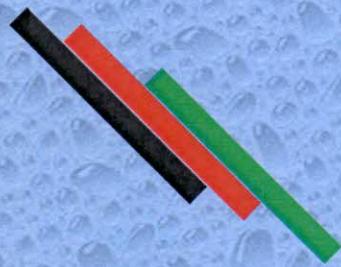




REPUBLIC OF KENYA

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION



REGISTRATION GUIDELINES FOR BASIC EDUCATION INSTITUTIONS

2021



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ABBREVIATIONS AND ACRONYMS

ACE	Adult and Continuing Education
APBET	Alternative Provision of Basic Education and Training
ASAL	Arid and Semi-Arid Lands
BED	Bachelor of Education
BOM	Board of Management
CDE	County Director of Education
CEB	County Education Board
CPHO	County Public Health Officer
CQASO	County Quality Assurance and Standards Officer
CS	Cabinet Secretary in charge of Education
DPTE	Diploma in Primary Teacher Education
DQAS	Director of Quality Assurance and Standards
DSTE	Diploma in secondary Teacher Education
DTE	Directorate of Technical Education
ECDE	Early Childhood Development and Education
Ha	Hectare
IB	International Baccalaureate
ICTA	Information and Communication Technology Authority
IGCSE	International General Certificate of Secondary Education
Km	Kilometres
M	metre(s)
m²	Square Metre(s)
MCA	Member of County Assembly
MP	Member of Parliament
NCA	National Construction Authority
NEMA	National Environment Management Authority
PS	Principal Secretary
PwD	Persons with Disabilities
SCDE	Sub-County Director of Education
SCQASO	Sub-County Quality Assurance and Standards Officer

SNE	Special Needs Education
TCAE	Teacher Certificate in Adult Education
TSC	Teachers Service Commission
WC	Water Closet

DEFINITION OF TERMS

Approval	Consent/authorization
APBET	These are non-formal education institutions offering the national curriculum
Basic education	Education that covers Pre-Primary, Primary, Secondary, Adult and Continuing Education, APBET, and Teacher Training colleges but excludes Technical and Vocational Education and Training programmes.
Learner friendly	Where the environment is conducive to learning, the staff are friendly, rights of learners are upheld and the health and safety needs of learners are adequately catered for.
Letter of approval/licence	This is a letter of authorization/consent from the CEB secretary issued to stakeholders intending to develop a site into a basic education institution.
Provisional Registration	Is a temporary authority to operate conferred to a newly established basic education institution and is valid for a period of one (1) year.
Registration	Is authority to operate conferred to a basic education institution on meeting all the requirements and is valid for a period of five (5) years.
Certificate of Registration	Is a certificate issued by the CEB secretary that authorizes the operations of a basic education institution.
Class	A group of learners at a particular level of education.
County Education Board	An organ established to carry out a delegated function of managing basic education and training at the county level on behalf of the Cabinet Secretary.
Disability friendly	A learning environment conducive to persons living with disabilities including persons with intellectual, emotional and developmental conditions and any chronic debilitating health conditions.
Manager	A person who has been appointed by the Cabinet Secretary to oversee the management of education resources and implementation of policies and guidelines in basic education institutions.
Registration	The process of authorizing operation of an institution of Basic Education by issuance of a registration certificate.
Re-registration	The process of authorizing operation of an institution of Basic Education that was previously authorised by issuance of a new registration certificate that reflects the current status.

Rural	Areas outside the cities and towns.
Status	Refers to the condition of an institution; whether registered, reregistered, deregistered or not registered.
Stream	The number of classes at a particular grade.
Urban	Areas within towns and cities.

FOREWORD

The provision of basic education and training in Kenya is the primary responsibility of the Government. Due to Kenya's unique history of education, the government has provided these services in partnership and collaboration with a number of education providers while controlling curriculum and policy formulation. Among the providers are the communities, religious organizations, individuals and corporate private investors. However, the Government remains the single largest provider of education with large investments in infrastructure, labour force and human resource development. Education institutions both public and private are spread out to every corner of the nation which is ample evidence of the value of the sector to the economy.

The promulgation of the Constitution of Kenya 2010 brought about major reforms and as a result the education sector had to realign its policies and legal provisions to conform to the Constitution. To operationalize those reforms, The Basic Education Act 2013 was enacted. Section 76 (1) of the Act requires that institutions offering basic education and training must be registered by respective County Education Boards.

The Government is committed to ensure the successful implementation of the new Competence Based Curriculum. To that end, it has become necessary to review the registration guidelines to inform and ensure development of institutions that address the needs and aspirations of the new curriculum.

In cognisance of the fact that the existing registration guidelines were developed in 2011, there was therefore a need for review to realign them to the Basic Education Act 2013, Section 17(1 &2) and the new national curriculum hence the basis of these guidelines.

The guidelines constitute a live document which will be revised from time to time to reflect the needs of the education sector. It is therefore required that all the providers of basic education and training adhere to the provisions of these guidelines as far as the registration of basic education and training institutions is concerned.



**PROF. GEORGE MAGOHA, EGH
CABINET SECRETARY
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PREFACE

The Basic Education Regulations were established in 2015 to operationalize the Basic Education Act 2013. The Regulations outline the requirements and procedures to be followed in registering institutions of learning. They define institutions of basic education and training as pre-primary institutions, primary institutions, secondary institutions, Adult and Continuing Education Centers, APBET institutions, and Teacher Training Colleges.

The Government is also cognisant of the existence of institutions offering foreign curricular. These form part of the education service providers that operate under the laws of the nation. They offer valued diversity of services to the sector.

In order to ensure standards set by the Ministry of Education are adhered to, all institutions wishing to offer education services must abide by set guidelines. All institutions shall therefore be registered as prescribed by guidelines issued by the Cabinet Secretary. It is in light of this that the guidelines for registration of institutions have been developed. The guidelines will facilitate registration of institutions offering basic education and training as well as ensure legal existence and recognition by the Ministry of Education (MoE). They will also inform all willing investors in education as they make their investment decisions.

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



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ACKNOWLEDGEMENT

In exercise of the powers conferred by Section 95 of the Basic Education Act 2013, the Cabinet Secretary made regulations to govern registration of institutions. All institutions shall be registered in a manner and form prescribed through the guidelines issued by Cabinet Secretary.

The guidelines set the standards that must be maintained in all learning institutions. The Basic Education Act, 2013 section 64 mandates the Ministry's Directorate of Quality Assurance and Standards to ensure standards in all institutions of learning.

To ensure that all institutions of learning comply with the set regulations, there was a need for revision of registration guidelines for institutions offering basic education and training. The Directorate of Quality Assurance and Standards will work closely with all institutions to ensure compliance with the set guidelines.

The Ministry recognises the input and contributions of all stakeholders in the development of these guidelines and will go a long way in facilitating the registration of institutions of learning. The development of the guidelines was informed by extensive stakeholder's consultation.

Our gratitude goes to the Cabinet Secretary for his valued support and leadership of the process, and the Principal Secretary for providing the necessary resources. We also recognise the input of the Director General and all Directors of Education, and staff in the Directorate of Quality Assurance and Standards. Special regards to the under listed technical working group drawn from Directorate of Quality Assurance & Standards for their dedication to the process.

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1.0 INTRODUCTION

This document is a review of the existing guidelines on registration of basic education institutions that were developed in 2010. The guidelines have been reviewed in line with Basic Education Act of 2013, Basic Education Curriculum Framework of 2017 and other existing legal and policy documents on education and other relevant sectors.

The guidelines have been reviewed at a momentous time when the Country is transforming its education and training from 8-4-4 to 2-6-6-3 system. The Country has adopted the Competency Based Curriculum for all levels of basic education. The levels comprise of Pre-primary (2 years), Primary (6 years), Secondary (6 years split into Junior and Senior levels of 3 years each) and Tertiary (3 years). These guidelines shall also be used in the registration of institutions offering other KICD approved national and international curricula.

The purpose of these guidelines is to describe to education providers the processes, procedures and requirements of establishing and registering a basic education institution with a focus on providing quality education. Minimum standards for both human and physical resources have been described across all the levels of basic education.

These guidelines provide the requirements for registration, procedures for establishment of both private and public institutions, re-registration process, closure and de-registration process, basic physical facilities requirements, application forms and checklist for all levels.

2.0 CATEGORIES OF REGISTRATION

There shall be two categories of registration.

- i. One year provisional registration which shall be valid for one (1) year
- ii. Five year registration which shall be valid for five (5) years

3.0 REQUIREMENTS FOR REGISTRATION OF PUBLIC AND PRIVATE INSTITUTIONS

3.1 Stakeholders who intend to start an institution of basic education and training shall apply to the County Education Board (CEB) upon which the CEB shall inform the directorate in-charge of quality assurance and standards at that level:

The Directorate shall assess an application for licensing of an institution of basic education and training to ensure compliance to the standards and establish the following:

- i. Suitability of the site;
- ii. Confirm adequacy of size of the land;
- iii. Confirm availability of a site plan approved by Department of Public Works;
- iv. Confirm availability of a valid title deed/lease agreement for leased land and buildings;
- v. Confirm availability of approvals for all infrastructure from the relevant regulatory bodies;
- vi. Confirm that the institution location is not within a radius of 300m from a liquor selling outlet in peri-urban and rural areas;
- vii. Confirm availability of adequate tuition infrastructure. 2 classes for Pre-primary, 8 classes for Primary, 4 classes and at least one laboratory for Secondary schools for 8 4 4 and 2 classes for Pre-primary, 6 classes for Primary, 3 classes for Junior Secondary and 3 classes for senior secondary for Competence Based Curriculum. All special rooms for

the pathway chosen must also be available. For foreign curricular, classes must be adequate for the full cycle of the level of education to be offered.

- viii. Confirm availability of adequate and suitable (age appropriate) furniture in all classes
- ix. Consider the need of the institution in light of institution mapping and access in the area. However, for all new public basic education institutions, the following must also be adhered to:
 - a. For all new public basic education institutions in densely populated areas, the distance between 2 day primary/secondary schools and 2 boarding primary/secondary schools shall not be less than 600m;
 - b. Pre-primary institutions attached to Primary schools shall be constructed not more than a 2 km radius;
 - c. There shall be no boarding pre-primary institutions;
 - d. To establish a new public primary institution in densely populated areas, the nearest existing public primary school should have at least TWO (2) streams (with a minimum population of 480 learners).
 - e. To establish a new public secondary institution in densely populated areas, the nearest existing public secondary school should have attained THREE (3)streams (with a minimum population of 540 learners)
 - f. In low densely populated areas and ASAL areas, the nearest existing institution should have at least 60 learners;
 - g. For registration of Special Needs Education institutions, there shall be a maximum of 10 learners per class for learners with Physical, Visual and Hearing impairments. However, for learners with severe disabilities the maximum should be between 1 to 5 per class;
 - h. For registration of Public Teacher Training Colleges, a County must not register more than two colleges.
 - i. No facility of the premises or the grounds shall have any other use such as residential or commercial
 - j. The curriculum offered must have been vetted and approved by KICD and registered by the Ministry of Education
 - k. Institutions offering online learning shall have their curricular approved by KICD while the online infrastructure shall be approved by ICTA.

The CEB shall:

- (i) Issue a letter of approval (Licence) of the site and registration application forms to the institutions that meet the above requirements
- (ii) All satellite institutions under one management and ownership SHALL be registered independently

NB:

An institution shall only be allowed to admit learners upon issuance of Certificate of Registration. The letter of approval of the site is **NOT** a licence to admit learners to the institution.

4.0 PROCEDURE FOR ESTABLISHING EDUCATIONAL AND TRAINING INSTITUTIONS

The procedure detailed below will be followed when applying for authority to establish: -

- i. Stand-alone Pre-Primary 1 and 2
- ii. Pre-Primary 1 and 2, and Grades 1, 2 and 3;
- iii. Pre-Primary 1 and 2, and Grades 1–6;
- iv. Primary and Junior Secondary School;
- v. Junior Secondary school only,
- vi. Senior Secondary School only, especially for private schools which may wish to invest only in this level;
- vii. Whole school, running from Pre-Primary to Senior Secondary School.
- viii. Diploma in Primary Teacher Education (DPTE);
- ix. Diploma in Secondary Teacher Education (DSTE);
- x. Diploma in Early Childhood Development Teacher Education (DECDETE);
- xi. Diploma in Special Needs Teacher Education (DSNTE);
- xii. Alternative Provision of Basic Education and Training (APBET) institution;
- xiii. Adult and Continuing Education Centres (DACTE);
- xiv. SNE institutions (including stage based levels);
- xv. Institutions offering foreign/international curriculum.
- xvi. Mobile schools

Step I

Application to CEB:

- i. The applicant will apply to the CEB for approval to establish an Educational Institution in a specific designated location
- ii. In support of the application provide:
 - a. Registered name of the proposed institution;
 - b. Name and qualifications of the manager (for private institutions);
 - c. Land Registration (LR) number/leasehold and site plan.

Step II

Site assessment and approval by CEB

Step III

Inspection shall be carried out by the following:

- i. County Public Health
- ii. County/Sub-County Quality Assurance and Standards officers,
- iii. Ministry responsible for Public Works (certificates of completion and occupancy)
- iv. NEMA where applicable (e.g. if land is next to riparian land).

The reports and certificates issued shall be forwarded to the Sub County Director of Education within 14 days.

Step IV

Submission of application forms to the Sub-County Director of Education (SCDE) for forwarding to the CEB.

Step V

CEB deliberations and recommendations for registration within a period of three months

Step VI

Issuance of a Registration certificate signed by the County Director of Education (CDE) or a rejection letter

NB:

- i. Only institutions that have all the tuition facilities required for the level applied shall be registered
- ii. Application for five year registration shall be done 3 months before expiry of provisional registration;
- iii. Provisional registration can only be extended once for a further period of 12 months. Failure to meet these requirements, the institution shall be de-registered;
- iv. The Assessment reports shall not be more than 6 months old;
- v. Registration of new public institutions and public Teacher Training Colleges shall be approved by the Principal Secretary before issuance of the certificates.

5.0 APPLICATION FORMS

Application forms duly filled and attached with relevant documents shall be signed by SCDE who will forward them to the CEB for deliberation and recommendation. Application forms for registration of the institution and manager MUST be filled in triplicate. All application forms for registration MUST be accompanied by the following documents: -

- i. Letter of approval (Licence) by CEB to start an institution;

- ii. An assessment report signed by Sub-County Quality Assurance and Standards Officer (SCQASO) or County Quality Assurance and Standards Officer (CQASO) in person and countersigned by SCDE in person;
- iii. A Public Health Inspection Report signed by a Sub-County Public Health Officer in person;
- iv. Public Works report/certificates of completion and occupancy;
- v. A certified copy of land title deed or renewable lease agreement of at least 8 years (for Primary) and 4 years (for secondary 8 4 4, Junior Secondary and Senior Secondary) or a letter from the Ministry responsible for lands, certifying the concurrence of the community (for public institutions built on public/community land). The lease agreement must be drawn by a Commissioner of Oaths;
- vi. A list of teaching staff who shall be adequate as per the existing staffing norms for Pre Primary and Primary schools, and Curriculum Based Establishment for secondary schools and teacher training colleges (at least one (1) per class for primary and one (1) per subject for secondary and Teacher Training Colleges). All teachers MUST be validly registered with Teachers Service Commission.
- vii. A copy of business name registration certificate, certificate of incorporation or both for a private institution or certificate of change of name from the Registrar of Companies for re-registration. (Possession of this certificate or County business permit is NOT a license to operate an educational or training institution under the Basic Education Act 2013);
- viii. Environmental Impact Assessment report by NEMA where applicable;
- ix. A banker's cheque addressed to the Principal Secretary, as stated in this document entitled "Registration Fees".

6.0 RE-REGISTRATION OF EDUCATIONAL INSTITUTION

Institutions shall be assessed and registered afresh when they change from public to private or from private to public among other factors.

6.1 Changing from Public to Private Institution

A registered public institution can only change its status as prescribed by Basic Education Act 2013 Section 43(2). The following steps shall be adhered to: -

- i. Advertise in local newspapers with countrywide circulation.
- ii. Valuation of government input in the institution for compensation purposes. This shall enable the government build and equip a new institution. The valuation shall include all projects funded by various government agencies e.g. Constituency Development Fund, County Governments and funds contributed by parents.

- iii. Community participation and approval of Parents of the institution, Board of Management, area Chief, MCA, MP, Senator, and Governor.
- iv. Recommendation by the County Education Board.
- v. Approval by the Cabinet Secretary.
- vi. The change of status shall be Gazetted by the Cabinet Secretary (CS).

6.2 Change from Private to Public Institution

Private institutions may be changed to public institutions as long as all the proprietor(s) provide a written agreement made on oath and there is no cost implication to the Government. The institution shall be free from all forms of liabilities. The land on which the institution stands must be transferred to the Government. This process shall be **IRREVERSIBLE**.

6.3 Factors leading to Re-Registration

- i. Increase in enrolment (beyond the approved enrolment);
- ii. Change from mixed to single sex, from day to boarding and vice versa;
- iii. Introduction of a new curriculum or course other than the one originally registered for;
- iv. Transfer of the institution to a new site;
- v. Re-opening of an institution that had been closed for at least one (1) year;
- vi. Change of ownership or manager of the institution;
- vii. Change or modification of the institution name;
- viii. Introduction of a new level in an already existing institution;
- ix. Registration of a previously de-registered institution;
- x. Expiry of validity period (5 years);
- xi. Where there had been change of use of facilities in the institution, other than for educational purposes;
- xii. A deregistered institution that successfully appealed the deregistration
- xiii. Any other legal provisions that may necessitate re-registration.

NB: Where there is a new delimitation of boundaries by relevant authorities occasioning a change of name of the physical location, the institution shall initiate the process of updating their Certificate of Registration with the CEB (This shall not require assessment for re-registration);

7.0 DE-REGISTRATION OF BASIC EDUCATION INSTITUTIONS

Institutions of learning can be de-registered under the following circumstances:

- i. Failure to maintain the required standards set by the Ministry of Education;
- ii. Fraudulent acquisition of registration status/certificate;
- iii. Involvement in examination irregularities;
- iv. Failure to offer the approved curriculum;
- v. Reported and proven abuse of learners' rights;
- vi. Employment of unregistered teachers;

- vii. Non-compliance with Basic Education Act, 2013 and/or any other applicable existing legal provisions, regulations and guidelines by the Government.

8.0 PROCESS OF DE-REGISTRATION

For de-registration of an institution, the following process shall apply:

- i. An adverse report on contravention of legal provisions or involvement in any one of circumstances mentioned in 7.0;
- ii. An assessment by Quality Assurance and Standards Officers to ascertain the allegations and a report prepared with recommendations to the CEB;
- iii. The institution shall temporarily be closed by the CEB following recommendation of the report;
- iv. The CEB shall meet and make resolutions which shall be forwarded together with all relevant supporting reports to the CS for action;
- v. The CS shall write to the institution Board of Management through the CEB on the resolution to deregister the institution;
- vi. The CS shall Gazette deregistration of the institution in the Kenya Gazette;
- vii. The Registration Certificate shall be returned and cancelled by the CEB;
- viii. The institutions' stakeholders can appeal to the Cabinet Secretary to lift the gazette notice deregistering the school after three (3) months.

9.0 CLOSURE OF A REGISTERED PRIVATE INSTITUTION BY THE PROPRIETOR

A proprietor of a registered institution can close it as long as the following steps are observed:

- i. Inform parents and other stakeholders of the intent to close at least one year in advance;
- ii. Provide details of where affected learners shall be moved to (where applicable);
- iii. Hand-over all uncollected KCPE/KCSE certificates or any other certificates in their custody to the Sub-County Director of Education.
- iv. Give a one year notice of intent to close the institution to the CEB and provide minutes of public participation by the stakeholders;
- v. Return the registration certificate to the CEB;
- vi. CEB shall notify the institution of cancellation of the registration certificate through a letter.
- vii. Closure must be done at the end of the school calendar year only.

The CDE shall ensure those learners in the institutions access education and are placed in other learning institutions

10.0 REGISTRATION FEE

Those applying for Registration of Educational Institutions will pay to the Principal Secretary a non-refundable fee which shall be revised from time to time as follows: -

10.1 Private Educational Institutions:

- One Year Provisional Registration:	Kshs. 10,000/=
- Five Year Registration:	Kshs. 10,000/=
- Re-Registration:	Kshs. 10,000/=

10.2 Public Educational Institutions:

- One Year Provisional Registration:	Kshs 2,000/=
- Five year Registration	Kshs 2,000/=
- Re-Registration	Kshs. 2,000/=

NB: The registration fee shall strictly be payable by banker's cheque addressed to the Principal Secretary and titled "Registration Fees"

11.0 RENEWAL OF REGISTRATION CERTIFICATE

Certificate of 5 year registration shall be valid for 5 years. It is anticipated that institutions shall have had changes in enrolment and infrastructure among others which may necessitate re-registration. Institutions shall therefore be assessed for renewal of the certificate 3 months before the expiry of the 5 year period.

Structural assessments shall be carried out in all facilities in the institution by Department of Public Works

12.0 PHYSICAL FACILITIES REQUIREMENTS FOR REGISTRATION

All physical facilities shall be safe, learner and disability friendly. The structures must be secure and adhere to the building standards as prescribed by the Public Works Department, as well as all other regulations on safety in force at the time of registration. All projects shall be approved by the Public Works Office before they start to ensure compliance to set standards.

12.1 Administration

At least one suitable administration office at the initial stage to accommodate the head teacher's office and staff room(s)

12.2 Tuition Facilities

Institution	Minimum tuition facilities Size/Capacity
Pre-primary Schools	<ul style="list-style-type: none"> ● Classrooms of size 6m x 8m (i.e. at least 1.92 m² per child maximum 25 learners for 4-5 year olds); ● A door opening outwards with width appropriate to the space it is serving. The recommended typical size is; 1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors;

	<ul style="list-style-type: none"> ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability friendly with spaces SHALL be minimum 1.2 m wide, and be double-swing; ● A suitable sleeping/resting area with suitable beddings; ● Age appropriate and disability friendly furniture (tables and coloured chairs painted in primary colours - red, blue and yellow); ● Chalkboard, white board or smart board; ● Nature corner; ● Learning materials storage facility; ● Teacher's preparation table and a chair; ● For learners in special schools taking a regular curriculum with adaptations the total number of learners per class shall be a maximum of 10.
Primary schools	<ul style="list-style-type: none"> ● Classrooms of size 8m x 9m (i.e. at least 1.2m² per learner, maximum 45 learners); ● A door opening width appropriate to the space it is serving. The recommended typical size is; 1.2m to 1.5m for classrooms and laboratories-); ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; ● Science and technology rooms, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Art and Craft room relevantly equipped: At least 2.4 m² per learner 14m x 9m (45 learners); ● Library: At least 15m x 12m (45 learners); ● Computer lab, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners). ● Age and gender appropriate and disability friendly furniture. One seater desk (Size: Top length 0.61m x width 0.31m x height 0.69m, bench: length 0.61m x width 0.22m x height 0.42m); ● Chalkboard, white board or smart board; ● Teacher's preparation table, a chair and book storage; ● Home Science room, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Language room relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Music room relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Agriculture workshop, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Agriculture demonstration plots, 1 plot measuring at least 4m x 3m per group of 15 learners;

	<ul style="list-style-type: none"> For learners in special schools taking regular curriculum with adaptations the total number of learners per class or room shall be a maximum of Hearing Impaired:12, Visually Impaired:10, Physically Impaired:20, Cerebral Palsy :10, Mild Autism: 5.
Primary APBET Institutions / centres	<ul style="list-style-type: none"> Classrooms of size 8m x 9m (i.e. at least $1.2m^2$ per learner, maximum 45 learners); A door opening width appropriate to the space it is serving. The recommended typical size is;1.2m to 1.5m for classrooms and laboratories-); A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1200mm for buildings with not more than 16 steps in any flight, without introduction of a landing; All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; Science and technology rooms, relevantly equipped: At least $2.4m^2$ per learner 14m x 9m (45 learners); Art and Craft room relevantly equipped: At least $2.4m^2$ per learner 14m x 9m (45 learners); Library: At least 15m x 12m (45 learners); Computer lab, relevantly equipped: At least $2.4m^2$ per learner 14m x 9m (45 learners); Age and gender appropriate and disability friendly furniture. One seater desk (Size: Top: length 0.61m x width 0.31m x height 0.69m, bench: length 0.61m x width 0.22m x height 0.42m); Chalkboard, white board or smart board; Teacher's preparation table, a chair and book storage; Home Science room, relevantly equipped: At least $2.4m^2$ per learner 14m x 9m (45 learners); Language room relevantly equipped: At least $2.4m^2$ per learner 14m x 9m (45 learners); Music room relevantly equipped: At least $2.4m^2$ per learner 14m x 9m (45 learners). <p>NB: APBET institutions shall provide adequate tuition facilities such as classrooms and libraries/resource centres that may be smaller in dimensions but not less than 4m x 5m, shall adhere to the spacing area prescribed above and comply with the Health and Safety Standards Manual.</p>

Primary Special Schools (taking adapted curriculum)	<ul style="list-style-type: none"> ● Classrooms: At least $2.4m^2$ per learner $8m \times 9m$ (20 learners); ● Science and technology room: At least $4.8m^2$ per learner $14m \times 9m$ (20 learners); ● Home science room relevantly equipped: At least $4.8m^2$ per learner $12m \times 9m$ (20 learners); ● Art and Craft room relevantly equipped: At least $4.8m^2$ per learner $12m \times 9m$ (20 learners); ● Language room relevantly equipped: At least $4.8m^2$ per learner $12m \times 9m$ (20 learners); ● Music room relevantly equipped: At least $4.8m^2$ per learner $12m \times 9m$ (20 learners); ● Agriculture workshop room relevantly equipped: At least $2.4m^2$ per learner $12m \times 9m$ (20 Learners); ● Library: At least $15m \times 12m$ (45 learners); ● Sheltered workshops for woodwork, masonry, textile, with rooms relevantly equipped: At least $2.4m^2$ per learner $12m \times 9m$ (15 learners); ● Therapy room with relevant equipment: At least $12m \times 9 m$ for 5 learners ● Computer lab: At least $2.4m^2$ per learner $12m \times 9m$ (20 learners); ● Age Appropriate and learner friendly furniture One seater desk (Size: Top length $0.61m$ x width $0.31m$ x height $0.69m$, bench: length $0.61m$ x width $0.22m$ x height $0.42m$); ● Chalkboard/smart boards or white board; ● Teacher's preparation table, a chair and book storage. <p>NB: Institutions shall set up a resource room that will cater for learners with severe disabilities in special institutions following a regular curriculum with adaptations</p>
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Junior Secondary	<ul style="list-style-type: none"> ● Classrooms of size 8m x 9m (i.e. at least 1.2m² per learner, maximum 45 learners); ● For learners in Special Schools taking regular curriculum with adaptations, the total number of learners per class or room shall be a maximum of: Hearing Impaired:12, Visually Impaired:10, Physically Impaired:20, Cerebral Palsy :10, Mild Autism: 5; ● A door opening width appropriate to the space it is serving. The recommended typical size is1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; ● Science Laboratory: At least 2.4m² per learner 12m x 9m (45 learners) ● Workshop relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Art and Craft room relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Library: At least 15m x 12m (45 learners); ● Computer lab, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Age and gender appropriate and disability friendly furniture. (Size: Locker: length 0.61m x width 0.46m x height 0.81m, Chair: length 0.41m x width 0.51m x height 0.81m); ● Chalkboard, white board or smart board; ● Teacher's preparation table, a chair and book storage; ● Home Science room, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Language room relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Music room relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Agriculture workshop, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Agriculture demonstration plots, 1 plot measuring at least 4m x 3m per group of 15 learners; ● Playgrounds/fields shall be availed for the following activities: <p>Ball Games</p> <ul style="list-style-type: none"> ● Soccer-120 m x 90 m ● Rugby; 100 m x 70 m ● Netball: 30.5 m x 15.25 m ● Handball: 40 m x 20 m ● Hockey: 91.4 m x 55 m
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- Basketball: 28 m x 15 m
- Volleyball: 18m x 9m

Racket Games

- Lawn tennis: 23.7 m x 10.9 m (doubles)
- Badminton: 13.4 m x 6.1 m (doubles)
- Table tennis: 2.74 m x 1.52 m

Athletics

- 400 m track

NB: These dimensions may vary at the international level. The dimensions apply in all physical Education facilities.

- Games storage room: 1.2m^2 per learner 8m x 9m
- Water point: 1 Tap for 25 learners

Water Sports (Optional)

- Swimming pool: at least 50 x 25 m
- Gymnasium: at least 15.2 x 25.6 m (Adequate to fit in an indoor game)
- Gymnastic room, health room, wrestling room, changing room

Senior Secondary	<p>All senior secondary schools must have facilities that are adequate to offer at least two pathways (and all the tracks there-in)</p> <p>The following facilities shall be provided in all senior secondary schools:</p> <ul style="list-style-type: none"> ● Classrooms of size 9m x 8 m (i.e. at least 1.2m² per learner, maximum 45 learners); ● A door opening width appropriate to the space it is serving. The recommended typical size is 1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; ● Library: At least 15m x 12m (45 learners); ● Computer lab, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Age and gender appropriate and disability friendly furniture (Ratio 1:1) (Size: Locker: length 0.61m x width 0.46m x height 0.81m, Chair: length 0.41m x width 0.51m x height 0.81m); ● Chalkboard, white board or smart board; ● Teacher's preparation table and a chair; ● Home Science room, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Language room relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Music room relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Agriculture workshop, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● For learners in special schools taking regular curriculum with adaptations the total number of learners per class or room shall be a maximum of Hearing Impaired:12, Visually Impaired:10, Physically Impaired:20, Cerebral Palsy :10, Mild Autism: 5; ● Standard playgrounds/fields/courts for outdoor and indoor games (suitable for ball games, racket games, swimming, gymnastics and athletics). thus <p>Ball Games</p> <ul style="list-style-type: none"> ● Soccer-120 m x 90 m ● Rugby; 100m x 70 m ● Netball: 30.5m x 15.25 m ● Handball: 40 m x 20 m ● Hockey: 91.4 m x 55 m ● Basketball: 28 m x 15 m ● Volleyball: 18m x 9m
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Racket Games

- Lawn tennis: 23.7m x 10.9 m (doubles)
- Badminton: 13.4m x 6.1 m (doubles)
- Table tennis: 2.74 m x 1.52 m

Athletics

- 400 m track
- Games equipment storage room: 1.2m² per learner 8m x 9m
- Water point: 1 Tap for 25 learners

NB: These dimensions may vary at the international level. They shall apply for Physical Education in all institutions.

At senior school, institutions shall offer a specialization curriculum to nurture learner's talents and preferences in the learning areas.

Water Sports

In addition to the stated facilities that are general to all senior schools, the following are mandatory for Senior Secondary Schools offering Sports Science (Water Sports):

- Swimming pool: at least 50m x 25m;
- Gymnasium: at least 15.2m x 25.6m (Adequate to fit in an indoor game);
- At least 5 acres of land for the sports;
- Adequate and appropriate equipment for the facilities;
- Sports science shall require recruitment of specialized personnel;
- Gymnastic room, health room, wrestling room, changing room;
- Institutions offering Sports Science shall have adequate facilities owned by the institution (leasing shall NOT be allowed).

Senior secondary schools offering STEM shall have the following additional facilities in order to offer all the four STEM tracks:

- Science Laboratory: At least 2.4m² per learner 12m x 9m (45 learners);
- A minimum of one workshop for any subject offered under Applied Sciences, Technology & Engineering and Careers & Technology Studies;
- Innovation/Creativity Room (Makers' Space) At least 2.4m² per learner 12m x 9m (45 learners);
- Agricultural Technology: At least 1 plot measuring at least 4m x 3 m per learner (45 learners);

- Equipped Agricultural storage room measuring at least 8m x 9m.

In addition to the common facilities Senior secondary level schools offering Performing and Visual Arts shall have the following facilities:

Performing Arts

- An auditorium/hall with appropriate equipment and tools for performance;
- A stage for performance;
- A Music studio that SHALL not be located adjacent to noise sensitive spaces such as general learning areas and offices, unless fitted with appropriate sound proofing;
- A high level of acoustic absorption through specific selection of ceiling finishes and wall panels and partitions that enable the rooms to be functional for multiple uses.

NB: An acoustic specialist is required to give guidance on **specific circumstances which require adaptation** such as appropriate environment for music tuition and performances; internal noise levels from traffic and rain; satisfactory external noise levels in designated outdoor learning areas; reasonable environmental noise consideration from an institution to a residential area (as might occur with a music centre, new outdoor area or gymnasium, mechanical plants); and, impact isolation for performance space (such as gym) located above a noise sensitive area.

Visual Arts:

- Art room: At least 2.4m² per learner (12mx 9m)
- Standard classroom windows in the art room with clear views
- Windows to allow natural lighting without glare.
- Display cases and tack boards for displaying learners' work.
- Space for individual and small or large group activities.
- Space for tables and chairs, flat files, and shelves/cabinets.
- Instruction area at the front of the classroom, with easy access to the storage room.
- A demonstrator desk, a marker board, and interactive white board.
- The storage area contains shelving for art supplies and equipment.
- A lockable teacher preparation area and vented storage cabinet for paints and thinners.

Senior Schools offering Social Sciences shall have the following additional facilities:

- Special rooms for optional subjects: At least 2.4m² per learner (12m x 9m for 45 learners);
- Appropriately equipped language rooms: At least 2.4m² per learner (12m x 9m for 45 learners);
- Reading rooms: At least 2.4m² per learner (12m x 9m for 45 learners).

	NB
	<ul style="list-style-type: none"> ● All institutions shall set up a resource room that will cater for learners with special needs; ● All tuition facilities shall have ramps and doorways that can accommodate wheelchair users, pavements and paths with curbs for white cane users. The doors shall open completely to the wall and windows on the corridors shall be 1.8m (6ft) high and preferably louvers; ● The standards are applicable to a maximum of 2 streams for institutions offering STEM. For every additional 2 streams an additional Science laboratory/Workshop shall be established. The laboratory shall be adequately and appropriately equipped as per the specifications outlined in the Standards for Laboratories; ● A secondary institution shall have at least one laboratory that meets minimum standards set by the Ministry, at the time of registration.
Special Schools following Stage Based Curriculum	<ul style="list-style-type: none"> ● Classrooms: At least 14.4m^2 per learner $9\text{m} \times 8\text{m}$ (maximum of 5 learners); ● Sheltered workshops for woodwork, masonry, textile, with rooms relevantly equipped: At least 7.2m^2 per learner $12\text{m} \times 9\text{m}$ (Maximum of 15 Learners); ● Therapy room with relevant equipment: At least $12\text{m} \times 9\text{m}$ for 3 learners; ● A door opening width appropriate to the space it is serving. The recommended typical size is 1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8 to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; ● Physical Education facilities.
Diploma in Primary Teacher Education	<ul style="list-style-type: none"> ● Lecture rooms of size $8\text{m} \times 9\text{m}$ (i.e. at least 1.2m^2 per learner, maximum 45 learners); ● Library relevantly equipped: At least $15\text{m} \times 12\text{m}$ (45 learners); ● Computer lab, relevantly equipped: At least 2.4m^2 per learner $14\text{m} \times 9\text{m}$ (45 learners); ● Learning Resource Centre with studio; ● Micro-teaching rooms; ● demonstration rooms; ● Language Laboratory/room for TTCs offering foreign languages 2.4m^2 per learner $12\text{m} \times 9\text{m}$ (45 learners); ● A door opening width appropriate to the space it is serving. The recommended typical size is 1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors;

- Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing;
- All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing.
- Science and technology rooms, relevantly equipped: At least 2.4m^2 per learner 14m x 9m (45 learners);
- Art and Craft room relevantly equipped: At least 2.4m^2 per learner 14m x 9m (45 learners);
- Home Science room, relevantly equipped: At least 2.4m^2 per learner 14m x 9m (45 learners);
- Language room relevantly equipped: At least 2.4m^2 per learner 14m x 9m (45 learners);
- Music room relevantly equipped: At least 2.4m^2 per learner 14m x 9m (45 learners);
- Agriculture workshop, relevantly equipped: At least 2.4m^2 per learner 14m x 9m (45 learners);
- Agriculture demonstration plots: at least 4m x 3m per teacher trainee taking Agriculture;
- Age and gender appropriate and disability friendly furniture (Size: Locker: length 0.61m x width 0.46m x height 0.81m, Chair: length 0.41m x width 0.51m x height 0.81m) ;
- Chalkboard, white board or smart board;
- Tutor's preparation table and chair;
- Playgrounds/fields.

Ball Games

- Soccer-120 m x 90 m
- Rugby; 100 m x 70 m
- Netball: 30.5 m x 15.25 m
- Handball: 40 m x 20 m
- Hockey: 91.4 m x 55 m
- Basketball: 28 m x 15 m
- Volleyball : 18m x 9m

Racket Games

- Lawn tennis:23.7 m x 10.9 m (doubles)
- Badminton : 13.4 m x 6.1 m (doubles)
- Table tennis: 2.74 m x 1.52 m

Athletics

- 400 m track
- Games equipment storage room: 1.2m^2 per learner 8m x 9m
- Water point: 1 Tap for 25 learners

Diploma in Secondary Teacher Education	<ul style="list-style-type: none"> ● Lecture rooms: At least $1.22m^2$ per learner 9m x 8m (45 learners); ● Library: At least 15m x 12m (45 learners); ● Computer lab: At least $2.4m^2$ per learner 12m x 9m (45 learners). ● Learning Resource Centre with studio; ● Micro-teaching rooms; ● demonstration rooms; ● Language Laboratory/room for TTCs offering foreign languages $2.4m^2$ per learner 12m x 9m (45 learners); ● A door opening width appropriate to the space it is serving. The recommended typical size is 1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; ● Age and gender appropriate and disability friendly furniture (Size: Locker: length 0.61m x width 0.46m x height 0.81m, Chair: length 0.41m x width 0.51m x height 0.81m).
	<p>SPORTS SCIENCE:</p> <p>A Teacher Training College will require:</p> <ul style="list-style-type: none"> ● Standard playgrounds/fields/tracks/courts for outdoor and indoor games that include. <p>Ball Games</p> <ul style="list-style-type: none"> ● Soccer-120 m x 90m ● Rugby; 100 m x 70 m ● Netball: 30.5 m x 15.25 m ● Handball: 40 m x 20 m ● Hockey: 91.4 m x 55•m ● Basketball: 28 m x 15 m ● Volleyball: 18m x 9m <p>Racket Games</p> <ul style="list-style-type: none"> ● Lawn tennis:23.7 m x 10.9 m (doubles) ● Badminton: 13.4 m x 6.1m (doubles) ● Table tennis: 2.74 m x 1.52 m

	<p>Athletics</p> <ul style="list-style-type: none"> ● 400 m track <p>NB: These dimensions may vary at the international level. The dimensions shall apply in all Physical Education facilities</p> <ul style="list-style-type: none"> ● Games storage room: at least $1.2m^2$ per learner 8m x 9m ● Water point: 1 Tap for 25 learners <p>Water Sports:</p> <ul style="list-style-type: none"> ● Swimming pool: at least 50 x 25 m ● Gymnasium: at least 15.2 x 25.6 m (Adequate to fit in an indoor game) ● Gymnastic room, health room, wrestling room, changing room <p>PERFORMING AND VISUAL ARTS:</p> <p>A college offering performing and Visual Arts will require;</p> <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> ● An auditorium/hall with appropriate equipment and tools for performance; ● A stage for performance; ● A Music studio that shall NOT be located adjacent to noise sensitive spaces such as general learning areas and offices, without appropriate soundproofing. ● A high level of acoustic absorption through the specific selection of ceiling finishes, wall panels and partitions in order for the space to be functional for multiple uses. <p>NB: An acoustic specialist is required to deal with specific circumstances such as appropriate environment for music tuition and performances; internal noise levels from traffic and rain; satisfactory external noise levels in designated outdoor learning areas; reasonable environmental noise consideration from an institution to a residential area (as might occur with a music centre, new outdoor area or gymnasium, mechanical plants); and, impact isolation for performance space (such as gym) located above a noise sensitive area.</p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> ● Standard classroom windows in the art room with clear views; ● Windows to allow natural lighting without glare; ● Display cases and tack boards for displaying learners' work; ● Space for individual and small or large group activities; ● Space for tables and chairs, flat files, and shelves/cabinets;
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	<ul style="list-style-type: none"> ● Instruction area at the front of the classroom, with easy access to the storage room; ● A demonstrator desk, a marker board, and interactive white board; ● The storage area contains shelving for art supplies and equipment; ● A lockable teacher preparation area and vented storage cabinet for paints and thinners. <p>Colleges offering Science Technology Engineering and Mathematics (STEM) shall have the following additional facilities:</p> <ul style="list-style-type: none"> ● Science Laboratory: At least $2.4m^2$ per learner $12m \times 9m$ (45 learners); ● A minimum of one workshop for any subject offered under Applied Sciences; ● Technology & Engineering and Careers & Technology Studies Workshop: At least $2.4m^2$ per learner $12m \times 9m$ (45 learners); ● Innovation/Creativity Room (Makers' Space) At least $2.4m^2$ per learner $12m \times 9m$ (45 learners); ● Agricultural Technology: At least 1 plot measuring at least $4m \times 3m$ per learner (45 learners); ● Equipment storage room of at least $8m \times 9m$. <p>NB: All the play facilities and equipment shall be adapted to suit the different categories of learners with disabilities</p>
Diploma in Early Childhood Development Education & Diploma in Adult and Continuing Education	<ul style="list-style-type: none"> ● Lecture rooms of size $8m \times 9m$ (i.e. at least $1.2m^2$ per learner, maximum 45 learners); ● Library relevantly equipped: At least $15m \times 12m$ (45 learners); ● Computer lab, relevantly equipped: At least $2.4m^2$ per learner $14m \times 9m$ (45 learners); ● Learning Resource Centre with studio; ● Micro-teaching rooms; ● demonstration rooms; ● A door opening width appropriate to the space it is serving. The recommended typical size is 1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; ● Age and gender appropriate and disability friendly furniture; ● Chalkboard, white board or smart board; ● Tutor's preparation table and chair; ● Playgrounds/fields.

Diploma in Special Needs Teacher Education (not for colleges offering specialised programs)	<ul style="list-style-type: none"> ● A minimum of 6 lecture rooms for 4 specialised areas. (VI, HI, PI, ID,) At least 1.22m² per learner (9m x 8m in dimension); ● Library relevantly equipped: At least 15m x 12m (45 learners); ● Computer lab, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners); ● Learning Resource Centre with studio; ● Micro-teaching rooms; ● demonstration rooms; ● Language Laboratory/room for TTCs offering foreign languages 2.4m² per learner 12m x 9m (45 learners); ● A door opening width appropriate to the space it is serving. The recommended typical size is 1.2m to 1.5m for classrooms and laboratories; ● A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair; ● At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors; ● Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing; ● All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing; ● A minimum of 6 other rooms (all appropriately equipped) for the following functions: <ul style="list-style-type: none"> - A therapy room; - A sound proof room (acoustically treated) for assessment of hearing loss among other disabilities; - A sensory integration room or dark room; - A room for storing physiotherapy/assistive devices, equipment and materials; - A technician's workshop for production of ear moulds and repair of equipment; - A multi-functional therapy room/waiting lounge with toys and playing materials.
Diploma in Special Needs Teacher Education (offering specialized programs)	<p>A minimum of 10 lecture rooms for the following disability and special needs areas offering at least 1.22 m² per learner (9m x 8m in dimension)</p> <ul style="list-style-type: none"> ● Visual impairments; ● hearing impairments; ● Physical and Health impairments; ● Intellectual and developmental disabilities; ● Cerebral palsy; ● Deaf-blindness; ● Autism spectrum disorders; ● Learning difficulties; ● Speech and language disorders; ● Inclusive education.

Other common facilities

- Library relevantly equipped: At least 15m x 12m (45 learners);
- Computer lab, relevantly equipped: At least 2.4m² per learner 14m x 9m (45 learners);
- Learning Resource Centre with studio;
- Micro-teaching rooms;
- demonstration rooms;
- Language Laboratory/room for TTCs offering foreign languages 2.4m² per learner 12m x 9m (45 learners);
- A door opening width appropriate to the space it is serving. The recommended typical size is 1.2m to 1.5m for classrooms and laboratories;
- A passing and turning space of at least 1.8m to 2.0m for every learner on a wheelchair;
- At least two staircases and a ramp or elevator SHALL be provided on all buildings exceeding one-storey, for access to upper floors;
- Each staircase flight SHALL have a clear height of not less than 2.0m and a width of 1.2m for buildings with not more than 16 steps in any flight, without introduction of a landing;
- All doors shall be disability compliant with a minimum space of 1.2m wide and must be double-swing.

A minimum of 8 therapy rooms as follows:

- Physiotherapy;
- Occupational therapy;
- 2 Hydrotherapy (1 for children and 1 for grown-ups);
- Vision therapy;
- Sensory integration;
- Speech Therapy;
- Multifunctional therapy.

Education Assessment and Resource Centre with the following functional and educational assessment rooms:

- Visual impairments;
- Hearing impairments (acoustic treated room);
- Physical and Health impairments;
- Intellectual and developmental disabilities;
- Furnished 4 roomed office space (1 for each disability area).

NB: Each of the rooms shall have respective materials and equipment for functional assessment.

A minimum of 2 material production rooms as follows:

- Braille production room with appropriate equipment;
- Ear mould production room with appropriate materials and equipment.

	<p>A minimum of 2 workshops as follows:</p> <ul style="list-style-type: none"> • Metal workshop fitted with appropriate equipment and materials; • Wood work workshop with appropriate equipment and materials. <p>NB</p> <ul style="list-style-type: none"> • Physical facilities shall be constructed as per the specifications of other colleges; • There shall be an inclusive pre-primary section within the college; • The college compound shall be disability friendly; • All the sports facilities specifications in other colleges shall apply; • Adaptations shall be made to the fields and other amenities to make them accessible to trainees with disabilities.
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12.3 Sanitation Facilities

12.4.1 Day Sanitation (All Institutions)

School	Gender	No. of learners	Closets (Size appropriate)
Pre-School	Girls	10	1
	Boys	20	1 plus a urinal A shower room for both boys and girls
Primary	Girls	25	1 plus a shower room
	Boys	30	1 plus a urinal
Secondary	Girls	25	1 plus a shower room
	Boys	30	1 plus a urinal
Teacher Training Institutions	Female	25	1 plus a shower room
	Male	30	1 plus a urinal

NB:

- A door opening width appropriate to the space it is serving. The recommended typical size is 0.8m for a cubicle;
- Where there is no urinal the ratio for boys should be 1:25;
- Male urinal troughs should be 4m (12ft) long;
- Pre-primary toilets should have small apertures not more than 20cm x 15cm, age appropriate and disability friendly toilet basins;

- Pre-primary toilets should have half doors;
- High hygiene and health standards shall be maintained to prevent emergence of diseases and epidemics.

Special Needs Education Institutions sanitation facilities

School	Gender	No. of learners	Closets (appropriate size)
Pre-primary, Primary and secondary institution	Girls	10	1 plus a shower room each for boys and girls
	Boys	15	1 plus a urinal

- Age appropriate and disability friendly toilet basins and apertures;
- Handrails to guide learners who are deaf-blind to move independently and safely;
- Learners following stage based curriculum should have a toilet ratio of 1:5 for both genders.

12.4.2 Sanitation in all boarding learning institutions

School	Gender	No. of learners	Closets	Bathroom
Primary	Girls	20	1	2
	Boys	50	1 plus a urinal	2
Secondary	Girls	25	1	2
	Boys	50	1 plus a urinal	2
Teacher Training Institutions	Female	25	1	2
	Male	50	1 plus a urinal	2

12.4.3 Pit Latrines

Pit latrines shall not be less than 6m (20ft deep), regularly well disinfected and must be 15m (50ft) away from a borehole or well or water supply point and general wind flow direction as advised by the Public Health.

12.4.4 Sanitation for Staff

Closets shall be one per 12 persons, plus a urinal for the male. There must be separate provision for male and female.

NB

- i. Ablutions block should be attached to the dormitory;
- ii. At least one third of the fittings for males should be closets, and the rest urinals. If a urinal is a trough, then 4m (12ft) of the trough is equivalent to one fitting;
- iii. All closets must be well ventilated and doors opening outward;
- iv. For mixed institutions, female sanitation facilities must be in opposite and different directions from those of males and must offer complete privacy;
- v. The doors should not face roads or fences;
- vi. There should be at least one disability toilet for each gender;
- vii. All Early Year Education learners' latrines/toilets and female latrines/toilets should have a bathroom.

12.5 Catering**12.5.1. Kitchen facilities**

The kitchen shall:

- i. Be well ventilated and spacious enough in line with the number of the institution's enrolment;
- ii. Be sited away from the institution's waste dumping area;
- iii. Be sited at a reasonable distance from the tuition and dormitory blocks;
- iv. Have hygienic waste handling equipment;
- v. Have a supply of clean and safe water for cooking and washing;
- vi. Have surfaces constructed with easy to clean and maintain materials;
- vii. Have a functional and well maintained drainage system;
- viii. Be close to the food store;
- ix. Have enough and appropriate utensils and a serving area;
- x. Be fitted with fire fighting equipment and a functional first aid kit;
- xi. Be fitted with cloak rooms and changing rooms;
- xii. Be clean and well maintained;
- xiii. Have staff with valid medical certificates.

12.5.2 Food Store

The institution must have a food store which should:

- i. Be spacious enough as per the enrolment of the institution, clean and well aerated;
- ii. Be safe and secure;
- iii. Have raised racks which should not be in contact with the walls;
- iv. Have a spread area for the perishable foods.

12.5.3 Dining Area

The institution dining area should:

- i. Be spacious as per the number of enrolment of the institution, clean and well ventilated;
- ii. Have age appropriate and have disability friendly designated service areas;
- iii. Have clean and easy to maintain tables;
- iv. Have adequate age appropriate and disability friendly furniture and utensils;

- v. There should be a balanced diet menu and food serving plan.

12.6 Hostels/Dormitories:

The following standards shall be required for an institution to be registered as a boarding institution at the level of primary school and above:

- i. At least one dormitory for each gender as applicable;
- ii. The dormitories can either be permanent or temporary structures;
- iii. Adequate and properly located, devoid of any risks to users or to those around them;
- iv. Spaces between beds should be at least 1.2 m while the corridors should not be less than 2 m;
- v. A standard dormitory/hostel of forty double deckers should have a minimum of three double doors that open to the outside;
- vi. A standard dormitory must be equipped with at least two functional fire fighting extinguishers; (9 litres) and in addition should have functioning hose reel and a bucket of sand;
- vii. Adequate ablution blocks should be adjacent to the hostel/dormitory;
- viii. Beds must be single or double deckers and not triple deckers. The first decker must be one and half (1.5) feet off the ground and space between the deckers should be three (3) feet;
- ix. Learners with physical disabilities shall have single beds
- x. Windows must NOT have grills and should be easy to open to the outside;
- xi. Every dormitory should be provided with clothing lines;
- xii. Adequate clean and safe water;
- xiii. Matrons/wardens' houses should be near the dormitories;
- xiv. House parents (for learners with disabilities) should have a room in the dormitories;
- xv. The boarding facilities for colleges should be cubicles.

NB: Boarding schools shall not be registered if they do not have at least a staff house for the head of the institution.

13.0 LAND ACREAGE

The minimum land acreage for various areas should be as provided below:

13.1 Urban areas

S/NO	LEVEL	ACREAGE
1.	Stand-alone Pre-Primary 1 and 2	0.05 Ha ($\frac{1}{8}$ acre)
2.	Pre-Primary 1 and 2, and Grades 1, 2 and 3	0.2 Ha ($\frac{1}{2}$ acre)
3.	Pre-Primary 1 and 2, and Grades 1–6;	0.2 Ha ($\frac{1}{2}$ acre)
4.	Primary and Junior Secondary School;	0.4 Ha (1 acre)
5.	Junior Secondary school only, especially for private schools which may wish to invest only for this level;	0.4 Ha (1 acre)

6.	Junior and Senior Secondary schools;	0.4 Ha (1 acre)
7.	Senior Secondary School only, especially for private schools which may wish to invest only for this level;	0.4 Ha (1 acre)
8.	Whole school, running from Pre-Primary to Senior Secondary School.	1.2 Ha (3acres)
9.	Teacher Training Institutions	6 Ha (15 acres)
10.	APBET	0.2 Ha (1/2 acres)

13.2 Rural high density areas

S/NO	LEVEL	ACREAGE
1.	Stand-alone Pre-Primary 1 and 2	0.1 Ha ($\frac{1}{4}$ acre)
2.	Pre-Primary 1 and 2, and Grades 1, 2 and 3	0.4 Ha (1 acre)
3.	Pre-Primary 1 and 2, and Grades 1–6;	0.4 Ha (1 acre)
4.	Primary and Junior Secondary School;	1.6 Ha (4 acres)
5.	Junior Secondary school only, especially for private schools which may wish to invest only for this level;	1.2 Ha (3 acres)
6.	Junior and Senior Secondary schools;	2.0 Ha (5 acres)
7.	Senior Secondary School only, especially for private schools which may wish to invest only for this level;	1.2 Ha (3 acre)
8.	Whole school, running from Pre-Primary to Senior Secondary School.	2.4 Ha (6 acres)
9.	Teacher Training Institutions	6 Ha (15 acres)
10.	APBET	0.2 Ha (1/2 acres)

13.3 Rural low density

S/NO	LEVEL	ACREAGE
1.	Stand-alone Pre-Primary 1 and 2	0.4 Ha 1 acre)
2.	Pre-Primary 1 and 2, and Grades 1, 2 and 3	1.6 Ha (4 acres)
3.	Pre-Primary 1 and 2, and Grades 1–6;	2.0 Ha (5 acres)
4.	Primary and Junior Secondary School;	2.4 Ha (6 acres)

5.	Junior Secondary school only, especially for private schools which may wish to invest only for this level;	2.0 Ha (5 acre)
6.	Junior and Senior Secondary schools;	2.4 Ha(6 acres)
7.	Senior Secondary School only, especially for private schools which may wish to invest only for this level;	2.4 Ha (6 acres)
8.	Whole school, running from Pre-Primary to Senior Secondary School.	3.6 Ha (9acres)
9.	Teacher Training Institutions	6 Ha (15 acres)
10.	APBET	0.2 Ha (1/2 acres)

NB:

All institutions shall have playgrounds or play stations (for the pre-primary learners). The following shall apply:

i. Play grounds

All institutions must have a playground measuring a minimum of 90m x 120m. Institutions without adequate grounds shall lease a playground within a radius of 200 m from the school.

ii. Play station for pre-primary institutions must:

- a. Have appropriate fixed and movable play items;
- b. Have appropriate adapted fixed and movable play items for learners with disabilities;
- c. Have adequate space for play.

14.0 SECURITY STANDARDS

A secure, sturdy and non-penetrable fence shall be constructed to enclose all sides of the institution; the fence shall have appropriate lockable and separate vehicular and pedestrian gates. Use of barbed wire as the primary (main) fencing material shall be avoided.

Fire fighting equipment (such as fire extinguishers, water pipes, sand buckets, fire blankets etc.) must be installed in all dormitories, laboratories, workshops, library, kitchen and dining hall.

15.0 WATER

The institution shall provide have adequate, clean and safe water (5 litres per day per person in day institutions and 20 litters per person in boarding institutions).

16.0 MANAGER/MANAGEMENT OF A BASIC EDUCATION INSTITUTION

16.1 MANAGEMENT OF A PUBLIC BASIC EDUCATION INSTITUTION

The management of public institutions shall be the Boards of Management appointed by the Cabinet Secretary in charge of Basic Education and shall have delegated authority to oversee the management of education resources and implementation of policies and guidelines in basic education institutions.

16.2 MANAGER OF A PRIVATE BASIC EDUCATION INSTITUTION

A Manager who oversees day-to-day running of the institution **must** have necessary professional qualifications higher than the level of education/training being offered in that institution and must be registered by the CEB and TSC as stipulated below:

Institution	Qualification
Stand-alone Pre-Primary 1 and 2	Diploma in ECDE
Pre-Primary 1 and 2, and Grades 1, 2 and 3	Diploma Primary Teacher Education or Certificate PTE
Pre-Primary 1 and 2, and Grades 1–6;	Diploma Primary Teacher Education or Certificate in PTE
Primary and Junior Secondary School;	BED / DSTE
Junior Secondary school only, especially for private schools which may wish to invest only for this level;	BED / DSTE
Junior and Senior Secondary schools;	BED / DSTE
Senior Secondary School only, especially for private schools which may wish to invest only for this level;	BED / DSTE
Whole school, running from Pre-Primary to Senior Secondary School.	BED / DSTE
APBET	Diploma Primary Teacher Education

Special institutions	Diploma in SNE in specific area offered in the institution
Teacher Training Colleges	B.Ed or Equivalent

16.2 HEAD OF A PRIVATE INSTITUTION

The minimum professional qualifications required to head an institution are:

Institution	Qualification
Stand-alone Pre-Primary 1 and 2	Diploma ECTE
Pre-Primary 1 and 2, and Grades 1, 2 and 3	Diploma Primary Teacher Education or Certificate PTE
Pre-Primary 1 and 2, and Grades 1–6;	Diploma Primary Teacher Education or Certificate in PTE
Primary and Junior Secondary School;	BED/DSTE
Junior Secondary school only, especially for private schools which may wish to invest only for this level;	BED/DSTE
Junior and Senior Secondary schools;	BED/DSTE
Senior Secondary School only, especially for private schools which may wish to invest only for this level;	BED/DSTE
Whole school, running from Pre-Primary to Senior Secondary School.	BED/DSTE
APBET	Diploma Primary Teacher Education
Special institutions	Diploma in SNE in specific area offered in the institution
Teacher Training Institution	Diploma In ECTE

17.0 OTHER STANDARDS

17.1 Alternative Provision of Basic Education and Training (APBET)

In addition to the standards in other sections, the following requirements shall apply to the Alternative Provision of Basic Education and Training centres:

- i. Shall offer curriculum approved by the KICD;
- ii. Shall be established in informal urban settlements within the cities such as Nairobi Mombasa and Kisumu and major towns as designated by Law;
- iii. All the teachers in these institutions shall have relevant teacher training certificates from recognized Teacher Training Institutions and must be registered by the Teacher Service Commission;
- iv. Shall provide avenues for meaningful participation of teachers, parents/guardians and learners in the governance of the institution.

17.2 Minimum requirements for establishment of a mobile institution:

- i. The community must be nomadic/mobile;
- ii. Availability of space;
- iii. Involvement of the local education office;
- iv. Minimum enrolment of 10 learners;
- v. Teacher availability, with a minimum of ECDE certificate qualification;
- vi. Mobile institutions shall operate as satellite learning centres of regular institutions;
- vii. Mobile institutions must be registered under a regular institution whose location is within the migratory path of the community.

17.3 Schools offering international curriculum

In addition to the specific foreign curriculum requirements and standards outlined in other sections of this document, institutions offering foreign/international curricular shall meet the following requirements:

- i. Letter of curriculum approval by KICD;
- ii. Commitment letter to offer Kiswahili and History of Kenya as part of their curriculum;
- iii. Provide letter(s) of authority for expatriate teachers upon vetting by Ministry of Education;
- iv. Provide list of recruited teachers of whom at least 30% shall be Kenyans;
- v. Provide a commitment letter to increase the proportion of Kenyan teachers from 30% to 70% by the fifth year from the date of registration;
- vi. Provide valid work permits for the expatriate teachers.

17.4 Adult and Continuing Education Centres

Centres shall meet the following requirements:

- i. Appropriate buildings such as churches, mosques, social halls, registered basic education institutions that meet a spacing of 1.22 m^2 per learner shall be identified;
- ii. A signed memorandum of understanding between the management of the centre and the owner of the venue detailing terms and conditions of the contract for a minimum period of 5years;
- iii. An instructor to manage the ACE centre;
- iv. Other requirements on physical facilities shall be as stated in section 12.

Appendix I



APPLICATION FOR REGISTRATION OF EDUCATIONAL AND TRAINING INSTITUTION

(TO BE FILLED IN TRIPPLICATE)

Part 1

i. Proposed/Legal Name of Institution

Address of Institution _____ Code _____

Town/City _____

Telephone _____

E-Mail _____

Location of Proposed Institution

Region _____ County _____ Sub-County _____

Ward _____

Location _____ Sub-Location _____

ii. Category/Level of Institution; (Tick as appropriate)

Type/Level	Tick
Pre-primary	
Primary regular	
Primary integrated	
Primary special needs	
Secondary regular	

Type/Level	Tick
Secondary integrated	
Secondary special needs	
College	
DECE	
DPTE	
DSTE	
ACE	

iii. Type of Institution

Type of Institution	Tick
Day	
Boarding	
Day and Boarding	
Boys	
Girls	
Mixed	
Public	
Private	
Integrated	
Special	

1. Sponsor(where applicable)

2. Name of Proprietor (for private institutions)

3. Management (BOM/)

4. Address of:

a) Sponsor

Telephone no_____

b) Proprietor (for private institutions)

Telephone no _____

5. Curriculum to be offered (CBC/8-4-4/IGCE/IB etc.)

(a) Classes/grade to be catered for

(b) Number of streams per Class/Grade

(c) Indicate curriculum preparation in place for persons with special needs.

6. Proposed Maximum number of learners to be enrolled

NB: The enrolment to be approved by the Ministry

7. Nature of buildings:

(i) Temporary _____

(ii) Semi permanent _____

(iii) Permanent _____

NB: For temporary and semi-permanent structures, the floor must be cemented, walls must be timber or iron sheets, if mud, the walls must be cemented.

8. In case of Re-Registration of existing Institution:-

1. Existing Registration Number

2. Reasons for Re-registration

3. Learner Enrolment

9. Declaration by the Applicant:

I hereby declare that I have read the Education Standards Requirements for Registration of Education and Training Institutions, Ministry of Education and the Institution will be Conducted in accordance with its provisions, and that of the Basic Education Act 2013

Signed _____

Full Name _____ ID No/Passport No _____

Applicant (proprietor/headteacher)

Date: _____ Official stamp _____

PART II

16. To be completed by the Sub-County Director/ of Education after making necessary considerations.

RECOMMENDED/NOT RECOMMENDED (if not recommended, give reasons)

Full Name: _____ Official Stamp _____

Date _____ Signed _____

PART III

To be completed by the Secretary, County Education Board

Date of the meeting when application was discussed

.....

Approved / Not Approved

Minute Number

Date Signed

Secretary, County Education Board

Officials Stamp

Appendix II



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

APPLICATION FOR APPROVAL AS MANAGER OF PRIVATE EDUCATIONAL INSTITUTION

(In Accordance with the Basic Education Act 2013, this form shall be completed in triplicate by the applicant and forwarded to the County Director of Education/Sub-County Director of Education.)

Part 1

1. Name _____ TSC NUMBER _____

Identity/Passport No. _____

Address (Postal) _____ Code _____ Town/City _____

E-mail _____ Telephone _____

2. Relevant qualifications and experience

(i) Academic Qualifications (ECDE, Primary, Secondary)

NAME OF INSTITUTION	YEARS ATTENDED		CERTIFICATE/ LEVEL ATTAINED
	FROM	TO	

(ii) Professional Qualifications (College and University)

NAME OF INSTITUTION	YEARS ATTENDED		QUALIFICATION ATTAINED
	FROM	TO	

(iii) Work Experience

NAME OF INSTITUTION	PERIOD		POSITION HELD
	FROM	TO	

3. Location of Institution:-

Region _____ County _____

Sub-County _____ Ward _____

Location _____ Sub/Location _____

a. Type of Institution (Pre-Primary/Primary/Secondary/College/, if any other specify)

b. Curriculum offered

4. Name and addresses of two referees (one of whom is an educationist):

Name: _____ Designation: _____
Address: _____ Telephone: _____
E-mail: _____

Name: _____
Designation: _____
Address: _____ Telephone: _____
E-mail: _____

The applicant is required to comply with the requirements of Chapter Six of The Constitution of Kenya (2010) and provide the relevant documents:

- i. Valid certificate of good conduct
- ii. Valid Tax compliance certificate
- iii. Valid Credit Reference Bureau certificate
- iv. HELB Certificate where applicable

Declaration by the Applicant:

I hereby declare that I have read the Education Standards Requirements for Registration of Education and Training Institutions, Ministry of Education and the Institution will be conducted in accordance with its provisions, and that of the Basic Education Act 2013.

I have attached the following documents regarding my qualifications, experience etc.

- (a) Certified Photocopies of my original certificates (Refer to No. 2 i, ii, and iii)
- (b) Any other relevant documents (list them)

PART II

To be completed by the Sub-County Director of Education/ after making necessary considerations.

RECOMMENDED / NOT RECOMMENDED (if not recommended, give reasons)

Full Name: _____ Official Stamp _____

Date _____ Signed _____

PART III

To be completed by the Secretary, County Education Board

Date of the meeting when application was discussed

.....

Approved / Not Approved

Minute Number

Date Signed

Secretary, County Education Board

Officials Stamp