
Total												

TE01.1: Using the 2024 school register, provide the number of learners (including learners with special needs and disabilities) by education level and Sex (international curriculum)

Education Level	Kenyans						Non-Kenyans					
	All Learners			Special Needs and Disabilities			All Learners			Special Needs and Disabilities		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Pre-School or equivalent												
2. Primary School or equivalent												
3. Junior School or equivalent												
4. Senior School or equivalent												
5. A-Level or equivalent												
Total												

TE01.2: List the international curricula offered in this school

……

SECTION F: STAFF ESTABLISHMENT

TF01: What is the number of employees by sex, 2024

	All employees			Kenyans		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Teaching Staff						
Non-Teaching Staff						
Total						

TF04.2: In 2023, did this school engage teachers from outside the country on short term?

1. Yes
2. No

TF04.3: In 2023, did this school send teachers outside the country to teach on short term?

1. Yes
2. No

SECTION M: FINANCIAL INFORMATION

IF TB20 = 1, ASK:

TM00: Is the information provided consolidated or for the main branch?

1. Consolidated
2. Main branch

TM01:How much did this international school receive/earn in 2022 and 2023? (provide the breakdown)

	Source	Amount (KSh)	
		2022(as at 31st December 2022)	2023 (as at 31st December 2023)
1	Tuition fees……		
2	Boarding Fees……		
3	Sale of goods and services……		
4	Motivation fee (teachers/students/remedial)…….		
5	Disposal of assets……		
6	Donation / fund raising……		
7	Interests on deposits……		
8	Payment in kind……		
9	Others (specify)……		
10	**Total**		

TM02: How much did this international school spend on the following items in 2022 and 2023?

	Expenditure Items	Amount (KSh)	
	Staff Cost	**2022(as at 31st December 2022)**	**2023 (as at 31st December 2023)**
1	Annual gross salaries and wages		
2	Employer's contributions (pension, provident etc)		
3	Fringe benefits		
4	Board expenses		
5	Other employee benefits		
	Operating Expenses		
6	Motor vehicle running costs (eg. spare parts)		
7	Leasing and hiring of plant, machinery, equipment and vehicles under operating leases		
8	Insurance		
9	Accommodation and travelling		
10	Office supplies		
11	Stores and consumables		
12	Medicine & medical supplies		
13	Postal and courier services		
14	Advertising		
15	Rental of land and premises		
16	Repair and maintenance		
17	Research and development		
18	Telecommunication services		
19	Transport of goods (freight by rail, road, sea, air), warehousing and storage		
20	Water		
21	Electricity		
22	Water & electricity		
23	Fuels and lubricants		
24	Entertainment		
25	License fees, permits, stamp duties and similar fees paid to government or local authorities, catering levy		
26	Fees and Commissions paid		
27	Containers and packaging materials		
28	Donations, bursaries and sponsorships		
29	Property tax		
30	Depreciation		
31	Amortisation		
32	Bank charges		
33	Interest paid		
34	Other expenditure *(not specified above)*		
	a).....		
	b).....		
35	**Total Expenditure**		

TM03: What was the total amount of money owed to and by this international school in 2022 and 2023?

	Items	Amount (KSh)	
		2022(as at 31st December 2022)	2023 (as at 31st December 2023)
1	**Creditors** (owed by the school)		
	Total……		
2	**Debtors** (owed to the school)		
	School fees arrears ……		
	Others……		
3	**Total**……		

TM04: Did this international school receive international scholarships for resident/ local learners in the 2023 school year?

1. Yes	
2. No	IF TM04 = 2, SKIP TO TM05

TM04.1: Provide the amount in KSh

……

TM05: Did this international school receive aid/ assistance from outside the country in the 2023 school year?

1. Yes	
2. No	IF TM05 = 2, SKIP TO SECTION N

TM05.1: Provide the amount in KSh

……

SECTION N: CONTACTS AND COMMENTS

TN01: Name of Contact Person …….

TN02: Mobile Phone No. (Contact Person)…….

TN03: Designation (Contact Person) ……..……

TN04: Name of the Respondent……..……

TN05: Mobile Phone No. (Respondent) ……..

TN06: Email address (Respondent)…….

TN07: Respondent comments

TN08: Enumerator comments

TN09: GPS Coordinates of this International School

Latitude …….. Longitude …….

SECTION A: IDENTIFICATION PANEL

VA00:2024 School Census Serial No.

VA01:County

VA02:Sub County

VA03:Division

VA04:Location

VA05:Sub Location

VA06:Constituency

VA07:Ward

VA08:Residence:
1.Rural
2.Urban

VA09: Education Level:
A. Pre-Primary
B. Primary
C. Junior School
D. Pre-Vocational
E. Secondary

VA10:School Name .....

VA11:Unique Institutional Code (UIC)/NEMIS Code
1. NEMIS CODE
2. NONE

VA12: MOE Registration No.
1. REG. NO
2. NONE

VA13:Year of School Registration

VA14:TSC Code
1. TSC CODE
2. NONE

VA15:KNEC Code
1. KNEC CODE
2. NONE

VA16:School Zone

VA17:Institution Type
1.Public
2.Private

VB01:INSTITUTION N.S.S.F CODE

1. NSSF CODE
2. NONE

VB02:INSTITUTION NHIF CODE

1. NHIF CODE
2. NONE

VB03:INSTITUTION KRA PIN

1. KRA PIN
2. NONE

IF VA17 = 2, VB04:Single Business Permit No.

1. SBP No.
2. NONE

VB05: Main settlement type of where the school is located

1.Formal
2.Informal

Postal Address:

VB06: Box

VB07:Postal Code

VB08: Postal Town

Physical Address:

VB09: Physical Town

VB10: Street/Road

VB11: Plot No.

VB12: Building Name .....

VB13: Building No.

VB14: Floor

Contact

VB15: Tel./Mobile Phone No. (Office)

VB16: Email address .....

VB17: Website .....

VB18: Social Media Handle .....

VB19: Physical Landmark:(Name of the nearest police station or health facility or town or shopping centre) .....

VB20: Is this the main school or a branch?

1. Main School
2. Branch

If VB20 = 2, what is the name of the main school?

VB20.1: Main School Name .....

VB20.2: Unique Institutional Code (UIC)/NEMIS Code

VB20.3: County

VB20.4: Physical Town

SECTION C: SCHOOL BASIC INFORMATION

VC01: Name the School Category:	1 Regular	
	2 Integrated (regular and special needs)	
	3 Special (special needs only)	
	4 Regular with special needs units	
VC02: Is the school a boys only, girls only or mixed (both boys and girls)?	1 Boys	
	2 Girls	
	3 Mixed	
VC03: What is the accomodation type?	1 Day	
	2 Boarding	
	3 Day and Boarding	
	IF VC03 = 1 SKIP TO VC05	
VC04: If VC03 = 3, indicate the number of boarders only	1 Boys	
	2 Girls	
VC05: Is the school operating from a fixed location or mobile ?	1 Mobile	
	2 Fixed Location	
VC06: Indicate Ownership structure: Specify the percentage shareholding	1 Government	
	2 Foreign (Individual/Corporate)	
	3 Local Private (Individual/Corporate)	
	Total	100%
VC07: If VA17 = 2, give the legal status	1 Sole proprietorship	
	2 Partnership	
	3 Local private company	
	4 Non-profit/NGOs	
	5 Faith Based Organization (FBO)	
	6 Community Based Organization (CBO)	
VC08: What is the composition of Board of Management(BOM)/Board of Directors by sex?		
	Male	
	Female	
	Total	
VC09: Indicate the type of curriculum offered	1 National (8-4-4/CBC)	
	2 International	
	3 Both National and International	
VC10: Does the school own this parcel of land, either alone or jointly with another entity?	1 Yes, alone	
	2 Yes, jointly	
	3 No	
VC11: IF VC10 = 1 or 2, Does the school have a recognised legal document for this parcel?	1 Yes, title deed	
	2 Yes, other document	
	3 No	

SECTION D: 2023 ENROLMENT

VD01: provide the number of learners in pre-vocational by sex , 2023

	2023			2023		
	Kenyans			Non-Kenyans		
Stage	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Pre-Vocational						
Total						

SECTION E: 2024 ENROLMENT

VE01: Using the 2024 school register, provide the number of learners in pre-vocational by sex

Stage	Pre-vocational		
	Boys	Girls	Total
Pre-vocational			
Total			

VE02: Indicate the results of the headcount at the pre-vocational and by sex

Stage	Boys	Girls	Total
Pre-vocational			
Total			

VE05: Provide the number of learners who left school by grade and sex in 2023 school year by main reason

(THESE ARE LEARNERS WHO WERE IN SCHOOL AT THE BEGINNING OF 2023 SCHOOL YEAR AND LEFT BEFORE THE END OF THE SCHOOL YEAR)

	Pre-vocational		
	Boys	Girls	**TOTALS**
Transfer to Another School			
Natural Disaster			
Early Marriage			
Pregnancy			
Own Disability/Special Needs/Illness			
Work e.g. Child Labour			
Lack of Sanitary Pads			
Lack of School Fee/levies			
Family related issues(Conflict, Instability			
Insecurity			
Religious beliefs			
Opharnhood			
Physical/Psycological abuse			
Over age			
Poor academic performance			
Indiscipline e.g. Drug Abuse			
Other Specify			

TOTALS			

V06: Does this pre-vocational school have learners who are refugees?

1.Yes	
2.No	

IF V06 = 2, SKIP TO VE08

VE06.1: Provide the number of learners who are refugees by sex in 2024

Stage	Boys	Girls	Total
Pre-vocational			
Total			

If VC01=2 ,3 or 4, ASK:

VE08: Provide the number of stage-based learners with disability by type of disability at pre-vocational and sex in 2024

Type of disability	Pre-Vocational		
	Boys	Girls	Total
1. Total Blindness			
2. Low Vision			
3. Physical impairment			
4. Hard of hearing			
5. Deafness			
6. Autism			
7. Cerebral Palsy			
8. Intellectual and developmental disabilities			
9. Deaf Blind			
10. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)			
11. Speech and language difficulties			
12. Multiple disabilities			
13. Albinism			

SECTION F: STAFF ESTABLISHMENT

VF01: What is the number of teaching staff in this pre-vocational school by category and sex?

Category	2023				2024			
	Total		Registered Teachers		Total		Registered Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
If VA17 = 1, Public School-Teachers								
TSC.....								
BoM								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								
If VA17 = 2, Private School-Teachers								
BoM/BOD/Director								
Volunteer.....								
Teaching Practice(TP).....								
Intern								
NGO/FBO/CBO								
Total								

VF01.1: What is the number of newly employed teaching staff in this pre-vocational school by category and sex in 2024?

Category	2024		
	Male	Female	Total
If VA17 = 1, Public School-Teachers			
TSC.....			
BoM			
Intern			
NGO/FBO/CBO			
Total			
If VA17 = 2, Private School-Teachers			
BoM/BOD/Director			
Intern			
NGO/FBO/CBO			
Total			

VF02: What is the number of non-teaching staff in this pre-vocational school by sex in 2024?

	Number
Male	
Female	
Total	

VF03: What is the number of employees in this pre-vocational school by sex and age in 2024 ?

Age group	**Male**	**Female**
18-34 years……		
35-49 years……		
50 years and above……		
Total		

VF04: Does this pre-vocational school have employees who are Non-Kenyans?

1. Yes
2. No

IF VFO4 = 2, SKIP TO VFO5

VF04.1: What is the number of Non-Kenyan employees in this pre-vocational school by sex?

Employees	**Male**	**Female**
Teaching Staff……		
Non-Teaching Staff……		
Total		

VF05: What is the number of employees with disability in this pre-vocational school by disability type and sex in 2024?

Disability Type	**Teaching**			**Non-Teaching Staff**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Physical……						
Visual……						
Hearing……						
Speech……						
Albinism……						

VF06: What is the number of non-teaching staff in this pre-vocational school by occupation and sex in 2024?

IF THE SCHOOL HAS MORE THAN ONE LEVEL AND IS SHARING ANY OF THE PERSONNEL, PLACE SUCH PERSONNEL IN ONE LEVEL TO AVOID DOUBLE-COUNTING

	Occupation	Male	Female
1	Bursar/Accounts clerk		
2	Accountant/Finance manager		
3	Human resource officer		
4	Secretary		
5	Copy typist		
6	Office Messenger		
7	Laboratory assistant		
8	Watchman		
9	Cook/Chef		
10	Waiter/Waitress		
11	Artisan		
12	Groundsman/woman		
13	Driver		
14	Transport/Fleet manager		
15	Carpenter		
16	Nurse/Clinical Officer		
17	Cateress		
18	Tea-girl/boy		
19	Matron/Patron/Caregiver		
20	Counsellor		
21	Agricultural Officer/Farm manager		
22	Electrician		
23	Plumber		
24	ICT officer/technician		
25	Librarian		
26	Store keeper		
27	Supply chain officer		
28	Cleaner		
29	Other (Specify)		
	Total		

VF07: What is the number of employees in this pre-vocational school by sex and employment/work status in 2024 ?

Employment/Work Status	Teaching Staff		Non-teaching staff	
	Male	Female	Male	Female
Permanent ……				
Temporary……				
Contract……				
Casual……				
Intern……				
Volunteer……				
Total				

VF08: What is the number of teachers in this pre-vocational school by sex and highest education level attained?

Education attained		
	Male	Female
PhD……		
Master's Degree……		
Post Graduate Diploma……		
Bachelor's Degree……		
Diploma……		
Certificate……		
Secondary (KCSE)……		
Total		

VF08.1: What is the current number of teachers in this pre-vocational school by sex and highest education level attained in the field of education?

Education attained		
	Male	Female
PhD……		
Master's Degree……		
Post Graduate Diploma……		
Bachelor's Degree……		
Diploma……		
Certificate……		
Total		

VF08.2: What is the current number of teaching staff in this pre-vocational school by subject area?

Subject Area	**Male**	**Female**
Deafblindness		
Visual impairments		
Hearing impairments		
Emotional and behavioral difficulties		
Physical Impairment		
Mental Retardation (MR)		
Learning Disabilities (LD		
Gifted and Talented (GT)		
Total		

VF08.3: What is the number of teaching staff trained in ...?

	Male	**Female**
Special Needs Education		
Guidance and Counselling		

VF08.4: What is the number of teaching staff with ...?

Area of Proficiency	**Male**	**Female**
Basic digital literacy skills		
Co-curricular skills e.g. Performing Arts, Sports		

VF09: What is the sex of the headteacher of this pre-vocational school?

Male	
Female	

VF09.1: What is the highest academic qualification of the headteacher of this pre-vocational school?

PhD……
Master's Degree……
Post Graduate Diploma……
Bachelor's Degree……
Diploma……
Certificate……

VF10: In 2023,what was the number of employees in this pre-vocational school who received in-service training by sex?

Employees	**Male**	**Female**
Teaching staff……		
Non-teaching Staff……		
Total		

VF11: In 2023, how many teachers have left this pre-vocational school due to (….)?

Reason for leaving	Male	Female	Total
Death……			
Illness……			
Dismissal……			
Retirement……			
Resignation……			
Transfer to another school……			
Transfer of Service……			
Others(specify)……			
Total			

PF12: Employment and Earnings as at 30th June 2022 and 30th June 2023 (Full-time and part-time paid employees, working proprietors/partners, working directors and unpaid family workers)

		No. of Employees			Earnings[1]		
		Male	Female	Total	Male	Female	Total
i) Regular Employees	June 2022						
	Jun-23						
ii) Casual Employees	June 2022						
	Jun-23						
iv) Working Proprietors/Partners, Working Directors	June 2022						
	Jun-23						
iii) Total	June 2022						
	Jun-23						
v) Unpaid Directors, Prorietors and Family workers not employed elsewhere	June 2022						
	Jun-23						

[1]Gross cash remuneration paid in June 2022 and June 2023 i.e wages and salaries (before deduction) including overtime and all regular allowances such as housing allowance, cost of living and overseas allowances etc.
(Exclude Teachers paid by TSC, Staff under the Government payroll)

[2]Regular employee: a salaried person employed on monthly, weekly, or ticket contract terms of service on a verbal of written contract

[3]Casual employee: any person whose engagement provide for his/her payment at the end of each day and who is not engaged for a period longer than 30 days.

SECTION G: FACILITIES

VG01: Does this pre-vocational school have a playground/facility for [...]?

Football	Yes	No
Volleyball	Yes	No
Basketball	Yes	No
Hockey	Yes	No
Rugby	Yes	No
Running track	Yes	No
Health club/gymnasium	Yes	No
Swimming pool	Yes	No

VG02: Provide the Number of Approved Textbooks Available by Learning Area in pre-vocational school

(PUT EXACT NUMBER OF BOOKS, DO NOT USE RATIO)

Learning areas in Pre- Vocational	Number
Environmental Activities	
Daily living Skills	
Music and movement	
Hygiene,Nutrition and Safety	
Mathematics activities	
Communication,Social and Literacy skills	
Social Studies	
Physical and Health Education	
Prevocational skills	
christian Religious Education	

VG03: Does this pre-vocational school have [...]?

Administration office	Yes	No
Library	Yes	No
Specialized learning areas Rooms	Yes	No
Multipurpose hall	Yes	No
Dining hall	Yes	No
Kitchen	Yes	No
Water tank	Yes	No
Lightning arrester in every building	Yes	No
First Aid Facility/Sanatorium	Yes	No

VG04: How many [...] does this pre-vocational school have?

	Number
Special room for Pre-Technical Studies	
Science Laboratory/room	
Computer Room/Laboratory	
Chair and locker	
Boys dormitory/hostel	
Girls dormitory/hostel	
Beds for boys	
Beds for girls	
Bathrooms for boys	
Bathrooms for girls	
Functional fire extinguishers	

VG05: How many functional/usable toilets/latrines does this pre-vocational school have?

	Number of Toilets for Learners			Number of Toilets Teaching and Non-teaching Staff		
	Girl's only toilets	Boy's only toilets	Common use toilets	Female staff only	Male staff only	Common use toilets
Total number of toilet doors						
Total number of toilets adapted for SNEs						

VG06: What kind of toilet facility do learners in this pre-vocational school usually use?

IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE TOILET FACILITY

FLUSH OR POUR FLUSH TOILET	
Flush To Piped Sewer System	1
Flush To Septic Tank	2
Flush To Pit Latrine	3
Flush To Somewhere Else	4
Flush, Don'T Know Where	5
PIT LATRINE	
Ventilated Improved Pit Latrine	6
Pit Latrine With Slab	7
Pit Latrine Without Slab/Open Pit	8
Composting Toilet	9
Biodigester	10
Bucket Toilet	11
Hanging Toilet/Hanging Latrine	12
No Facility/Bush/Field	13
Other	14

VG07: Does this pre-vocational school have a handwashing facility with soap and water?

1. Yes, with soap and water
2. Yes, with water only
3. Yes, but no soap and no water
4. No

VG08: How many classrooms does this pre-vocational school have?

	Number of classrooms
1.Permanent	
2.Temporary	
3.Adapted for SNEs	

VG09: Does this pre-vocational school have a perimeter fence?

1. Yes
2. No

VG10: Does this pre-vocational school have a security gate that is manned at all times?

1. Yes, manned at all times
2. Yes, manned sometimes
3. Yes, not manned
4. No security gate

SECTION H: SCHOOL TRANSPORT & PROXIMITY TO OTHER FACILITIES

VH01: Does this pre-vocational school own a vehicle for learners use?

1. Yes
2. No

IF VC03 = 1 or 3, ASK

VH02: : Does this pre-vocational school have daily transport arrangment for its learners (to and from school)?

1. Yes, own vehicle(s)
2. Yes, organised transport
3. Yes, both own and organised transport
4. No

IF VH02 = 4, SKIP TO VH04

VH03: Is the school transport adapted to accommodate learners with disabilities?

1. Yes
2. No

VH04: What is the distance from this pre-vocational school to the nearest all-weather road (motorable all year round) in kilometres?

.....

VH04.1: What is the distance from this pre-vocational school to the nearest public secondary school in kilometres?

1. Within the same compound
2. Less than a kilometre
3. Between 1km and 3km
4. More than 3km

VH04.2: What is the distance from this pre-vocational school to the nearest public TVET institution in kilometres?

1. Within the same compound
2. Less than a kilometre
3. Between 1km and 3km
4. More than 3km

Section I: SCHOOL FARM/GARDEN

VI01: Does this pre-vocational school have a school farm/garden?

Yes.....1
No.....2 IF VI01 = 2, SKIP TO VI04

VI02: Which crops/livestock are currently grown/raised in this farm/garden?

Food crops.....1
Other crops.....2
Dairy cattle.....3
Poultry.....4
Other livestock.....5

VI03: How does this pre-vocational school mainly utilize the proceeds of this farm/garden?

Teaching/Demonstration.....1
Feed the school children.....2
Sell the proceeds.....3
Other utilization.....4

VI04: Does this pre-vocational school have food storage facilities for storing[.....]?

A. Dry foods	Yes	No
B. Fruits and Vegetables	Yes	No

SECTION J: INFORMATION, COMMUNICATION AND TECHNOLOGY

VJ01: Does this pre-vocational school have a telephone communication device?

A. Yes, Fixed/Landline
B. Yes, Dedicated Mobile phone
C. No

VJ02: Does this pre-vocational school use radio for teaching/ learning purposes?

1. Yes
2. No

VJ03: Does this pre-vocational school use a television for teaching/ learning purposes?

1. Yes
2. No

VJ04: How many functional Computers (Desktops, Laptops), Tablets does this pre-vocational school use for teaching/ learning purposes? [..]

	No. for Learners	No. for Teachers
1. Desktops		
2. Laptops.....		
3. Tablets		

VJ05: Does this pre-vocational school have a safe and secure place to keep computers (desktops, laptops), tablets and computer accessories used by the learners in pre-vocational school?

1. Yes
2. No

VJ06: How many functional projectors does this pre-vocational school have for teaching/learning purposes?

Number

VJ07: Does this pre-vocational school have internet access?

1. Yes
2. No

IF VJ07 = 2, SKIP TO SECTION K

VJ07.1: What type of internet access does this pre-vocational school have for teaching/ learning purposes?

A. Mobile data/internet (sim card based)

B. Fixed data/internet (e.g. Fiber optic, Fixed wireless, cable, DSL, Satellite)

VJ08: What measures/mechanisms has this school put in place for the safety of learners while using internet?

A. Sensitization and awareness creation of safe use of internet e.g training, posters, Child online protection booklets, Snapper frame on Smart rules

B. Installations of applications that control access of unwanted websites e.g firewall, whitelisting, Encryption Tools, Application Permissions

C. Supervising/monitoring online activities of the learners

D. Reporting mechanism in place on child online cases (e.g abuse, crime, cyberbullying) negative content in the social media with appropriate agencies e.g childline Kenya helpline 116, National KE-CIRT/CC, Directorate of Criminal Investigations (DCI)

E. Other (Specify)

SECTION K: WATER, ENERGY AND SANITATION

VK01: What is the main source of drinking water for this Pre-vocational school?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque, Church,Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

VK02: What is the main source of water used by the Pre-vocational school for other purposes such as cooking and hand washing?

Piped into school compound	1
Piped to neighbourhood (e.g. School, Mosque, Church,Hospital)	2
Public tap/standpipe	3
Tube well/borehole	4
Protected dug well	5
Protected Spring	6
Rainwater	7
Tanker truck/cart with small tank	8
Bottled water	9
Unprotected dug well	10
Unprotected Spring	11
Surface water (rivers, lakes, pans etc.)	12
Other (Specify)	13

Energy Sources and Technologies

VK03: What is the main source of energy for lighting?

Electricity connection from main grid (KPLC)	1
Electricity connection from a mini grid (private)	2
Electricity connection from generator	3
Electricity connection from a solar system/panels	4
Solar Charged Battery/Torch/Spotlight/lamp	5
Electricity connection from wind	6
Biogas	7
None	8
Other (Specify)	9

VK04. What type of technology does this Pre-vocational school use for cooking most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Three stone stove/open fire	10
Other, specify	11

VK05. What type of technology does this Pre-vocational school use for heating/cooling (including space heating/cooling and heating bath water) most of the time?

LPG Cooker	1
Biogas Cooker	2
Electric Cooker	3
Ethanol cookstove (example; Jikokoko)	4
Kerosene Stove	5
Ordinary Charcoal Jiko	6
Improved Charcoal Jiko	7
Improved Firewood Jiko	8
Moveable Firepan	9
Air Conditioner	10
Three stone stove/open fire	11
Other, specify	12

VK06: How does this Pre-vocational school mainly dispose of solid waste that is not composited (in the garden), recycled or fed to animals?

Collected by County Government	1
Collected by community association	2
Collected by a private company	3
Dumped in the compound	4
Dumped in a dedicated pit	5
Dumped in the street/vacant plot/drain	6
Dumped in the latrine	7
Burnt in the open	8
Buried	9
Other (specify)	10

CHECK IF VA09 HAS MULTIPLE SELECTION. IF YES, ASK:

VK07: Does this pre-vocational school share any of the following resource(s) with another level?

Board of Management/Directors	A
Teaching staff	B
Non-teaching staff	C
Toilets	D
Classrooms	E
Computers	F
Library	G
Water Source(s)	H
Play Ground(s)	I
Science Laboratories	J
Handwashing facility	K
Garden/farm	L
Transport	M
Perimeter fence/gate	N

MENSTRUAL HEALTH MANAGEMENT

CHECK IF VC02= 2 or 3 ASK, ELSE SKIP TO SECTION L

VK08: What Menstrual Health Management (MHM) package does your Pre-vocational school offer?

Sanitary pads	A
Bathing area	B
Education on menstrual health management	C
Safe disposal of Sanitary Pads	D
None	96

IF VK08 = 96, SKIP TO SECTION L

IF VK08=A, ASK

How often are sanitary pads provided to adolescent girls?

VK08.1: How often are sanitary pads provided to adolescent girls?

Regularly/On demand	1
Backup/Emergency only	2

VK08.2: What is the main method of disposal of used sanitary pads?

Collected by licensed service provider	1
Collected by unlicensed service provider	2
Dumped in a dedicated pit/ latrine	3
Burnt in the open	4
Buried	5
Dumped in the street/vacant plot/drain	6
Dumped in the compound	7
Other (specify)	8

SECTION L: SPECIAL NEEDS

VL01: Does this pre-vocational school have assistive devices for learners with special needs and disabilities?

1. Yes
2. No

IF VL01 = 2, SKIP TO VL02

VL01.1: How many [.....] does this pre-vocational school have?

	Number
Braille machines	
Hearing aids	
Wheel chairs	
Communication Aids	
Spectacles	
Prosthesis	
Pill organizers	
Memory aids	
Scooters	
Walkers	
Canes	
Crutches	
Others (Specify).....	

VL02: Does this pre-vocational school have assistive technology devices or software available for learners with disabilities?

1. Yes
2. No

IF VL02 = 2, SKIP TO VL03

VL02.1: Which types of assistive technologies are available in this pre-vocational school? (Select all that apply)

a) Screen/orbit readers
b) Braille displays or printers
c) Speech-to-text or text-to-speech software
d) Magnification or large-print software
e) Wheelchair accessible computer stations
f) Talking calculator
g) Other (specify)

VL03: Does this pre-vocational school have specialized learning resources for learners with special needs and disabilities?

1. Yes
2. No

IF VL03 = 2, SKIP TO VL03.2

VL03.1: Does this pre-vocational school have the following:

	Yes	No
Braille		
Audio (eg; Cassettes, microphone, podcast)		
Large print		
Visuals (eg; Charts, real objects, photographs, transparencies)		
Audio Visual (eg; Slides, tapes, films, filmstrips, television, video, multimedia)		
Pictures		

VL03.2: Do the learners require specialised learning resources?

1. Yes
2. No

SECTION M: FINANCIAL INFORMATION

VM01:How much did this pre-vocational school receive/earn in 2022 and 2023? (provide the breakdown)

	Source	KSh	
		2022 (as at 31st December 2022)	2023 (as at 31st December 2023)
1	Capitation……		
2	Tuition fees…….		
3	Boarding Fees…….		
4	Sale of goods and services…….		
5	Infrastructure (MOE/NG-CDF)……		
6	Motivation fee (teachers/students/remedial)…….		
7	Disposal of assets…….		
8	Donation / fund raising……..		
9	Interests on deposits…….		
10	Payment in kind……		
11	School transport		
12	Others (specify)…….		
	Total		

VM02: How much did this pre-vocational school spend on the following items in 2022 and 2023?

	Expenditure Items	KSh	
	Staff Cost	**2022 (as at 31st December 2022)**	**2023 (as at 31st December 2023)**
1	Annual gross salaries and wages		
2	Employer's contributions (pension, provident etc)		
3	Fringe benefits		
4	Board expenses		
5	Other employee benefits		
	Operating Expenses		
6	Motor vehicle running costs (eg. spare parts)		
7	Leasing and hiring of plant, machinery, equipment and vehicles under operating leases		
8	Insurance		
9	Accommodation and travelling		
10	Office supplies		
11	Stores and consumables		
12	Medicine & medical supplies		
13	Postal and courier services		
14	Advertising		
15	Rental of land and premises		
16	Repair and maintenance		
17	Research and development		
18	Telecommunication services		
19	Transport of goods (freight by rail, road, sea, air), warehousing and storage		
20	Water		
21	Electricity		
22	Water & electricity		
23	Fuels and lubricants		
24	Entertainment		
25	License fees, permits, stamp duties and similar fees paid to government or local authorities, catering levy		
26	Fees and Commissions paid		
27	Containers and packaging materials		
28	Donations, bursaries and sponsorships		
29	Property tax		
30	Depreciation		
31	Amortisation		
32	Bank charges		
33	Interest paid		
34	Other expenditure *(not specified above)*		
	a).....		
	b).....		
35	**Total Expenditure**		

VM03: What was the total amount of money owed to and by this pre-vocational school in 2022 and 2023 ?

	Items	KSh	
		2022 (as at 31st December 2022)	2023 (as at 31st December 2023)
1	**Creditors** (owed by the school)		
	Total……..		
2	**Debtors** (owed to the school)		
	School fees arrears ……		
	Others……		
3	**Total**……..		

SECTION N: CONTACTS AND COMMENTS

VN01: Name of Contact Person ……. VN02: Mobile Phone No. (Contact Person)…….

VN03: Designation (Contact Person) …… VN04: Name of the Respondent …….

VN05: Mobile Phone No. (Respondent) …….. VN06: Email address (Respondent)…….

VN07: Respondent comments

VN08: Enumerator comments

VN09: GPS Coordinates of this Pre-vocational School
Latitude ……. Longitude …….

Appendix II: Pilot Census Personnel

		Nairobi City	1	Teresia Njeri	Linah Ngumba	Rosemary Bowen	Peter Ochieng	Fredah Korir	Maurice Kamau	Benjamin Avusevwa	Abdulkadir A. Awes	Dr. Macdonald G. Obudho
2				Janet Michira George								
				Diana Murage								
4				Husna Mwalimu		George Yalla						
5			2	Fanis Barboi	Mirriam Mwaura							
6				Oiro Anyango Irine								
7				Peter Kibet		Beuter Obura				Nicholas Ambundo		
8				Lydiah Kebati								
1	016	Machakos	1	Rose Akinyi Owino	Elias Nyaga	Fredrick Mujumba	Ivan Otieno Okuku					
2				Brian Mwanzia Maundu								
3				Patricia Nyokabi								
4				Musembi Julianne Ndunge		Kennedy Dede						
5			2	Stephen Soo Kimanzi	Caroline Gatwiri							
6				Mercy Mumbua								
7				Musyoka Faith		Tabitha Weru						
8				Mary Mwende Mbuvi								
1	046	Nyamira	1	Nyabuto Festus Ongera	Vivian Kerubo	Okoth Chris Phelix	Fridah Katua	Erastus Mwaniki	Barnabas Sang	Collins Omondi		
2				Nancy Kerubo Onwonga								
3				Brian Makori								
4				Winfridah Kemunto		Joseph Onchuru						
5			2	Lydia Ogembo	Winnie Kemunto							
6				Nivian Ombogo								
7				Faith Kemunto Ondieki								
8				Brenda Nyabuti								
1	035	Kericho	1	Patrick Bore	Felix Kemboi	Susan Ngigi	Belinda Chemutai					
				Calvin Chepsiror								
				Betty Rutere								
4				Vivian Isichi		John Otieno 0725750568						
5			2	Esther Gitau	Jackline Chepkorir							
6				Oscar Sambuli Bugusu								
7				Gilbert Kibet Korir								
8				Dennis Kiptoo Korir								
1	040	Busia	1	Emmanuel Ndubi Nyadawa	Edwin Metto	Paul Samoei	Samuel Gumbo	Jennifer Waiganjo	Paul Waweru	Rose Awino		
2				Dennis Barasa Pamba								
3				Immaculate Odembo								
4				Sara Odundo		Vitalice Ochola						
5			2	Edwin Webo Oyula	Hellen Wanyoike							
6				Valary Adhiambo								
				Mark Larry		Alpharxard Mutegi						
8				Kilobi Wekesa Fahid								
1	043	Homabay	1	Peter Ayugu Webuye	James Thuo	Franklin Choge						
2				Zakayo Ogutu Ngome								
3				Christine Atieno Achola								
4				Austine Enos Otieno								
5			2	Peter Geda Awino	Samuel Ouma							
6				Eddy Ochieng Obonyo								
7				Keziah Washiali								
8				Abongo Kennedy								
1	006	Taita Taveta	1	Kabura George Ndirangu	Stanley Wambua	Francis Kundu	Matthew Mburu	Umeiya Kassim	Jim Kirimi	Robert Nderitu		
2				Mary Mwangi								
3				Aisha Hussein Hapicha								
4				John Wambugu								
5			2	Roselia Mwanza	Franklin Mutua	Job Mose						
6				Halima Bakari								
7				Henry Mwakulila								
8				John Mzei								
1	025	Samburu	1	Kevin Mungai Mwaura	Pius Kibet	Carilus Ateng'						
2				Ksavery Lekalesoi								
3				Esther Ouma								
4				Risale Lesiokono		Peter Wanjohi						
5			2	Hillary Kipkosgei Maraba	Samuel Leparsaiya							
6				Peter Lekisima								
7				Leskei Francis Nantunga								
8				Elizabeth Koipano Nesiria								

Appendix III: Pilot Census Training Programme

KENYA NATIONAL BUREAU OF STATISTICS
PROGRAMME FOR THE PILOT TRAINING WORKSHOP FOR THE 2024 SCHOOL CENSUS
BONTANA HOTEL, NAKURU
17TH MARCH TO 23RD MARCH, 2024

Date	Time	Activity	Facilitator	Chairperson
DAY 1 17/03/2024	4.00pm	**Arrival**	**Secretariat**	
DAY 2 18/03/2024	8.00 -10.00am	Registration	**Secretariat**	**Robert Nderitu/ Rose Awino--KNBS**
		Introductions and Climate Setting	**Rosemary Bowen**	
		Opening Remarks DPSS UNICEF DG-MOE DG-KNBS	**DPSS**	
		Overview of 2024 School Census Objectives and Administrative Issues	**Beuter Obura**	
		Sensitization on Human Resource Issues	**Rachel Okuom Pauline Waweru**	
		Overview of 2024 School Census Methodology & Organization	**Edwin Metto/ John Bore/ George Yalla**	
	10.00- 10.30am	**TEA BREAK**		
	10.30 - 11.15am	Overview of 2024 School Census Questionnaires	**Kennedy Dede**	
	11.15am - 12.15pm	Training on Fieldworkers' (enumerators and supervisors), Roles and Responsibilities, Sexual Harassment & Social Media Policy	**Winnie Kemunto/ Jackline Chepkorir**	
	12.15 - 1.00pm	Conducting an Interview & Fieldwork Procedures	**Caroline Gatwiri/ Caneble Oganga**	
	1.00 - 2.00 pm	**LUNCH BREAK**		
	2.00 -3.00pm	Training on the Questionnaire (Full Primary) - **Identification Panel, General Information & Basic Information**	**Peter Wanjohi/ Mirriam Mwaura/ Stephen Ngugi**	**Rosemary Bowen--KNBS**
	3.00 -4.00pm	Training on the Questionnaire (Full Primary) **- Enrolment and Staff Establishment**	**Carilus Ogwel/ Peter Wanjohi/ Franklin Choge/ Cindy Nambisia**	
	4.00 -4.30pm	**TEA BREAK**		
	4.30 -5.30pm	**Mock Interviews/Role Plays**	**Felix Kemboi**	
Day 3 19/03/2024	8.00 - 9.00am	Training on the Questionnaire (Full Primary) **- Enrolment and Staff Establishment**	**Carilus Ogwel/ Peter Wanjohi/ Franklin Choge/ Cindy Nambisia**	**Nicholas Ambundo-MOE**
	9.00 - 10.00am	Training on the Questionnaire (Full Primary) – **School Infrastructure** (Facilities, School Transport, School Farm/Garden, ICT)	**Linah Ngumba/ S.M.T. Wambua/ Kennedy Dede**	
	10.00-10.30am	**TEA BREAK**		
	10.30 - 11.30am	Training on the Questionnaire (Full Primary) – **School Infrastructure** (Facilities, School Transport, School Farm/Garden, ICT)	**Linah Ngumba/ S.M.T. Wambua/ Kennedy Dede**	
	11.30am -1.00pm	Training on the Questionnaire (Full Primary) – **Water, Energy & Sanitation**	**Jackline Chepkorir/ Linah Ngumba/ Jim Kirimi**	
	1.00 - 2.00pm	**LUNCH BREAK**		
	2.00 - 2.45pm	Training on the Questionnaire (Full Primary) – **Special Needs**	**Susan Ngigi/ Mirriam Mwaura/ Tabitha Weru**	**Elias Nyaga - KNBS**
	2.45 - 3.45pm	Training on the Questionnaire (Full Primary) – **School Financial Information**	**James Abuga/ Frankline Mutua/ Stephen Ngugi**	
	3.45 - 4.00pm	Training on the Questionnaire (Full Primary) – **Contacts & Comments**	**Samuel Ouma/ Joseph Onchuru/ Hellen Wanyoike**	
	4.00 - 4.30pm	**TEA BREAK**		

Date	Time	Activity	Facilitator	Chairperson
	4.30 - 5.30pm	**Mock Interviews/Role Plays & Issuance of Tablets**	**Frankline Mutua/ Peter Ochieng/ Fridah Katua**	
Day 4 20/03/2024	8.00 - 10.00am	Training on the Full Pre-Primary, Junior & Secondary Questionnaires - Highlighting Differences with the Full Primary Questionnaire	**Phelix Chris Okoth/ Caroline Gatwiri**	**Fredrick Mujumba - MOE**
	10.00-10.30am	**TEA BREAK**		
	10.30 - 11.30am	Training on the Pre-Vocational Questionnaire - All Modules	**Susan Ngigi/ Winnie Kemunto**	
	11.30am -1.00pm	Training on International School Questionnaire - All Modules	**Beuter Obura/ Caroline Gatwiri**	
	1.00 - 2.00pm	**LUNCH BREAK**		
	2.00 - 3.00pm	Training on Advance Pre-Primary, Primary, Junior, Pre-Vocational & Secondary Questionnaires & Instructions	**Carilus Ogwel/ Peter Wanjohi/ Beuter Obura/ Kennedy Dede**	**Paul Njuguna - KNEC**
	3.00 - 4.00pm	Tangerine Application Training for the Advance Questionnaires (Pre-Primary, Primary, Junior, Pre-Vocational & Secondary)	**Barnabas Sang/Erastus Mwaniki/Jennifer Waiganjo/Fredah Korir/Umeiya Kassim**	
	4.00 - 4.30 pm	**TEA BREAK**		
	4.30 -5.30pm	**Mock Interviews/Role Plays**	**Vivian Kerubo**	
Day 5 21/03/2024	8.00 - 9.00am	CAPI Training on the Questionnaire (Full Primary) - **Identification Panel, General Information & Basic Information**	**Paul Waweru/ Kevin Nyawade/ Jim Kirimi/ Caroline Gatwiri**	**Agnes Makanyi - UNICEF**
	9.00 - 10.00am	CAPI Training on the Questionnaire (Full Primary) **- Enrolment and Staff Establishment**	**Paul Waweru/ Kevin Nyawade/ Jim Kirimi/ Caroline Gatwiri**	
	10.00-10.30am	**TEA BREAK**		
	10.30 - 11.30am	CAPI Training on the Questionnaire (Full Primary) – **School Infrastructure** (Facilities, School Transport, School Farm/Garden, ICT)	**Paul Waweru/ Kevin Nyawade/ Jim Kirimi/ Caroline Gatwiri**	
	11.30am - 12.30pm	CAPI Training on the Questionnaire (Full Primary) – **Water, Energy & Sanitation**	**Paul Waweru/ Kevin Nyawade/ Jim Kirimi/ Caroline Gatwiri**	
	12.30 - 1.00pm	CAPI Training on the Questionnaire (Full Primary) – **Special Needs**	**Paul Waweru/ Kevin Nyawade/ Jim Kirimi/ Caroline Gatwiri**	
	1.00 - 2.00pm	**LUNCH BREAK**		
	2.00 - 2.30pm	CAPI Training on the Questionnaire (Full Primary) – **School Financial Information**	**Paul Waweru/ Kevin Nyawade/ Jim Kirimi/ Caroline Gatwiri**	**Benjamin Avusevwa- KNBS**
	2.30 - 3.00pm	CAPI Training on the Questionnaire (Full Primary) – **Contacts & Comments**	**Paul Waweru/ Kevin Nyawade/ Jim Kirimi/ Joseph Onchuru/ Samuel Ouma**	
	3.00 - 4.00pm	**Mock Interviews/Role Plays**	**Felix Kemboi**	
	4.00 - 4.30 pm	**TEA BREAK**		
	4.30 -5.30pm	**Field Practice Logistics**	**Beuter/ K.Dede/C.Gatwiri/P.Wanjohi/C.Ogwel/CSO Nakuru/County Director of Education, MOE**	

Date	Time	Activity	Facilitator	Chairperson
Day 6 22/03/2024	8.00 - 10.00am	Field Practice	Beuter/ K.Dede/C.Gatwiri/P.Wanjohi/C.Ogwel/Joseph Onchuru/Samuel Ouma/CSO Nakuru/County Director of Education, MOE	Godfrey Otieno/ John Bore-KNBS
	10.00-10.30am	**TEA BREAK**		
	10.30am - 1.00pm	Field Practice	Beuter/ K.Dede/C.Gatwiri/P.Wanjohi/C. Ogwel/Joseph Onchuru/Samuel Ouma/CSO Nakuru/County Director of Education, MOE	
	1.00 - 2.00 pm	**LUNCH BREAK**		
	2.00 - 4.00pm	Field Practice	Beuter/ K.Dede/C.Gatwiri/P.Wanjohi/C.Ogwel/Joseph Onchuru/Samuel Ouma/CSO Nakuru/County Director of Education, MOE	
	4.00 - 4.30 pm	**TEA BREAK**		
	4.30 -5.30pm	**Field Work Report Compilation**	Team Leaders	
Day 7 23/03/2024	8.00 - 10.00 am	Feedback from Field Practice	Plenary	Collins Omondi-~ KNBS
	10.00-10.30am	**TEA BREAK**		
	10.30am -1.00pm	Fieldwork Logistics	Beuter/ K.Dede/J. Omosa/L.Olweny/V. Ochola/Pamela Oketch	
	1.00 - 2.00 pm	**LUNCH BREAK**		Rosemary Bowen-~KNBS
	2.00 - 4.00 pm	Way Forward and Closing Remarks	DPSS	
	4.00 - 4.30 pm	**TEA BREAK**		
Day 8 24/03/2024	**Departure**			

Appendix IV: ROLES OF PERSONNEL

The Role of Enumerators

i. Locating all the assigned schools;

ii. Responding to any questions that respondents have about the Census;

iii. Identifying and interviewing eligible respondents in the assigned schools;

iv. Collecting/recording accurate data in electronic and hard copy questionnaires;

v. Making call-backs to the schools for respondents who were not available during earlier visit(s);

vi. Checking completed interviews to be sure all questions were asked and the responses neatly and legibly recorded;

vii. Confirming that advance questionnaires have been completed, collecting them and keying in the data;

viii. Reporting/debriefing on a daily basis with the field supervisor/coordinator;

ix. Performing any other duties assigned related to the School Census by the BUREAU and/or its supervisor, coordinator or any other officer.

The Role of Supervisors

i. Preparing field Interviewer assignments so that work can be completed in the most efficient manner within the assigned areas;

ii. Contacting school administrators to inform them about the school census and gain their support and cooperation;

iii. Ensure the team has necessary supplies and equipment to undertake fieldwork activities;

iv. Master the contents of the questionnaires and the census manuals;

v. Accompanying the team to observe and review the work;

vi. Undertaking spot-checks on the schools covered by enumerators to ensure quality;

vii. Meeting regularly with enumerators to discuss progress including providing constructive feedback on errors to improve performance and overall data quality;

viii. Verifying and validating each enumerator's work and completing appropriate follow-up actions;

ix. Ensure advance questionnaires are collected from schools and captured properly in the CAPI;

x. Ensuring advance questionnaires are delivered at the KNBS CSOs offices and packaged by zone;

xi. Providing assistance with problematic interviews, including converting refusals whenever they occur;

xii. Maintaining regular communication with the County and Regional Coordinators on field progress and challenges;

xiii. Addressing current and potential problems proactively;

xiv. Ensuring that all schools in the assigned counties are covered including the call backs;

xv. Compiling prompt and accurate field status reports while ensuring that all completed work is transmitted to the Central Server on schedule and in the manner specified;

xvi. Ensuring enumerators sign the daily attendance register;

xvii. Performing any other duties assigned related to the School Census by the BUREAU and/or its coordinators or other officer.

The Role of Coordinators

i. Oversee all the fieldwork activities within their respective Counties;

ii. Monitor progress made by the field teams through daily reports and field check tables;

iii. Keep track of the fieldwork activities and intervene when the team is found to be behind schedule;

iv. Communication of the census progress reports to the Regional Logistics Coordinator;

i. Ensure that all the teams are adequately facilitated with the necessary materials and equipment;

v. Intervene in handling difficult schools which supervisors are unable to handle;

vi. Forward additional materials to their respective teams;

vii. Address or escalate the issues raised by the Supervisors;

viii. Address any logistical and administrative issues at that level;

Appendix V: PHOTOS



From left to right: Mr. Nicholas Ambundo (MOE), Mr. Beuter Obura (KNBS), Mr. Fredrick Mujumba (MOE), Mr. Nzioka, the Regional Director of Education, Rift-Valley Region, Ms. Rosemary Bowen (KNBS), Mr. Godfrey Otieno (KNBS) and Mr. Carilus Ateng' Ogwel (MOE) during the Training of Trainers that was held between 13th – 16th March 2024 at Bontana Hotel, Nakuru City.



Some of the trainers posing for a photo with Dr. Macdonald Obudho, Director General, KNBS (front row, fourth from left) during the training of pilot personnel that was held from 17th – 23rd March 2024 at Bontana Hotel, Nakuru City.